

JROTC
Curriculum Guide
Version 6.0



Table of Contents

Academic Overview	4
Core Course Outlines	12
Unit 1: Leadership Education and Training (LET) – The Emerging Leader	12
Unit 2: Leadership Education and Training (LET) 2 – Developing Leader	17
Unit 3: Leadership Education and Training (LET) 3 – The Supervising Leader	23
Unit 4: Leadership Education and Training (LET) 4 – The Managing Leader	28
Optional Courses for Credit	31
Geography Course for JROTC	31
Health Course with JROTC.....	40
Physical Education Course with JROTC	47
Civics/Government Course with JROTC	52
Army JROTC - University of California - Elective G, Leadership in Community Emergency Response	61
Approved Elective Resources.....	66
Category 1 Provided Resources	67
Unit 5: JROTC Continuing Education for Leaders.....	67
Teen Community Emergency Response Team (CERT)	74
Will Interactive, Inc.®	75
Category 2 Online Resources – Cadet.....	76
Cadet Distance Learning (DL)	76
Conover Online – Web-based Profile Assessments and Skill Interventions	77
March 2 Success.....	77
Category 3 Online Resources – Instructor	79
Junior Achievement (JA)	79

Medal of Honor Character Development Program.....	80
NICERC – Cyber Society Course.....	82
Veterans National Education Program (V-NEP)	83
We the People: The Citizenship and Constitution Program	84

Academic Overview

Introduction

This curriculum guide lists and describes the four Leadership Education and Training (LET) core courses and elective course options approved by Army JROTC. Each course framework provides a scope and sequence outline that includes targeted competencies and time allocations deemed appropriate for student learning and assessment.

Description

Junior Reserve Officers' Training Corps (JROTC) is the largest youth program, with an accredited curriculum, in high school. It serves as a character and leadership development program for our nation's high school students. High school students enrolled in JROTC are "Cadets." There are approximately 314,000 Cadets enrolled in JROTC in 1,731 high schools, led by 4,000 retired Army Instructors.

Mission

The program's focus is reflected in its mission statement "To Motivate Young People to be Better Citizens." It prepares high school students for responsible leadership roles while making them aware of their rights, responsibilities, and privileges as American citizens. The program is a stimulus for promoting graduation from high school, and it provides instruction and rewarding opportunities that will benefit the student, community, and nation.

Vision

This program's design focuses on the development of better citizens by building skills in leadership, personal growth and behaviors, citizenship, decision making, health and fitness, first aid, team building, service learning, and, geography; all within a student-centered learning environment. The JROTC program is a cooperative effort between the Army and the host school.

Accreditation Information

The Army JROTC program is accredited by AdvancED, which was created through a merger of the Pre-K-12 divisions of the North Central Association Commission on Accreditation and School Improvement (NCA CASI); the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI); and the Northwest Accreditation Commission (NWAC). Having a program accredited by AdvancED means JROTC has demonstrated a commitment to student performance and continuous improvement in education. JROTC earned its accredited status by adhering to five quality standards:

Standard 1- Purpose and Direction

Standard 2- Governance and Leadership

Standard 3- Teaching and Assessing for Learning

Standard 4- Resources and Support Systems

Standard 5- Using Results for Continuous Improvement

Aligned External Standards

Common Core English Language Arts (ELA) Grades 9-10 and 11-12

Sponsoring Organizations National Governors Association Center for Best Practices and Council of Chief State School Officers.
<http://www.corestandards.org/>

The Common Core ELA standards establish guidelines for English language arts (ELA) in six areas:

- Reading: Literature
- Reading: Informational Text
- Writing
- Speaking and Listening
- Language
- Range, Quality, and Complexity of Language Skills

The standards for high school students are grouped at two levels: grades 9-10 and grades 11-12. The anchor for the standards is based on a set of college- and career-readiness standards, which address what students are expected to know and understand by the time they graduate from high school.

The standards also include guidelines for literacy in history/social studies, science, and technical subjects. Because students must learn to read, write, speak, listen, and use language effectively in a variety of content areas, the standards promote the literacy skills and concepts required for college and career readiness in multiple disciplines.

Access the LET 1-4 Crosswalks to Outcomes and ELA from the Course Credits folder in the Curriculum Manager (CM) Global Resources.

National Geography Standards K-12

Sponsoring Organization Geography Education National Implementation Project (GENIP).
© 1996-2018 National Geographic Society. All rights reserved.
<https://www.nationalgeographic.org/standards/national-geography-standards/>

The National Geography Standards (Geography for Life) focus on increasing students' geographic knowledge and mastery by exploring factual knowledge, mental maps and tools, and ways of thinking. The eighteen standards include target outcomes for grades 4, 8 and 12, in six thematic areas:

- The World in Spatial Terms
- Places and Regions
- Physical Systems
- Human Systems

- Environment and Society
- The Uses of Geography

The Geography for Life standards were first published in 1994 and are being voluntarily adopted around the country. These geography standards are benchmarks against which the content of geography courses can be measured. Standards will affect the education of all children in the United States, and they should be part of the program of instruction of schools in your community. Copies of *Geography for Life* are available for purchase from the NCGE store.

National Standards for Civics and Government 9-12

Sponsoring Organization Center for Civic Education 2014
<http://www.civiced.org/standards?page=912toc>

National Standards for Civics and Government were developed by the Center for Civic Education with support from the U.S. Department of Education and The Pew Charitable Trusts. These standards are intended to help schools develop competent and responsible citizens who possess a reasoned commitment to the fundamental values and principles that are essential to the preservation and improvement of American constitutional democracy.

The standards for high school students encompass five thematic areas:

- What are Civic Life, Politics, and Government?
- What are the Foundations of the American Political System?
- How Does the Government Established by the Constitution Embody the Purposes, Values, and Principles of American Democracy?
- What is the Relationship of the United States to Other Nations and to World Affairs?
- What are the Roles of the Citizen in American Democracy?

National Standards for Civics and Government has been used as a model for state curricular frameworks throughout the country. Copies of the standards are available for purchase from the civiced.org store.

SHAPE Physical Education Grades 9-12

Sponsoring Organization National Standards for K-12 Physical Education ©2013, SHAPE America – Society of Health and Physical Educators.
www.shapeamerica.org
 All rights reserved.

The SHAPE America Physical Education National Standards outline criteria for student performance in an effective physical education program. Schools may use these five broad standards for physical literacy to develop or modify their existing standards and frameworks:

- Demonstrate competency in a variety of motor skills and movement patterns.

- Apply knowledge of concepts, principles, strategies and tactics related to movement and performance.
- Demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.
- Exhibits responsible personal and social behavior that respects self and others.
- Recognize the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

Copies of the standards are available for purchase from the shapeamerica.org store.

National Health Education Standards K-12

Sponsoring Organization Joint Committee on National Health Education Standards. Centers for Disease Control.
<https://www.cdc.gov/healthyschools/sher/standards/index.htm>

The National Health Education Standards (NHES) are written expectations for what students should know and be able to do by grades 2, 5, 8, and 12 to promote personal, family, and community health. The standards provide a framework for curriculum development and selection, instruction, and student assessment in health education. The standards focus on eight areas:

- Exploring concepts related to health promotion and disease prevention to enhance health
- Analyzing the influence of family, peers, culture, media, technology, and other factors on health behaviors
- Accessing valid information, products, and services to enhance health
- Using interpersonal communication skills to enhance health and avoid or reduce health risks
- Using decision-making skills to enhance health
- Using goal-setting skills to enhance health
- Practicing health-enhancing behaviors and avoid or reduce health risks
- Advocating for personal, family, and community health

Over the last decade, the NHES has become an accepted reference on health education, providing a framework for the adoption of standards by most states.

Performance-based Model of Instructional Design

The JROTC curriculum is based on the principles and best practices of performance-based, learner-centered education, which specifies desired results (knowledge, skills, and attitudes) in advance of instruction. It explicitly states criteria used to measure performance, requires learners to perform the competency as evidence of achievement, and provides learners with opportunities to develop each competency through a myriad of thoughtful and engaging learning activities. As a result, Cadets:

- Learn skills they can use; not outlines of information or isolated facts
- Know the performance expectations up front
- Engage as active partners in the learning process

- Document accomplishments and competence
- Learn how to learn

The program's design approach aligns three different sets of outcomes. They are Core Abilities, Program Outcomes, and Course Competencies. Every learning experience in the curriculum will address all outcome categories, building on their developing skills and abilities, critical to Cadet success in high school and into their post-secondary career.

Core Abilities

Core Abilities describe the broad, life-long skills that every Cadet needs for success in future life and career endeavors. The core abilities are a result of the goals and values that drive the JROTC program and are built upon the program's four years through integrating various lesson competencies and skills throughout the JROTC curriculum.

With each lesson the instructors explicitly introduce, teach, reinforce, and assess the core abilities that relate to the core competency being introduced. The core abilities will be displayed prominently in JROTC classrooms so that Cadets will know, recite, and view them as essential components of their lessons.

The JROTC Core Abilities and defining criteria are:

1. Apply critical thinking techniques

Criteria

- 1.1. you use problem solving skills in academic and/or work place environments
- 1.2. you differentiate between fact and opinion
- 1.3. you make decisions considering alternatives and consequences
- 1.4. you support viewpoints/arguments with reason and evidence
- 1.5. you assess feedback from others
- 1.6. you refine action plans based on evaluation of feedback
- 1.7. you view issues from multiple perspectives (local and global)
- 1.8. you evaluate sources of information you present logical arguments

2. Build your capacity for life-long learning

Criteria

- 2.1. you assume personal responsibility for learning
- 2.2. you assess personal learning styles and preferences and apply this knowledge to the learning process
- 2.3. you initiate formal and informal learning processes to acquire new abilities and insights
- 2.4. you risk making responsible mistakes as part of the learning process

2.5. you recognize and examine the underlying assumptions of your own beliefs you access available resources for personal and professional growth

3. Communicate using verbal, non-verbal, visual, and written techniques

Criteria

- 3.1. you select appropriate means to convey a message
- 3.2. you communicate accurately and clearly
- 3.3. you communicate appropriately and professionally
- 3.4. you apply appropriate reading strategies
- 3.5. you check for accuracy
- 3.6. you speak and write clearly so others can understand
- 3.7. you ask questions for clarification
- 3.8. you interpret nonverbal communications
- 3.9. you use active listening skills you apply standards of spelling, English grammar, and punctuation

4. Do your share as a good citizen in your school, community, country, and the world

Criteria

- 4.1. you recognize your responsibility to personal, social, professional, and educational environments and make informed decisions based on that responsibility
- 4.2. you recognize your role as a consumer and citizen in a democracy
- 4.3. you demonstrate respect for the rights, views, and work of others
- 4.4. you adapt to and work effectively with a variety of situations, individuals or groups you work to resolve conflicts

5. Take responsibility for your actions and choices

Criteria

- 5.1. you apply professional/ethical values to guide actions and decisions
- 5.2. you follow established policies and procedures
- 5.3. you complete assignments on time
- 5.4. you exhibit academic honesty
- 5.5. you assess the impact of your values on actions and decisions
- 5.6. you demonstrate dependability you exert a high level of effort and perseverance toward goal attainment

6. Treat self and others with respect

Criteria

- 6.1. you act with a sense of equity
- 6.2. you work well with individuals and groups from diverse backgrounds
- 6.3. you display an appreciation of diverse perspectives

- 6.4. you value individual and cultural differences
- 6.5. you recognize your own prejudices and stereotypes you communicate in a culturally sensitive manner that is free from bias and stereotypes

Program Outcomes

Program outcomes describe what JROTC Cadets will know and be able to do upon successful completion of the JROTC program. These outcomes also provide documentation for growth and development of the student and program for re-accreditation purposes, school visitors, parents, and the community. As Cadets complete each LET, their journey toward program outcomes will occur; each program outcome is linked to every LET lesson in the curriculum. Evidence of learning can be witnessed through a Cadet's Portfolio, which will showcase continued development of program outcomes. The JROTC Program Outcomes are:

1. Act with integrity and personal accountability as you lead others to succeed in a diverse and global workforce
2. Engage in civic and social concerns in the community, government, and society
3. Graduate prepared to succeed in post-secondary options and career pathways
4. Make decisions that promote positive social, emotional, and physical health
5. Value the role of the military and other service organizations

Course Competencies

Competencies describe discipline-specific measurable and observable skills, knowledge, and attitudes. They are targeted in each lesson of the curriculum. Performance standards (criteria and conditions) provide the specifications for assessing mastery of a competency. Cadets show they have learned competencies by applying them in the completion of assessment tasks that require them to do one or more of the following:

- Make a decision
- Perform a skill
- Perform a service
- Solve a problem
- Create a product

Instructors explicitly introduce, teach, reinforce, and assess the competency as the learning target for every lesson. They help Cadets take responsibility for their own learning by directing them to review the competency and its performance standards (criteria and conditions) at the beginning of the lesson and by pointing out that informing themselves about the performance expectations is the Cadets' first step toward learning success.

JROTC Program Entry Requirements

LET 1 Cadets: Completion of the eighth grade.

LET 2 Cadets: Completion of LET 1

LET 3 Cadets: Completion of LET 1 and 2

LET 4 Cadets: Completion of LET 1, 2, and 3

Course Scope and Sequence

The curriculum includes four core Leadership Education and Training (LET) units, one for each high school grade level. Courses are designed as a typical 1-credit high school course requiring 120-180 contact hours. A contact hour is based on a 60-minute class period. LET 1-4 include core lessons as indicated below in the Course Outlines. Lessons have correlating times for learning and assessment, but may not add up to the contact hours required for a 1-credit course in your school or district; instructors are free to add additional hours toward core lessons by adding additional time in any of following ways:

- Adjust the time for learning and assessment of core lessons as necessary for the target population
- Add additional approved lessons or content from JROTC Category 1-4 Electives
- Adjust to include time necessary for administration, exams, inspections, and in-school functions

Core Course	In Class (Contact Hours)	Recommended Lab (Contact Hours)
Unit 1: Leadership Education and Training (LET) – The Emerging Leader	68	51
Unit 2: Leadership Education and Training (LET) – The Developing Leader	73	42
Unit 3: Leadership Education and Training (LET) – The Supervising Leader	59	54
Unit 4: Leadership Education and Training (LET) – The Managing Leader	30	38

Core Course Outlines

Unit 1: Leadership Education and Training (LET) – The Emerging Leader

This is the first of four core courses in the Army Junior Reserve Officers’ Training Corps (JROTC) high school program. This course supports 22 lessons designed for first-year Cadets. Because the central focus of the JROTC program is to help develop strong leaders and model citizens. First year Cadets are introduced to content that will help the inner leader begin to emerge. Knowledge, skills, and abilities acquired in this unit are covered in five chapters. They are:

Chapter 1: JROTC Foundations introduces Cadets to the mission of the program and how it helps prepare personal success and citizenship. They are exposed to the traditions, organizational structure, and disciplines of JROTC and begin putting into practice customs and courtesies important in the program.

Chapter 2: Personal Growth and Behaviors focuses on the Cadet. In this chapter they take a close look at personal behavioral preferences, interpersonal skills and abilities, and strategies to help build personal success -- in the high school classroom, the JROTC program, and the Cadet's community.

Chapter 3: Team Building introduces Cadets to the discipline and structure of military drill. The individual role responding to commands and moving with precision is essential when participating in drill exercises at future competitions or community events.

Chapter 4: Decision Making introduces Cadets to a process and system for addressing goals and handling conflict, both internal and with others.

Chapter 5: Health and Fitness looks at stress and its effect on health. In this chapter, Cadets will examine ways to address and manage stress in life. Physical fitness is one effective strategy for maintaining health and is an essential component of this JROTC program through Cadet Challenge.

Chapter 6: Service Learning is a required element of the JROTC program. In LET 1, Cadets learn the features and benefits of service learning for the community, one's self, and the JROTC program.

Chapter 1: JROTC Foundations

Lesson	Competency	Objectives	Class Hours	Rec. Lab Hours
U1C1L1: Introducing JROTC	Describe how the Army JROTC program promotes personal success and citizenship Repurposed: <i>U1C1L1: Identify how Army JROTC can impact your future.</i> <i>U1C1L2: Analyze the purpose of the Army JROTC program</i>	<ul style="list-style-type: none"> Describe the origin of the Army JROTC program Describe activities you’ll participate in as a Cadet Identify the program outcomes of the Army JROTC program Explain the mission and benefits of the Army JROTC program State the Army JROTC Cadet Creed Describe the core curriculum of the Army JROTC program 	2	
U1C1L2: JROTC - The Organization and Traditions of Service Programs	Analyze the organization and traditions of JROTC programs Repurposed: <i>U1C1L3: Illustrate the rank and structure of the US Army JROTC</i>	<ul style="list-style-type: none"> Explain the organization of JROTC programs Explain the lines of responsibility and authority in JROTC programs Correlate duties and responsibilities with positions in the JROTC battalion Explain uniform wear and history 	6	2

	<p><i>U1C1L4: Determine which signs of success you plan to accomplish within JROTC</i></p> <p><i>U1C1L5: Demonstrate proper Cadet appearance</i></p>	<ul style="list-style-type: none"> • Explain the purpose of uniform wear, restrictions, and standards • Describe the proper care and maintenance of each piece of the uniform • Describe Cadet appearance and grooming standards • Match Army ranks to their proper titles Identify military rank and grade insignia • Demonstrate placement of uniform awards, insignias, and decorations • Classify the components of individual award categories • Define award criteria 		
U1C1L3: Customs and Courtesies of JROTC	<p>Demonstrate customs and courtesies in the JROTC environment</p> <p>Repurposed</p> <p><i>U1C1L6: Demonstrate protocol to show respect for and handle the US Flag;</i></p> <p><i>U1C1L7: Demonstrate courtesies during the playing of the National Anthem.</i></p> <p><i>U1C1L8: Explore the purpose of military traditions, customs, and courtesies</i></p>	<ul style="list-style-type: none"> • Explain how our nation arrived at the current design of the United States flag • Explain the symbolism of the parts and colors on the United States flag • Explain the origin of the lyrics in our national anthem • Demonstrate a salute • Demonstrate the correct way to fold the United States flag • Demonstrate how to show respect for the United States flag • Compare the rules for displaying the United States flag in different situations • Describe customs when the national anthem is played • Explain why there are rules for saluting and addressing officers • Distinguish among the types of personal salutes and when they are executed • Identify situations requiring a salute or other forms of respect to senior officers 	3	2
U1C1L4: Social Etiquette and Manners	<p>Demonstrate proper etiquette in social settings</p> <p>Repurposed</p> <p><i>U3C10L4: Apply the rules of etiquette to your role as a Cadet</i></p>	<ul style="list-style-type: none"> • Analyze etiquette and manners in formal and informal settings • Explain the handling of social invitations • Demonstrate proper dining etiquette • Correlate the historical significance of Dining-In, Dining-Out to the Cadet Ball 	4	
Chapter 2: Personal Growth and Behaviors				
U1C2L1: Thinking Maps®	<p>Use Thinking Maps® to enhance learning</p> <p>Repurposed</p> <p><i>U3C3L1: Use Thinking Maps to enhance learning</i></p>	<ul style="list-style-type: none"> • Identify the types of thinking processes • Relate thinking to learning • Correlate thinking processes to the eight Thinking Maps® • Use Thinking Maps® to visually represent a learning objective 	3	1

U1C2L2: Self-Awareness	Determine your behavioral preferences Repurposed <i>U3C1L1: Determine your behavioral preferences</i>	<ul style="list-style-type: none"> • Explain the four clusters of behavior in the Winning Colors® framework • Illustrate your behavioral preferences using the four Winning Colors® • Identify strengths for each behavior cluster • Express appreciation for your own uniqueness 	3	
U1C2L3: Appreciating Diversity through Winning Colors®	Apply an appreciation of diversity to interpersonal situations Repurposed <i>U3C1L2: Apply an appreciation of diversity to interpersonal situations</i>	<ul style="list-style-type: none"> • Explain how awareness-enhancing behaviors affect better communication with others • Identify key characteristics for each Winning Colors® behavior cluster: Builders, Planners, Adventurers, and Relaters • Determine factors that impact the behavior of others • Evaluate factors that impact how others perceive individual behavior • Select behaviors that promote success in a variety of situations 	3	
U1C2L4: Thinking and Learning	Analyze how thinking and learning affects your academic performance Repurposed <i>U3C2L3: Explain how learning styles and preferences can impact learning</i> <i>U3C2L4: Use your intellectual strengths to improve academic performance</i> <i>U3C1L4: Determine the thinking/learning skills necessary for improving active learning</i>	<ul style="list-style-type: none"> • Distinguish between active learner and passive learner traits • Explain how creative and critical thinking work together • Describe the difference between objective and subjective thinking • Explain the essential elements of the learning process • Examine different models of learning preferences • Describe the eight types of intelligences • Explore how to expand your learning preferences and your intelligences 	4	
U1C2L5: Reading for Meaning	Apply strategies for reading comprehension Repurposed <i>U3C3L2: Select reading comprehension strategies to enhance learning</i>	<ul style="list-style-type: none"> • Identify the purposes of reading • Distinguish among reading comprehension strategies • Distinguish among the types of context clues readers use to determine word meaning • Recognize how to apply strategies that build your vocabulary • Relate how vocabulary contributes to reading comprehension 	4	
U1C2L6: Studying and Test-Taking	Develop study skills and test-taking strategies Repurposed <i>U3C3L3: Develop personal study and test-taking strategies</i>	<ul style="list-style-type: none"> • Describe effective study habits • Demonstrate effective textbook reading strategies • Analyze effective note-taking strategies • Explain effective strategies for test preparation and test-taking 	3	
U1C2L7: Personal Code of Conduct	Develop a personal code of conduct Repurposed	<ul style="list-style-type: none"> • Describe how values affect behavior • Identify the seven values of the U.S. Army 	3	

	<i>U2C1L3: Develop a personal code of ethics</i>	<ul style="list-style-type: none"> Describe basic rules of ethics Compare cultural, universal, and non-universal norms Explain the process for making ethical decisions Describe the benefits of a personal code of conduct 		
U1C2L8: Personal Growth Plan	Develop a plan for personal growth Repurposed <i>U3C1L3: Develop a plan for personal growth</i>	<ul style="list-style-type: none"> Distinguish between the 14 critical emotional skills Relate the critical emotional skills to the five emotional skill dimensions Develop strategies for growth in emotional skill areas 	3	2
Chapter 3: Team Building				
U1C3L1: Team Building and Drill	Relate drill competence to life skills Repurposed <i>U2C2L1: Explain the importance of drill in military discipline</i>	<ul style="list-style-type: none"> Summarize the origin of drill dating back to the Continental Army of the United States Identify skills learned by drilling Compare the qualities of teamwork instilled in the Continental Army to the teamwork qualities that military drill develops today 	2	
U1C3L2: Stationary Movements and Marching Techniques	Perform stationary movements and marching techniques on command Repurposed <i>U2C2L4: Demonstrate correct stationary movements on command</i> <i>U2C2L5: Demonstrate correct marching technique on command</i>	<ul style="list-style-type: none"> Describe the position of attention Describe how to respond to positions of rest commands Describe how to respond to facing commands Describe the correct way to salute in a variety of situations Describe how to execute marching movements from various commands Describe how to respond to halt commands 	4	18
U1C3L3: Squad Drill	Demonstrate correct response to squad drill commands Repurposed <i>U2C2L6: Demonstrate correct response to squad drill commands</i>	<ul style="list-style-type: none"> Describe how to respond to commands when forming and marching the squad Identify the different types of squad formations and their related drill commands Identify the locations of key squad personnel in squad formation 	3	6
Chapter 4: Decision Making				
U1C4L1: Making Decisions and Setting Goals	Apply the processes for making personal decisions and setting goals NEW	<ul style="list-style-type: none"> Describe the steps used to make decisions Identify guidelines used to evaluate choices Evaluate decisions for positive outcomes Describe the SMART goal-setting system Analyze goals for potential success 	3	
U1C4L2: Anger Management	Develop personal anger management strategies Repurposed <i>U3C7L1: Apply anger management strategies</i>	<ul style="list-style-type: none"> Describe common causes of anger Identify physical effects of anger Examine possible reactions to anger Distinguish healthy from unhealthy reactions to anger Describe healthy anger management strategies 	3	

U1C4L3: Resolving Conflicts	Apply conflict resolution techniques Repurposed <i>U3C5L1: Determine the causes of conflict</i> <i>U3C5L2: Apply conflict resolution techniques</i>	<ul style="list-style-type: none"> • Explain how conflict affects relationships • Describe the causes and types of conflicts • Evaluate options and consequences for dealing with conflict • Use communication skills to respond positively to a conflict • Apply the six steps for conflict resolution • Apply knowledge of Winning Colors® to resolve conflict 	4	
Chapter 5: Health and Fitness				
U1C5L1: Understanding and Controlling Stress	Determine the causes, effects, and coping strategies for stress in your life Repurposed <i>U4C1L8: Assess how stress impacts your life</i>	<ul style="list-style-type: none"> • Differentiate between positive and negative stress • Identify sources of stress • Identify the stages of the body's stress response • Describe physical and behavioral effects of prolonged stress • Describe ways to manage stress 	2	
U1C5L2: Cadet Challenge	Meet the physical fitness standards for the Cadet Challenge Repurposed <i>U4C1L2: Meet the physical fitness standards for the Cadet Challenge</i>	<ul style="list-style-type: none"> • Identify the five Cadet Challenge exercises • Describe the proper techniques for the Cadet Challenge exercises • Challenge exercises • Distinguish between the various fitness award categories • Determine your personal Cadet Challenge goal 	2	10
Chapter 6: Service Learning				
U1C6L1: Orientation to Service Learning	Identify the components of service learning Repurposed <i>U3C8L1: Identify the components of Service Learning</i>	<ul style="list-style-type: none"> • Distinguish between service learning and community service • Explain how service learning projects relate to Cadet learning in the classroom • Compare the types of service opportunities within your community • Identify the benefits of serving others within a community 	2	
U1C6L2: Preparing for Service Learning	Prepare for a service learning project Repurposed <i>U3C8L2: Preparing for Service Learning</i>	<ul style="list-style-type: none"> • Identify the steps needed to conduct a service learning project • Identify the essential components of a service learning project • Develop a service learning project plan • Identify the roles of team members in completing a service learning project 	2	10
Total Lessons: 22		Total Contact Hours	68	51

Unit 2: Leadership Education and Training (LET) 2 – Developing Leader

Unit 2: Leadership Education and Training (LET) 2 – Developing Leader builds upon the mastery of LET 1 skills and abilities, providing Cadets with new and more challenging opportunities in leadership development. There are 24 active-learning lessons within eight chapters. The chapters are:

Chapter 1: Leadership introduces Cadets to the elements of leadership, encouraging the analysis of personal leadership attributes and their relationship to program goals. As well, Cadets examine their own leadership competencies and style and the role they play in teams.

Chapter 2: Personal Growth and Behaviors focuses on the communication. Good leaders are effective communicators. Writing, listening, and speaking are essential outcomes in this learning module. Communication also supports personal confidence and Cadets will begin to see how their strengths relate to their vocational interests and begin to explore post-secondary options. Finally, Cadets examine the role ethics plays in leadership and how core values effect their personal code of conduct.

Chapter 3: Team Building introduces new challenges and opportunities for team and squad drill leaders. As leadership develops, so does discipline and team building, demonstrated regularly in drill and ceremony activities.

Chapter 4: First Aid exposes Cadets to the citizen’s role in helping others during an emergency. This learning module helps Cadets identify emergency situations and the universal precautions to address them. Additionally, Cadets will explain first aid response to common and severe emergencies.

Chapter 5: Decision Making uses the model for making good choices and decisions to situations that involve bullying and violence. Cadet leaders take a stance against bullying and encourage others to make those same good choices.

Chapter 6: Health and Fitness focuses on nutrition, body image, and the elements of good health. In this learning module, Cadets use decision-making and goal setting in their plans for life-long health. Cadets strive for physical fitness goals through Cadet Challenge and regular program exercise, as possible.

Chapter 7: Service Learning provides LET 2 Cadets an opportunity to participate, but also evaluate the effectiveness of a service learning project. Participating in after action reviews with teams and making decisions toward continuous improvement of service to others are hallmarks of this unit.

Chapter 8: Citizenship and Government introduces Cadets to the purpose of government and the role of the U.S. Constitution on democracy and the rights of its citizens.

Chapter 1: Leadership

Lesson	Competency	Objectives	Class Hours	Rec. Lab Hours
U2C1L1: Elements of Leadership	Identify the elements of leadership <u>NEW</u>	<ul style="list-style-type: none"> Identify leadership opportunities in JROTC Explain how perspectives on leadership have changed over time Define leadership Describe the Army Leadership Model 	2	
U2C1L2: Leadership Attributes	Analyze your leadership attributes <u>NEW</u>	<ul style="list-style-type: none"> Describe the leadership attribute of character Describe the leadership attribute of presence Describe the leadership attribute of intellect Analyze how character, presence, and intellect affect 	4	

		leadership		
U2C1L3: Leadership Competencies	Analyze your leadership competencies <u>NEW</u>	<ul style="list-style-type: none"> Describe the competencies involved in leading your team Describe the competencies involved in developing your team members Describe the competencies involved in achieving results for your team Analyze how leadership competencies impact goals 	4	
U2C1L4: Leadership Styles	Apply appropriate leadership styles <u>NEW</u>	<ul style="list-style-type: none"> Describe how to identify the willingness and readiness of team members Identify three different styles of leadership Choose the most effective leadership style for various situations 	2	
Chapter 2: Personal Growth and Behaviors				
U2C2L1: Becoming a Better Communicator	Develop your communication skills <u>Repurposed</u> <i>U3C4L2: Use active listening skills</i> <i>U3C4L1: Demonstrate how the communication process affects interaction between individuals</i> <i>U3C4L3: Analyze how you communicate in group situations</i>	<ul style="list-style-type: none"> Compare verbal and nonverbal means of communication Identify the steps of effective communication Relate how the process of listening is essential to good communication Distinguish among the types of listening Identify barriers that prevent effective listening Explain the types of roles individuals play in a group Identify how roles in a group affect communication 	5	2
U2C2L2: Becoming a Better Writer	Improve your writing skills <u>Repurposed</u> <i>U3C6L1: Develop a plan to improve writing skills</i>	<ul style="list-style-type: none"> Identify various reasons for writing Distinguish among the principles of good writing Confirm the basics of writing Explore the common pitfalls and mistakes in writing 	4	
U2C2L3: Delivering Your Speech	Deliver a speech that you wrote <u>Repurposed</u> <i>U3C6L2: Develop a speech</i> <i>U3C6L3: Present a Speech</i>	<ul style="list-style-type: none"> Compare the various types of speeches Analyze the purpose and audience for a speech Relate the elements of effective writing to speech writing Develop coping strategies for stressful speaking situations Identify ways to improve speaking skills 	6	5
U2C2L4: Career Considerations	Analyze career possibilities and requirements <u>Repurposed</u> <i>U1C2L2: Relate the role of the Active Army to the United States Army</i>	<ul style="list-style-type: none"> Distinguish between a job and a career Examine the various types of jobs that interest you Explore various Career Pathways Associate your interests and aptitudes to a career path Examine career opportunities provided by the U.S. Military Distinguish between various post-secondary education options 	5	

	<p><i>U1C2L3: Distinguish among the reserve components of the United States Army</i></p> <p><i>U1C2L4: Explore the purpose and structure of the United States Navy</i></p> <p><i>U1C2L5: Explore the purpose and structure of the United States Air Force</i></p> <p><i>U1C2L6: Explore the purpose and structure of the United States Marine Corps</i></p> <p><i>U1C2L7: Explore the purpose and structure of the Coast Guard and Merchant Marine</i></p> <p><i>U1C2L8: Explore the purpose and structure of the Peace Corps</i></p> <p><i>U1C2L9: Explore the purpose and structure of the AmeriCorps</i></p> <p><i>U3C9L3: Relate the military to your career goals</i></p>			
U2C2L5: Ethical Concepts and You	<p>Relate ethical concepts to your personal code of conduct</p> <p>Repurposed <i>U3C10L4: Apply the rules of etiquette to your role as a Cadet</i></p>	<ul style="list-style-type: none"> • Relate ethics to personal standards • Examine how ethical qualities affect leadership • Explore the types of values • Compare the core values of the U.S. Military Services 	3	
Chapter 3: Team Building				
U2C3L1: Team Member Qualities	<p>Assess your personal qualities as a team member</p> <p>Repurposed <i>U2C4L7: Assess personal qualities as a team member</i></p>	<ul style="list-style-type: none"> • Describe the characteristics of individual responsibility, followership, and teamwork • Describe the responsibilities of a team leader and the leadership factors that affect teamwork • Describe the three stages of team building 	3	5
U2C3L2: Drill Leader Skills and Responsibilities	<p>Demonstrate the skills and responsibilities of a good drill leader</p> <p>Repurposed <i>U2C2L3: Demonstrate the skills and responsibilities of a good drill leader</i> <i>U2C2L2: Demonstrate effectual command voice in drill</i></p>	<ul style="list-style-type: none"> • Describe the preparation a drill leader takes before a drill • Identify five attributes of a capable drill leader • Identify the types of drill commands 	2	5

U2C3L3: Taking Charge: Leadership Responsibilities	<p>Illustrate the duties of a team leader or squad leader</p> <p>Repurposed <i>U2C5L2: Perform the duties of a team leaders, squad leader, platoon sergeant, or platoon leader</i></p>	<ul style="list-style-type: none"> Describe the duties and responsibilities of the team and squad leader positions within a platoon Explain the four steps leaders should use when assuming a new leadership position Demonstrate the responsibilities of a team leader and squad leader 	2	5
Chapter 4: First Aid				
U2C4L1: First Aid Emergencies	<p>Assess first aid emergencies</p> <p>Repurposed <i>U4C2L1: Assess first aid situations</i></p>	<ul style="list-style-type: none"> Identify ways to prepare for an emergency Describe universal precautions Explain the four emergency guidelines Explain the sequence for evaluating an injured person 	2	
U2C4L2: First Aid for Common Injuries	<p>Explain how to respond to common Injuries</p> <p>NEW</p>	<ul style="list-style-type: none"> Describe how to treat minor cuts Describe how to treat and prevent insect bites Describe how to treat animal bites Describe how to treat minor burns Describe how to remove a foreign object in the eye Describe how to stop a nosebleed Describe how to help someone who has fainted Identify injuries that may require medical attention 	2	
U2C4L3: Severe Emergencies	<p>Describe first aid for severe emergencies</p> <p>Repurposed <i>U4C2L3: Demonstrate first aid procedures for bleeding victims</i></p>	<ul style="list-style-type: none"> Identify the symptoms of choking, severe bleeding, heart attack, stroke, and shock Describe first aid for choking Describe first aid for severe bleeding Explain when CPR and/or an AED should be used Describe how to perform chest-only CPR Describe first aid for a heart attack Describe first aid for a stroke Describe first aid for shock 	2	
Chapter 5: Decision Making				
U2C5L1: Bullying	<p>Evaluate methods to protect yourself and others from bullying</p> <p>NEW</p>	<ul style="list-style-type: none"> Describe three types of bullying Explain how cyberbullying is different from other types of bullying Identify risk factors for bullying Explain strategies for dealing with bullying Describe the effects of bullying 	3	
U2C5L2: Preventing Violence	<p>Apply strategies to prevent violence</p> <p>Repurposed</p>	<ul style="list-style-type: none"> Examine the problem of violence in our society Identify ways to prevent violence in schools 	2	

	<i>U3C7L4: Apply strategies to prevent violence</i>	<ul style="list-style-type: none"> Identify risk factors for teen violence Describe strategies for preventing violence 		
Chapter 6: Health and Fitness				
U2C6L1: Elements of Health	<p>Examine the elements of health</p> <p>Repurposed <i>U4C1L3: Develop a plan to improve your whole health</i></p>	<ul style="list-style-type: none"> Identify the elements of health Describe how what you eat impacts health Describe how exercise impacts health Identify how stress impacts overall health Identify causes for lack of sleep Explain how lack of sleep affects the brain Identify unsafe behaviors 	2	
U2C6L2: Benefits of Physical Activity	<p>Develop ways to increase your fitness level</p> <p>Repurposed <i>U4C1L1: Develop a personal exercise program</i></p>	<ul style="list-style-type: none"> Identify the benefits of exercise Describe ways to increase your fitness level Examine methods for increasing aerobic capacity, strength and endurance, and flexibility Create a plan to set and achieve personal fitness goals Explore methods to monitor your fitness progress 	3	
U2C6L3: Nutrition	<p>Develop a personal nutritional plan to promote health</p> <p>Repurposed <i>U4C1L4: Discover the nutritional needs necessary for your optimum health</i></p>	<ul style="list-style-type: none"> Identify common influences on food choices Describe how the body uses the six types of nutrients Explain how substances added to foods, such as fats, sugars, and sodium, can impact your health Explain how to read food labels Identify key factors in making healthy food choices Explain how eating right and exercising can impact your health 	4	
U2C6L4: Body Image	<p>Examine how body image, eating, and physical activity affect whole health</p> <p>NEW</p>	<ul style="list-style-type: none"> Define body image Describe how to measure body composition Compare the factors that influence overweight and underweight people Explain how to balance exercise and calories for an appropriate weight Describe the symptoms of eating disorders 	3	
Chapter 7: Service Learning				
U2C7L1: Evaluating a Service Learning Project	<p>Evaluate the effectiveness of a service learning project</p> <p>Repurposed <i>U3C8L3: Evaluate the effectiveness of a service learning project</i></p>	<ul style="list-style-type: none"> Describe a service learning experience using the four-quadrant model Identify the three stages of the after action review Identify three types of service 	2	10
Chapter 8: Citizenship and Government				
U2C8L1: Our American Government	<p>Evaluate the important elements of our democratic government</p>	<ul style="list-style-type: none"> Explain the need for government 	3	

	<u>NEW</u>	<ul style="list-style-type: none"> • Identify the principles of American democracy • Explain how the U.S. Constitution provides the basis for our government • Compare the roles of the executive, legislative, and judicial branches of government • Explain how the Constitution can change over time • Describe the different ways the Constitution is interpreted 		
U2C8L2: Rights of Citizens	Analyze the rights of U.S. citizens <u>Repurposed</u> <i>U6C4L2: Examine the reasons behind the development of the Bill of Rights</i>	<ul style="list-style-type: none"> • Explain how a person becomes a U.S. citizen • Compare the rights of U.S. citizens to the rights of legal and illegal immigrants • Identify the amendments in the Bill of Rights • Explain how the Bill of Rights contributes to a free society • Identify changes made to the Constitution to protect the voting rights of all American citizens 	3	
LET 2 Cadet Challenge				
U2C0L0: LET 2 Cadet Challenge				10
Total Lessons: 24		Total Contact Hours	73	42

[Back to TOC](#)

Unit 3: Leadership Education and Training (LET) 3 – The Supervising Leader

Unit 3: Leadership Education and Training (LET) 3 - Supervising Leader builds upon the mastery of LET 1 and 2 skills and abilities, providing Cadets with new and more challenging opportunities as a leader by overseeing planning, project implementation, and team personnel. Cadets at this level can acquire battalion staff positions and responsibilities and help integrate improvements in the local JROTC program and community. There are 20 active-learning lessons within seven chapters. The chapters are:

Chapter 1: Leadership looks at the command and staff roles and their relationship to leadership in the battalion and with battalion projects. Cadets evaluate their personal management skills and help prepare and lead meetings and continuous improvement plans as supervisors.

Chapter 2: Personal Growth and Behaviors focuses on personal planning and management, looking at opportunities after high school and making plans for college, military, or work place. Career action planning occurs in this learning module and Cadets develop a career portfolio to showcase their JROTC program and academic achievements.

Chapter 3: Team Building provides Cadets an opportunity to earn duties and responsibilities of a platoon leader or sergeant and execute platoon drill.

Chapter 4: Decision Making provides Cadets leadership development opportunity to use strategies for neutralizing prejudice in relationships and negotiate an agreement.

Chapter 5: Health and Fitness takes a hard look at the effectiveness of substance use and abuse on health. While examining the influences that impact teen culture today, Cadets take a leadership stance on their response to substances such as tobacco, alcohol and drug use. In this course, Cadets explore response strategies for substance abuse situations.

Chapter 6: Service Learning projects often lie in the hands of upper class men and women to lead service learning initiatives for the JROTC program. In this learning module, Cadet will create a service learning plan, helping to organize teams and their roles in the project schedule.

Chapter 7: Citizenship and Government will look deeper at the citizen's role in society as contribution to a strong community.

Chapter 1: Leadership

Lesson	Competency	Objectives	Class Hours	Rec Lab Hours
U3C1L1: Command and Staff Roles	Explain how command and staff roles relate to leadership duties in your battalion Repurposed <i>U1C1L9: Demonstrate command and staff principles while performing the duties of an earned leadership position within your Cadet battalion</i>	<ul style="list-style-type: none"> Examine common JROTC battalion command and staff structure Describe typical functions of a battalion commander and staff 	2	
U3C1L2: Leading Meetings	Prepare to lead meetings Repurposed <i>U2C4L5: Prepare to lead a meeting</i>	<ul style="list-style-type: none"> Describe how to plan for a meeting Explain the general rules for leading and participating in 	2	3

U3C1L3: Planning Projects	Develop a plan for a battalion or school project <u>NEW</u>	<ul style="list-style-type: none"> Describe the seven-step decision-making process for projects/missions Identify command and staff roles in the planning/decision-making process 	2	4
U3C1L4: Continuous Improvement	Develop a Continuous Improvement Plan for your JROTC battalion <u>NEW</u>	<ul style="list-style-type: none"> Identify battalion problem areas or areas in need of improvement Establish goals that facilitate continuous improvement Outline milestones for progress toward your battalion goal Document progress toward the goal Revise your plan based on the results of an evaluation 	3	6
U3C1L5: Management Skills	Assess personal management skills <u>Repurposed</u> <i>U2C6L3: Assess personal management skills</i>	<ul style="list-style-type: none"> Explain how the five management skills contribute to preparation and execution of projects Compare management skills to leadership skills Explain how time management strategies can improve effectiveness 	3	
U3C1L6: Ethics in Leadership	Apply a process for making ethical choices and resolving ethical dilemmas <u>Repurposed</u> <i>U6C8L2: Illustrate how ethical choices and decisions can lead to good and/or bad consequences</i>	<ul style="list-style-type: none"> Identify questions that can help you make ethical choices Explain the process for resolving ethical dilemmas Identify pressures to be unethical Explain how leaders can promote ethical behavior 	3	
U3C1L7: Supervising	Analyze personal supervisory skills <u>Repurposed</u> <i>U2C4L6: Analyze personal supervisory skills</i> <i>U2C6L1: Outline a personal plan to build strong relationships with team members</i>	<ul style="list-style-type: none"> Identify the roles of a supervisor Explain how supervisors can improve team and individual performance Describe examples of effective supervisory skills 	3	
Chapter 2: Personal Growth and Behaviors				
U3C2L1: Post-Secondary Action Plan	Create a post-secondary action plan <u>Repurposed</u> <i>U1C2L2: Relate the role of the Active Army to the United State Army</i> <i>U1C2L4: Explore the purpose and structure of the United States Navy</i>	<ul style="list-style-type: none"> Explore various post-secondary options that support your career goals Determine the admissions process for post-secondary institutions Explore ways to finance post-secondary education Relate how the military can help you meet your career goals Assess the personal and community benefits of 	6	4

	<p><i>U1C2L5: Explore the purpose and structure of the United States Air Force</i></p> <p><i>U1C2L6: Explore the purpose and structure of the United States Marine Corps</i></p> <p><i>U1C2L7: Explore the purpose and structure of the Coast Guard and Merchant Marine</i></p> <p><i>U1C2L8: Explore the purpose and structure of the Peace Corps</i></p> <p><i>U1C2L9: Explore the purpose and structure of the AmeriCorps</i></p> <p><i>U3C9L4: Create a College Preparation Action Plan</i></p>	AmeriCorps		
U3C2L2: Personal Planning and Management	<p>Develop personal planning and management strategies</p> <p>Repurposed</p> <p><i>U3C10L3: Develop a personal time management plan</i></p>	<ul style="list-style-type: none"> Analyze the importance of time management Identify strategies for overcoming procrastination Explore time management strategies Explore methods for managing your current and future schedule 	4	1
U3C2L3: Portfolios and Interviews	<p>Create a career portfolio</p> <p>Repurposed</p> <p><i>U3C9L2: Assemble a personalized career portfolio</i></p>	<ul style="list-style-type: none"> Explain the importance of developing and maintaining a career portfolio Determine what types of documents and artifacts represent your personal achievements and goals Develop a résumé to showcase your skills and abilities Analyze aspects of interviewing 	6	5
Chapter 3: Team Building				
U3C3L1: Responsibilities of a Platoon Leader	<p>Illustrate the duties of a platoon leader or sergeant</p> <p>Repurposed</p> <p><i>U2C5L5: Carry out responsibilities in a drill ceremony</i></p>	<ul style="list-style-type: none"> Describe the duties and responsibilities of the different leadership positions within a platoon Identify the responsibilities of a platoon sergeant and platoon leader 	2	5
U3C3L2: Executing Platoon Drills	<p>Execute platoon drills</p> <p>Repurposed</p> <p><i>U2C5L1: Execute platoon drills</i></p>	<ul style="list-style-type: none"> Describe the correct response to the commands for forming and marching the platoon Compare platoon drills and squad drills Match drill commands to platoon formations 	2	5
Chapter 4: Decision Making				
U3C4L1: Prejudice	<p>Develop strategies for neutralizing prejudice in your relationships</p>	<ul style="list-style-type: none"> Identify common stereotypes in our culture Explain how stereotypes relate to prejudice Describe ways prejudice affects behavior 	3	

	<p>Repurposed <i>U2C4L1: Employ strategies for neutralizing the impact of personal prejudices and stereotypes on your relationships with others.</i></p>	<ul style="list-style-type: none"> Analyze the causes of prejudice and discrimination Determine strategies to lessen prejudice 		
U3C4L2: Negotiating	<p>Use negotiation strategies to make Agreements Repurposed <i>U2C4L3: Negotiate a win/win solution for a given situation</i></p>	<ul style="list-style-type: none"> Explain the relationship between conflict and negotiation Identify common reasons negotiations fail Describe the components of negotiations Explain the benefits and disadvantages of the five different approaches to negotiating Explain how principled negotiations increase the outcome for win-win agreements 	3	
Chapter 5: Health and Fitness				
U3C5L1: The Effects of Substance Abuse	<p>Describe the effects of substance Abuse Repurposed <i>U4C3L1: Assess the impact of drug and substance abuse on life today</i> <i>U4C3L2: Respond to substance use and abuse situations</i></p>	<ul style="list-style-type: none"> Recognize the difference between drug use, misuse, and abuse Explain how substance abuse develops Describe the effects of substance abuse Identify strategies for preventing substance abuse 	2	
U3C5L2: Drugs	<p>Assess the impact of drug abuse on whole health Repurposed <i>U4C3L1: Assess the impact of drug and substance abuse on life today</i></p>	<ul style="list-style-type: none"> Examine how psychoactive drugs affect your brain Describe the health dangers of commonly abused drugs Explain why drug addiction is associated with criminal activity Describe the hazards of performance-enhancing drugs Identify benefits of living drug-free 	3	
U3C5L3: Alcohol and Tobacco	<p>Assess the impact of alcohol and tobacco on whole health Repurposed <i>U4C3L1: Assess the impact of drug and substance abuse on life today</i></p>	<ul style="list-style-type: none"> Explain how media influences the use of alcohol and tobacco Describe the health hazards of alcohol abuse Describe the health hazards of tobacco use Identify reasons to refuse alcohol and tobacco 	3	
U3C5L4: Decisions About Substance Abuse	<p>Respond to substance abuse situations Repurposed <i>U4C3L2: Respond to substance use and abuse situations</i></p>	<ul style="list-style-type: none"> Explain how substance abuse is related to what people consider normal behavior Describe strategies for handling pressure to use alcohol, drugs, or tobacco Explain how you can help someone who is a substance 	2	1

		abuser		
Chapter 6: Service Learning				
U3C6L1: Planning for Service Learning	Create the plan and schedule for a service learning project Repurposed <i>U3C8L3: Conduct and evaluate the effectiveness of a service learning project</i>	<ul style="list-style-type: none"> Assess the role of teamwork in completing a service learning project Develop a service learning project schedule Associate the roles and responsibilities of service learning teams, recorder, timekeeper, facilitator, reporter, and debriefer 	2	10
Chapter 7: Citizenship and Government				
U3C7L1: Civic Duties and Responsibilities	Explain how the mandatory and voluntary responsibilities of citizens contribute to a strong community NEW	<ul style="list-style-type: none"> Describe the legal duties of U.S. citizens Describe the voluntary responsibilities of citizens Explain the value of community involvement in building a strong nation Identify opportunities for civic involvement Describe the benefits of civic involvement 	3	
LET 3: Cadet Challenge				
U3C0L0: LET 3 Cadet Challenge				10
Total Lessons: 20		Total Contact Hours	59	54

[Back to TOC](#)

Unit 4: Leadership Education and Training (LET) 4 – The Managing Leader

Unit 4: Leadership Education and Training (LET) 4 - Managing Leader provides Cadets multiple opportunities to manage and lead in the battalion, in the school, and their respective communities. The LET 4 Cadet is ready to assume responsibilities and manage him or herself and others whom they work with or oversee as a Cadet manager. There are 12 active-learning lessons within five chapters. The chapters are:

Chapter 1: Leadership looks closely the leadership role in continuous improvement, recognizing team attitudes that contribute achieving personal and battalion goals. LET 4 Cadets are mentors and leaders to younger Cadets and work with instructors and other Cadets on lesson development and delivery. Leaders encourage feedback from their subordinates and teammates.

Chapter 2: Personal Growth and Behaviors encourages the LET 4 Cadet to look beyond high school into adulthood. Cadets are challenged to identify personal management and accountability strategies and develop a 10-year plan for professional and personal success.

Chapter 3: Team Building provides LET 4 Cadets an opportunity to apply motivation strategies to teams and use effective communication models to provide feedback to others for encouragement and improvement. Drill leadership opportunities include executing company and battalion drills.

Chapter 4: Service Learning provides LET 4 Cadets an opportunity to manage a service learning project, using several project management tools.

Chapter 5: Citizenship and Government will examine how competing principles and values challenge the fundamental principles of society. Cadets develop solutions for future challenges to citizen rights.

Chapter 1: Leadership				
Lesson	Competency	Objectives	Class Hours	Rec Lab Hours
U4C1L1: Leadership Accomplishment	Apply leadership skills to continuous improvement and program outcomes <u>NEW</u>	<ul style="list-style-type: none"> Examine the role of leadership in continuous improvement Identify team attitudes that foster continuous improvement Relate Army JROTC program outcomes to leadership Plan personal and battalion goals 	2	
U4C1L2: Strategies for Teaching	Apply teaching strategies to a lesson plan or mentoring project <u>Repurposed</u> <i>U3C12L2: Develop a lesson plan</i> <i>U3C12L6: Use feedback to enhance learning in the classroom</i>	<ul style="list-style-type: none"> Explain the purpose of a lesson plan Describe the four phases of a lesson plan Relate teaching and learning to the four-phase lesson plan model Explore cooperative learning strategies 	2	
U4C1L3: Using Feedback with Learners	Use feedback to enhance your effectiveness as a leader <u>Repurposed</u> <i>U3C12L6: Using feedback in the Classroom</i>	<ul style="list-style-type: none"> Explain why feedback is important in the learning process Describe the characteristics of effective feedback Identify the basic ground rules and tips for giving effective feedback 	2	
Chapter 2: Personal Growth and Behaviors				
U4C2L1: Life After High School	Determine how to successfully manage	<ul style="list-style-type: none"> Identify how core abilities relate to life beyond high school 	3	3

	yourself after high school NEW	<ul style="list-style-type: none"> Analyze the pros and cons of personal independence Explore aspects of a post-high school life Evaluate the importance of personal accountability 		
U4C2L2: Professional Development	Appraise your plans for the future NEW	<ul style="list-style-type: none"> Distinguish between professional and personal goals Determine how personal goals and values affect professional success Explore aspects of professional development Identify your professional and personal goals for the next 10 years 	4	5
Chapter 3: Team Building				
U4C3L1: Motivating Others	Apply motivation strategies to teams Repurposed <i>U2C6L5: Employ motivation strategies that inspire others to achieve goals</i>	<ul style="list-style-type: none"> Identify how individual performance within a team is influenced by the leader Explain the six tactics to motivate others 	2	
U4C3L2: Communicating to Lead	Give feedback and direction to team members Repurposed <i>U2C6L4: Adapt communication to give direction and provide feedback to others</i>	<ul style="list-style-type: none"> Determine how communication is important for effective leadership Explain the basic flow and purpose of informal communication Review the major elements of a communication model Determine how to overcome barriers of effective communication 	4	
U4C3L3: Company Drill	Execute company drills Repurposed <i>U2C5L3: Execute company drills</i>	<ul style="list-style-type: none"> Describe the correct responses to commands when forming and marching the company Identify the different types of company formations and related specific drill commands Identify the locations of the key platoon and company personnel in company formations 	2	5
U4C3L4: Battalion Drill	Execute battalion drills Repurposed <i>U2C5L4: Execute battalion drills</i>	<ul style="list-style-type: none"> Identify the different types of battalion formations and related specific drill commands Describe the correct responses to battalion drill commands Describe the correct responses to inspection commands Identify the locations of the key platoon, company, and battalion personnel in battalion formations 	2	5
Chapter 4: Service Learning				
U4C4L1: Managing a Service Learning Project	Manage a service learning project Repurposed <i>U2C4L8: Use a Gantt chart to plan a project</i>	<ul style="list-style-type: none"> Describe the four project management phases Identify the critical components needed for successful project management Identify the key features of Gantt and PERT Charts 	2	10

Chapter 5: Citizenship and Government				
U4C5L1: Challenges to Fundamental Principles	<p>Examine how competing principles and values challenge the fundamental principles of our society</p> <p>Repurposed <i>U6C7L4: Justify your opinion about a contemporary issue that presents a conflict among competing fundamental constitutional principles</i></p>	<ul style="list-style-type: none"> • Explain the importance of fundamental principles • Compare positions on issues related to the fundamental principles and values of government and individual rights in American society 	3	
U4C5L2: The Future of Citizen Rights	<p>Develop solutions for future challenges to citizen rights</p> <p>Repurposed <i>U6C7L2: Predict how increased diversity, technological changes, closer international relationships, and current constitutional issues are likely to affect your life and an American citizen over the next 10 years</i></p>	<ul style="list-style-type: none"> • Describe the potential impacts of increased diversity • Explain some of the ways developments in technology might impact direct democracy, privacy, and free speech • Explain how terrorism and cyberattacks can limit citizen freedoms • Explain why economic instability can pose a threat to democracy and citizen rights 	2	
LET 4 Cadet Challenge				
U4C0L0: LET 4 Cadet Challenge				10
Total Lessons: 12		Total Contact Hours	30	38

[Back to TOC](#)

Optional Courses for Credit

Geography Course for JROTC

The lessons identified below include a combination of Army and Air Force (AF) JROTC Geography lessons. These can be offered in a variety of ways including:

1. Any lesson or combination of lessons can be offered as content enhancement to core curriculum or as elective contact hours for JROTC elective credit
2. As a 2-part Geography course for credit with chapters on map reading and use (Army) and world affairs, regional studies, and cultural awareness (Air Force)

The Army and AF JROTC lesson outcomes have been linked to the [National Geography Standards K-12](#) in support of a 'case for credit' in Geography. Access the *AF JROTC and Army JROTC to National Geography Standards Crosswalks* from the Course Credits folder in Curriculum Manager Global Resources.

There are 163 contact hours of lesson plan material presented in the outline below; this includes class time for didactic learning and assessment, and lab time for additional skill practice, group work, and project-based learning. Air Force lab time includes:

*optional engagement activities provided with each lesson and

**project-based learning assignments at the end of each chapter. Lab times are approximate and can be adjusted to meet the requirements and demands of your state/classroom rigor.

Part 1: Army JROTC Geography				
Lesson	Competency	Objectives	Class Hours	Rec Lab Hours
U5C4L1: Introduction to Maps	Demonstrate basic map reading skills	<ul style="list-style-type: none"> • Compare the features of a globe to those of a map • Compare properties and purposes of road, topographic, and thematic maps • Describe applications of the Global Positioning System • Determine locations based on map features • Communicate directions to a location • Identify general direction traveled on Interstate Highway System • Orient a map without using a compass 	2	3

		<ul style="list-style-type: none"> Estimate distance with and without a map Define key words: bar scale, elevation, GPS, latitude, legend, longitude, marginal information, orient, terrain, thematic map, topographic map, USGS 		
U5C4L2: Using Topographic Maps	Determine location and elevation using a topographic map	<ul style="list-style-type: none"> Differentiate between elevation and relief Calculate elevation on a topographic map Recognize terrain features on a topographic map Identify marginal information on a topographic map Define key words: concave, concentric, contour interval, contour line, convex, depression, draw, mean sea level, relief, saddle, spur 	2	
U5C4L3: Grid Reference System	Use a grid reference system to find locations	<ul style="list-style-type: none"> Describe how latitude and longitude are used in the global coordinate system Locate grid zones and grid segments using the UTM and MGRS grid reference systems Determine the six-digit MGRS coordinates of a known location on a map Use the six-digit MGRS coordinates to locate a point on a map Use a coordinate scale tool to determine MGRS locations Define key words: antemeridian, eastern hemisphere, eastings, grid coordinate, meridians, MGRS, northings, parallels, prime meridian, UTM, western hemisphere 	2	
U5C4L4: Determining Direction	Determine direction with angle measurement tools and field expedient methods	<ul style="list-style-type: none"> Define the three base directions found on a topographic map Describe the key features of a compass Demonstrate how to determine and measure a magnetic azimuth Demonstrate how to determine, measure, and plot a grid azimuth Calculate a back azimuth Explain how to determine direction using field-expedient methods Define key words: azimuth, back azimuth, field-expedient, grid azimuth, grid north, magnetic azimuth, magnetic north, Polaris, true north 	2	
U5C4L5: The Grid-Magnetic Angle	Use the grid-magnetic angle to accurately measure direction	<ul style="list-style-type: none"> Explain why it is necessary to convert magnetic azimuths to grid azimuths Calculate a grid azimuth from a magnetic azimuth Calculate a magnetic azimuth from a grid azimuth 	1	

		<ul style="list-style-type: none"> Define key words: agonic line, declination diagram, grid-magnetic angle 		
U5C4L6: Determining Location	Apply map reading and land navigation skills to determine location	<ul style="list-style-type: none"> Determine how to locate and read an eight-digit coordinate on a grid map Describe the procedure for locating an unknown point on a topographic map by intersection Describe the procedure for locating unknown position on a topographic map by resection Identify procedures for locating or plotting an unknown point on a topographic map using polar coordinates Define key words: intersection, polar coordinates, resection 	2	
U5C4L7: Orienteering	Apply map-reading skills to orienteering	<ul style="list-style-type: none"> Differentiate between six types of orienteering courses Explain the five-step process to determine direction of travel Demonstrate five movement techniques used in orienteering Identify the control areas and safety aspects used in orienteering Define key words: aiming off, attack point, control points, orienteering, steering mark 	3	
Total Army JROTC Lessons: 7 lessons		Total Part 1 Contact Hours:	14	3
Part 2 Air Force JROTC: Cultural Studies – An Introduction to Global Awareness				
CSA-C0-L1: Introduction--What is Global Awareness?		<ul style="list-style-type: none"> Comprehend how global cultures and interactions impact relationships between different cultural groups Know the significance of global economics, trade, and markets Introduction: What is Global Awareness? Know how the effects of global growth raise environmental concerns over natural resources Comprehend how ethics, religion, poverty, wealth, and views of human rights influence people Know how changes in technology and education influence the competition for jobs 	2	
CSA-C1-L1: The Middle East--An Introduction	Explore key issues about the global economy, culture, environment, and human rights	<ul style="list-style-type: none"> Know why the Middle East is viewed as a cradle of civilization Know the characteristics of Judaism, Christianity, and Islam Know about changes in the Middle East during the 20th Century Know the different groups of people who live in the Middle East 	2	2*
CSA-C1-L2: The Arab-Israeli Conflict	Summarize the historical and modern roots of the Arab-Israeli conflict	<ul style="list-style-type: none"> Know what historical events contributed to the founding of modern Israel Know about the historical events associated with the Six-Day 	2	2*

		<p>War of 1967</p> <ul style="list-style-type: none"> • Comprehend how the Yom Kippur War of 1973 affected Arab-Israeli relations • Know the various attempts at lasting peace in the Middle East 		
CSA-C1-L3: The Persian Gulf Wars	Describe the causes of conflict in the Persian Gulf from the 1980s to present times	<ul style="list-style-type: none"> • Know the historical situation of Iraq under the rule of Saddam Hussein • Know the historical events associated with the 1991 Persian Gulf War • Know the events surrounding the 2003 US invasion of Iraq • Know the US attempts to stabilize Iraq since the 2003 invasion 	2	2*
CSA-C1-L4: Islamic Fundamentalism and Terrorism	Explain the sources and effects of radical Islamic terrorism	<ul style="list-style-type: none"> • Know the general impact of terrorism in the world • Know how radical Islamist beliefs contribute to terrorism • Know the events associated with the 9-11 attacks and the Global War on Terror 	2	2*
CSA-C1-L5: US Interests and Regional Issues in the Middle East	Explain how US involvement in the Middle East relates to natural resources, nuclear nonproliferation and political alliances	<ul style="list-style-type: none"> • Know the importance of the production and distribution of oil and energy. • Comprehend how the clash of Middle Eastern and Western cultures affects relationships between people from Middle Eastern and people from Western cultures. • Know the importance of nuclear nonproliferation and the Iranian Issue for the United States. • Know the importance of the water problem in the Middle East. 	2	2* 4**
CSA-C2-L1: Asia -- An Introduction	Describe the geography, religions, and ethnic groups of Asia	<ul style="list-style-type: none"> • Know the geographic locations of Japan, Korea, China, India, Pakistan, and Afghanistan • Know the major religions of Asia • Know the main ethnic groups of Asia 	2	2*
CSA-C2-L2: Japan, Korea, and China	Review the history and economic development of Japan, Korea, and China	<ul style="list-style-type: none"> • Know the history of the unitary government and the rule of the warlords in China • Know what caused the shift from isolation to openness in Japan • Know the impact of domination and division on Korea • Know the political and economic impact of World War II on China and Japan • Know that Japan, South Korea, and China have become economic powerhouses 	2	2*
CSA-C2-L3: India, Pakistan and Afghanistan	Describe the history of political, ethnic and religious strife in India, Pakistan, and Afghanistan	<ul style="list-style-type: none"> • Know the pre-colonial history of the Mughals in the Indian subcontinent • Know the encounter with Europe and the colonial period in the region 	2	2*

		<ul style="list-style-type: none"> • Know the history of the struggle for independence in South Asia • Know what caused the partition and war between India and Pakistan • Know how Muslim-Hindu strife affects the politics and economics of South Asia • Know which groups have struggled for control in Afghanistan and why 		
CSA-C2-L4: Environmental and Social Issues in Asia	Identify the impacts of industrialization, population, economic inequality, and human trafficking in Asia	<ul style="list-style-type: none"> • Know the impacts of industrialization and pollution in China and India • Know the interactions between the rich, urban, and the poor rural areas in Asia • Know the role of women in India, Pakistan, and Afghanistan • Know China's one-child policy • Comprehend the challenges of human trafficking and sex tourism in Asia 	2	2*
CSA-C2-L5: US Interests and Regional Issues in Asia	Explain how US interests in Asia relate to economics and geopolitical tensions	<ul style="list-style-type: none"> • Comprehend the dilemma that North Korea creates for the US • Know the important issues of nuclear nonproliferation in India and Pakistan • Comprehend the impacts of global wages, labor, outsourcing, and offshoring in the US • Know why Asia represents a new target market for US corporations • Know the effects of Asian imports on the US market and economy • Comprehend the human rights issues in various Asian nations 	2	2* 4**
CSA-C3-L1: Africa: An Introduction	Describe the geography, natural resources and ethnic groups of Africa	<ul style="list-style-type: none"> • Know the five major regions of Africa • Know the natural resources of Africa • Know the distinctive characteristics of African culture • Know the main ethno-linguistic groups in Africa • Know the main language groups in Africa • Comprehend how Islam, Christianity, and indigenous religions influence Africa 	2	2*
CSA-C3-L2: The Shadow of Western Colonialism	Explain how the history of colonialism in Africa impacts the continent today	<ul style="list-style-type: none"> • Know the precolonial period of African history • Know the colonial period of African history • Know the history and impacts of African independence 	2	2*
CSA-C3-L3: Dictators, Leadership Challenges, and Ethnic Clashes	Review ethnic and cultural conflicts in Africa's recent history	<ul style="list-style-type: none"> • Comprehend how ethnic and sectarian politics undermined democracy in Africa • Comprehend the tensions between Arabs and Africans in 	2	2*

		<p>Sudan</p> <ul style="list-style-type: none"> • Comprehend the tensions between Hutus and Tutsis in Rwanda • Comprehend the tensions between Afrikaners, English, and Africans in Zimbabwe and South Africa • Know the civil wars of Liberia, Sierra Leone, and the Congo 		
CSA-C3-L4: AIDS, Health, Poverty, and Human Rights	Describe the key health, economic and environmental challenges on the African continent	<ul style="list-style-type: none"> • Know the main health challenges in Africa • Know the extent and impact of AIDS in Africa • Know the recurring problems with famine in Africa • Know the main environmental issues facing Africa • Know the human rights issues in Africa 	2	2*
CSA-C3-L5: US Interests and Regional Issues in Africa	Summarize US economic and political interests in Africa	<ul style="list-style-type: none"> • Know the challenges of resources and commerce in the regions of Africa • Know the immigration trends associated with Africa • Comprehend the challenges associated with pirating and lawlessness in Somalia • Comprehend the US and European development efforts in Africa 	2	2* 4**
CSA-C4-L1: Russia and the Former Soviet Republics: An Introduction	Describe the history, geography, and cultures of Russia and the former Soviet republics	<ul style="list-style-type: none"> • Know the geographic locations of Russia and the countries of the former Soviet Republics • Know the major religious groups of Russia and the former Soviet Republics • Know the historical context of Russia from the Kievan Rus through the time of Peter the Great • Know how events from the Nineteenth Century and World War I contributed to the October Revolution • Know the economic and political impacts of World War II and the Cold War on Russia • Know the effects of the fall of communism 	2	2*
CSA-C4-L2: Economic Restructuring: Communism and Capitalism	Explain the rise and fall of communism in the Soviet republics	<ul style="list-style-type: none"> • Know the characteristics of communism as an economic system • Know the economic and political influence of Marx, Lenin, and Stalin on communism in Russia • Know how the Soviet economic system worked and eventually failed • Know the importance of the export of resources for the restructured Russian economic system 	2	2*

CSA-C4-L3: Russia and the Republics	Review the economic and diplomatic relationships between Russia and the former Soviet republics	<ul style="list-style-type: none"> • Know the political and economic influence of Russia on the Ukraine, Belarus, and Moldova • Know the political and economic influence of Russia on the Baltic States • Know the political and economic influence of Russia on Armenia, Georgia, and Azerbaijan • Know the political and economic influence of Russia on Kazakhstan, Kyrgyzstan, Uzbekistan, Tajikistan, and Turkmenistan 	2	2*
CSA-C4-L4: Russia and World Relationships	Summarize Russia’s historic and military relationships with other nations	<ul style="list-style-type: none"> • Comprehend the historic relationship between Russia and the United Nations • Comprehend the historic relationships between Russia and neighboring European nations • Comprehend the historic relationships between Russia and China, Japan, and Korea • Comprehend the historic relationship between Russia and the United States 	2	2*
CSA-C4-L5: US Interests and Regional Issues in Russia and the Former Soviet Republics	Summarize US interests and tensions with Russia and the former Soviet republics	<ul style="list-style-type: none"> • Know the impact of the restructured Russian economic system on worldwide democracy • Know the Russia-US challenges of nuclear threats, nonproliferation, and missile defense • Know the impacts on the United States caused by Russian oil production and distribution • Know the importance of the cooperation in space between Russia and the United States 	2	2* 4**
CSA-C5-L1: Latin America--An Introduction	Identify the geography, religions, languages, and key historical events in Latin America	<ul style="list-style-type: none"> • Know the geographic locations of the five major regions of Latin America • Know the major religious groups and languages of Latin America • Know the region’s history before and after the European conquest • Know some key historical events associated with Latin America since independence 	2	2*
CSA-C5-L2: Economic Reform, Leadership, and the Political Pendulum	Describe the key economic and political challenges facing Latin America	<ul style="list-style-type: none"> • Know the challenges of the region’s economic systems • Know the challenges related to the political struggle for power • Comprehend how weak governments, corruption, and crime affect economic development • Know about the struggle for power between church and state • Know how free trade agreements have affected the region 	2	2*

CSA-C5-L3: Cartels and the Growing Drug Trade	Explain how the drug trade affects Latin American governments, economies, and relations with other nations	<ul style="list-style-type: none"> • Know the key factors that drive and sustain the drug trade • Know how the drug trade undermines local governments and damages economies • Know how the US and local governments have tried to cut off the drug trade 	2	2*
CSA-C5-L4: Poverty, Educational Limitations, and Environmental Challenges	Identify the sources of poverty, pollution, and socioeconomic divisions in Latin America	<ul style="list-style-type: none"> • Know how reliance on commodities versus manufactured goods impacts poverty • Comprehend the impact of racial and socioeconomic divisions in Latin America • Know how poor education, urban overcrowding, and high population growth contribute to poverty • Know the challenges of environmental pollution and deforestation 	2	2*
CSA-C5-L5: US Interests and Regional Issues in Latin America	Summarize the historical, political and economic impact of US interests in Latin America	<ul style="list-style-type: none"> • Know the history of US relations with Cuba • Know the history of US relations with Haiti • Know the challenges of migration from Latin America to the United States • Know the effects on the US of the political and economic challenges in Latin America 	2	2* 4**
CSA-C6-L1: Europe: An Introduction	Explain the impact of ancient history, religion, nationalism, and socialism on Europe	<ul style="list-style-type: none"> • Know the geographic locations of the major nations of Europe on a map • Know how Ancient Greece and the Roman Empire influenced Europe's development • Know how Christianity, Islam, and Judaism affected the development of Europe • Know how nationalism destroyed the continental European empires • Know how Marxism, socialism, and fascism affected the development of Europe 	2	2*
CSA-C6-L2: The European Union	Describe the formation and functions of the European Union	<ul style="list-style-type: none"> • Know the origins of the European Union • Know which countries are members of the European Union • Know the political and economic structure of the European Union • Know the importance of the Euro as a world currency 	2	2*
CSA-C6-L3: Immigration, Terrorist Cells, and Ethnic Strife	Explain the challenges facing Europe on immigration, ethnic tensions and radical terrorists	<ul style="list-style-type: none"> • Know why European countries have permitted immigration • Know why immigrants have had difficulty assimilating into European societies • Know the difficulties Al Qaeda and its allies have posed for Europe 	2	2*

		<ul style="list-style-type: none"> • Know the background of ethnic and religious strife in Northern Ireland 		
CSA-C6-L4: The Creation and Collapse of Yugoslavia	Review the creation and dissolution of Yugoslavia	<ul style="list-style-type: none"> • Know how Yugoslavia was created after World War I • Know how World War II affected Yugoslavia • Know the role of Josip Broz Tito in uniting Yugoslavia after World War II • Know how Yugoslavia dissolved into seven independent countries • Know the history of ethnic cleansing in the Balkans 	2	2*
CSA-C6-L5: US Interests and Regional Issues in Europe	Summarize US interests in Europe's security and economy	<ul style="list-style-type: none"> • Know why the United States intervened in the two world wars and fought the Cold War • Know the historic purpose and current activities of North Atlantic Treaty Organization (NATO) • Comprehend the importance to the US economy of trade with Europe • Comprehend the development of human rights and democracy in Eastern Europe following the Soviet Union's collapse 	2	2* 4**
Total AF JROTC Lessons: 31		Total AF JROTC Contact Hours:	62	84
		Total Geography Course Contact Hours (AF and Army)	76	87

[Back to TOC](#)

Health Course with JROTC

A typical course for credit requires 180 contact hours. The lessons below have linked Army JROTC lessons to the National Health Education Standards (NHES). Each lesson has classroom hours and recommended lab hours as outlined in the lesson plan documentation below. For a detailed curriculum map showing how the NHES standards link to AJROTC Course Outcomes, look for the *JROTC to NHES Crosswalk* in the Course Credits folder in Curriculum Manager Global Resources. Notice that three lessons linked to the NHES include Service Learning. Some example projects might include:

- Cadet Challenge workshop for elementary or middle school students
- Decision-making workshop for freshmen in the school building off curriculum topics such as bullying, conflict resolution, and substance use decision-making are appropriate
- Teen CERT training and disaster simulation

To achieve contact hours for your state, additional lab time and/or content may be necessary to add to your health course framework. Consider the Teen Community Emergency Response Team (CERT) as a 3rd party elective resource. To offer the Teen CERT Basic Training course, instructors must be CERT trained and certified to teach the 20-hour course. Information and materials about this Federal Emergency Management Agency provided resource can found in the AJROTC Curriculum Manager. There are nine units in the Teen CERT Basic Training. They are as follows:

- Unit 1: Disaster Preparedness
- Unit 2: Fire Safety and Utility Controls
- Unit 3: Disaster Medical Operations (Part 1)
- Unit 4: Disaster Medical Operations (Part 2)
- Unit 5: Light Search and Rescue Operations
- Unit 6: CERT Organization
- Unit 7: Disaster Psychology
- Unit 8: Terrorism and CERT
- Unit 9: Course Review, Final Exam, and Disaster Simulation

Lesson	Competency	Objectives	Class Hours	Rec Lab Hours
U1C2L2: Self-Awareness	Determine your behavioral preferences	<ul style="list-style-type: none"> • Explain the four clusters of behavior in the Winning Colors® framework • Illustrate your behavioral preferences using the four Winning Colors® 	3	

		<ul style="list-style-type: none"> Identify strengths for each behavior cluster Express appreciation for your own uniqueness 		
U1C2L3: Appreciating Diversity through Winning Colors [®]	Apply an appreciation of diversity to interpersonal situations	<ul style="list-style-type: none"> Explain how awareness-enhancing behaviors affect better communication with others Identify key characteristics for each Winning Colors[®] behavior cluster: Builders, Planners, Adventurers, and Relaters Determine factors that impact the behavior of others Evaluate factors that impact how others perceive individual behavior Select behaviors that promote success in a variety of situations 	3	
U1C2L8: Personal Growth Plan	Develop a plan for personal growth	<ul style="list-style-type: none"> Distinguish between the 14 critical emotional skills Relate the critical emotional skills to the five emotional skill dimensions Develop strategies for growth in emotional skill areas 	3	2
U1C4L1: Making Decisions and Setting Goals	Apply the processes for making personal decisions and setting goals	<ul style="list-style-type: none"> Describe the steps used to make decisions Identify guidelines used to evaluate choices Evaluate decisions for positive outcomes Describe the SMART goal-setting system Analyze goals for potential success 	3	
U1C4L2: Anger Management	Develop personal anger management strategies	<ul style="list-style-type: none"> Describe common causes of anger Identify physical effects of anger Examine possible reactions to anger Distinguish healthy from unhealthy reactions to anger Describe healthy anger management strategies 	3	
U1C5L1: Understanding and Controlling Stress	Determine the causes, effects, and coping strategies for stress in your life	<ul style="list-style-type: none"> Differentiate between positive and negative stress Identify sources of stress Identify the stages of the body's stress response Describe physical and behavioral effects of prolonged stress Describe ways to manage stress 	2	
U1C5L2: Cadet Challenge	Meet the physical fitness standards for the Cadet Challenge	<ul style="list-style-type: none"> Identify the five Cadet Challenge exercises Describe the proper techniques for the Cadet Challenge exercises Challenge exercises Distinguish between the various fitness award categories Determine your personal Cadet Challenge goal 	2	10

U2C2L1: Becoming a Better Communicator	Develop your communication skills	<ul style="list-style-type: none"> • Compare verbal and nonverbal means of communication • Identify the steps of effective communication • Relate how the process of listening is essential to good communication • Distinguish among the types of listening • Identify barriers that prevent effective listening • Explain the types of roles individuals play in a group • Identify how roles in a group affect communication 	5	2
U2C4L1: First Aid Emergencies	Assess first aid emergencies	<ul style="list-style-type: none"> • Identify ways to prepare for an emergency situation • Describe universal precautions • Explain the four emergency guidelines • Explain the sequence for evaluating an injured person 	2	
U2C4L2: First Aid for Common Injuries	Explain how to respond to common injuries	<ul style="list-style-type: none"> • Describe how to treat minor cuts • Describe how to treat and prevent insect bites • Describe how to treat animal bites • Describe how to treat minor burns • Describe how to remove a foreign object in the eye • Describe how to stop a nosebleed • Describe how to help someone who has fainted • Identify injuries that may require medical attention 	2	
U2C4L3: Severe Emergencies	Describe first aid for severe emergencies	<ul style="list-style-type: none"> • Identify the symptoms of choking, severe bleeding, heart attack, stroke, and shock • Describe first aid for choking • Describe first aid for severe bleeding • Explain when CPR and/or an AED should be used • Describe how to perform chest-only CPR • Describe first aid for a heart attack • Describe first aid for a stroke • Describe first aid for shock 	2	
U2C5L1: Bullying	Evaluate methods to protect yourself and others from bullying	<ul style="list-style-type: none"> • Describe three types of bullying • Explain how cyberbullying is different from other types of bullying • Identify risk factors for bullying • Explain strategies for dealing with bullying • Describe the effects of bullying 	3	
U2C5L2: Preventing Violence	Apply strategies to prevent violence	<ul style="list-style-type: none"> • Examine the problem of violence in our society • Identify ways to prevent violence in schools • Identify risk factors for teen violence 	2	

		<ul style="list-style-type: none"> Describe strategies for preventing violence 		
U2C6L1: Elements of Health	Examine the elements of health	<ul style="list-style-type: none"> Identify the elements of health Describe how what you eat impacts health Describe how exercise impacts health Identify how stress impacts overall health Identify causes for lack of sleep Explain how lack of sleep affects the brain Identify unsafe behaviors 	2	
U2C6L2: Benefits of Physical Activity	Develop ways to increase your fitness level	<ul style="list-style-type: none"> Identify the benefits of exercise Describe ways to increase your fitness level Examine methods for increasing aerobic capacity, strength and endurance, and flexibility Create a plan to set and achieve personal fitness goals Explore methods to monitor your fitness progress 	3	
U2C6L3: Nutrition	Develop a personal nutritional plan to promote health	<ul style="list-style-type: none"> Identify common influences on food choices Describe how the body uses the six types of nutrients Explain how substances added to foods, such as fats, sugars, and sodium, can impact your health Explain how to read food labels Identify key factors in making healthy food choices Explain how eating right and exercising can impact your health 	4	
U2C6L4: Body Image	Examine how body image, eating, and physical activity affect whole health	<ul style="list-style-type: none"> Define body image Describe how to measure body composition Compare the factors that influence overweight and underweight people Explain how to balance exercise and calories for an appropriate weight Describe the symptoms of eating disorders 	3	
U3C5L1: The Effects of Substance Abuse	Describe the effects of substance abuse	<ul style="list-style-type: none"> Recognize the difference between drug use, misuse, and abuse Explain how substance abuse develops Describe the effects of substance abuse Identify strategies for preventing substance abuse 	2	
U3C5L2: Drugs	Assess the impact of drug abuse on whole health	<ul style="list-style-type: none"> Examine how psychoactive drugs affect your brain Describe the health dangers of commonly abused drugs Explain why drug addiction is associated with criminal activity 	3	

		<ul style="list-style-type: none"> Describe the hazards of performance-enhancing drugs Identify benefits of living drug-free 		
U3C5L3: Alcohol and Tobacco	Assess the impact of alcohol and tobacco on whole health	<ul style="list-style-type: none"> Explain how media influences the use of alcohol and tobacco Describe the health hazards of alcohol abuse Describe the health hazards of tobacco use Identify reasons to refuse alcohol and tobacco 	3	
U3C5L4: Decisions About Substance Abuse	Respond to substance abuse situations	<ul style="list-style-type: none"> Explain how substance abuse is related to what people consider normal behavior Describe strategies for handling pressure to use alcohol, drugs, or tobacco Explain how you can help someone who is a substance abuser 	2	1
U4C2L1: Life After High School	Determine how to successfully manage yourself after high school	<ul style="list-style-type: none"> Identify how core abilities relate to life beyond high school Analyze the pros and cons of personal independence Explore aspects of a post-high school life Evaluate the importance of personal accountability 	3	3
U4C3L1: Motivating Others	Apply motivational strategies to teams	<ul style="list-style-type: none"> Identify how individual performance within a team is influenced by the leader Explain the six tactics to motivate others 	2	
U2C7L1: Evaluating a Service Learning Project	Evaluate the effectiveness of a service learning project	<ul style="list-style-type: none"> Describe a service learning experience using the four-quadrant model Identify the three stages of the after-action review Identify three types of service 	2	10
U3C6L1: Planning for Service Learning	Create the plan and schedule for a service learning project	<ul style="list-style-type: none"> Assess the role of teamwork in completing a service learning project Develop a service learning project schedule Associate the roles and responsibilities of service learning teams, recorder, timekeeper, facilitator, reporter, and debriefer 	2	10
U4C4L1: Managing a Service Learning Project	Manage a service learning project	<ul style="list-style-type: none"> Describe the four project management phases Identify the critical components needed for successful project management Identify the key features of Gantt and PERT charts 	2	10
U5C3L1: Hygiene and Sanitation in the Field	Analyze the impact sanitation and hygiene has on health when camping	<ul style="list-style-type: none"> Recognize the benefits of maintaining good hygiene habits Explain how to keep clean in field conditions 	2	

		<ul style="list-style-type: none"> • Explain the correlation between physical fitness and hygiene • Identify possible results of poor sanitation • Detail procedures for disinfecting water • Explain how to guard against food poisoning and the spread of germs through waste 		
U5C3L2: Treating for Shock and Immobilizing Fractures	Determine first aid treatment for shock, fractures, sprains, and strains	<ul style="list-style-type: none"> • Explain how to identify and treat shock • Distinguish between closed and open fractures • Identify procedures for treating fractures • Distinguish between dislocations, strains, and sprains • Identify procedures for treating dislocations, strains, and sprains 	2	
U5C3L3: First Aid for Burns	Determine first aid treatment for burns	<ul style="list-style-type: none"> • Characterize degrees of burns • Describe how to treat first-, second-, and third-degree heat burns • Describe how to treat electrical burns • Describe how to treat chemical burns to the eyes and skin 	2	
U5C3L4: First Aid for Poisons, Wounds, and Bruises	Determine first aid for poisoning, wounds, and bruises	<ul style="list-style-type: none"> • Identify the causes and symptoms of poisoning • Describe how to treat a poison victim • Distinguish among the four types of open wounds • Describe how to treat wounds and bruises 	2	
U5C3L5: Heat Injuries	Determine first aid for heat injuries	<ul style="list-style-type: none"> • Explain the cause of heat injuries • Describe the symptoms of the three types of heat injuries • Explain how to treat heat cramps • Explain how to treat heat exhaustion • Explain how to treat heat stroke • Describe how to prevent heat injuries 	2	
U5C3L6: Cold Weather Injuries	Determine first aid for cold weather injuries	<ul style="list-style-type: none"> • Explain the causes of cold weather injuries • Identify symptoms of cold weather injuries • Explain how to treat frostbite, immersion foot/trench foot, hypothermia, and snow blindness • Describe how to prevent cold weather injuries 	2	
U5C3L7: Bites, Stings, and Poisonous Hazards	Determine the first aid for bites, stings, and poisonous hazards	<ul style="list-style-type: none"> • Identify four types of poisonous snakes • Describe symptoms of and treatment for snake bites • Describe symptoms of and treatment for human and animal bites 	2	

		<ul style="list-style-type: none"> • Describe symptoms of and treatment for insect bites and stings • Describe symptoms of and treatment for poisonous plant exposure • Identify ways to prevent bites, stings, and poisonous plant exposure 		
U5C3L8: Controlling Bleeding	Demonstrate first aid procedures for bleeding victims	<ul style="list-style-type: none"> • Identify the three types of bleeding • Identify the best way to control most cases of bleeding • Distinguish among direct pressure, pressure points, and a tourniquet to control bleeding • Describe how to treat bleeding on the head or torso • Explain the importance of following Universal Precautions when dealing with blood and other body fluids 	2	
Total Lessons: 34		Total Contact Hours	84	48

[Back to TOC](#)

Physical Education Course with JROTC

This document outlines all JROTC lessons that map or associate with the SHAPE Standards*. SHAPE America – Society of Health and Physical Educators has developed the national standards and guidelines for physical education. This standard set is called the National Standards & Grade-Level Outcomes for K-12 Physical Education. Though physical fitness is a hallmark outcome for the Army JROTC program, the associations between national standards and JROTC student learning outcomes (competencies) do not meet SHAPE’s definition of a physical education course.

**Classes and activities that provide physical activity (e.g., marching band, ROTC, cheerleading, school and community sports) have important but distinctly different goals from those of physical education. Any opportunity for students to participate in sustained periods of meaningful physical activity can be valuable for their health and fitness, but these activities do not provide the content of a comprehensive, standards-based physical education program and thus should not be allowed to fulfill a physical education requirement.*

The table is presented to help your school, district, or state use JROTC lessons/outcomes to address requirements for physical education.

Additional learning outcomes and contact hours (lab/physical activity) may be necessary to meet your school, district, or state requirements for physical education credit.

Access the *Physical Education SHAPE Crosswalk* from the Course Credits folder in Curriculum Manager Global Resources.

Lesson	Competency	Objectives	Class Hours	Rec Lab Hours
U1C3L1: Team Building and Drill	Relate drill competence to life skills	<ul style="list-style-type: none"> Summarize the origin of drill dating back to the Continental Army of the United States Identify skills learned by drilling Compare the qualities of teamwork instilled in the Continental Army to the teamwork qualities that military drill develops today 	2	
U1C3L2: Stationary Movements and Marching Techniques	Perform stationary movements and marching techniques on command	<ul style="list-style-type: none"> Describe the position of attention Describe how to respond to positions of rest commands Describe how to respond to facing commands Describe the correct way to salute in a variety of situations Describe how to execute marching movements from various commands Describe how to respond to halt commands 	4	18
U1C3L3: Squad Drill	Demonstrate correct response to squad drill commands	<ul style="list-style-type: none"> Describe how to respond to commands when forming and marching the squad Identify the different types of squad formations and their related drill commands Identify the locations of key squad personnel in squad formation 	3	6

U1C5L1: Understanding and Controlling Stress	Determine the causes, effects, and coping strategies for stress in your life	<ul style="list-style-type: none"> • Differentiate between positive and negative stress • Identify sources of stress • Identify the stages of the body's stress response • Describe physical and behavioral effects of prolonged stress • Describe ways to manage stress 	2	
U1C5L2: Cadet Challenge	Meet the physical fitness standards for the Cadet Challenge	<ul style="list-style-type: none"> • Identify the five Cadet Challenge exercises • Describe the proper techniques for the Cadet Challenge exercises • Distinguish between the various fitness award categories • Determine your personal Cadet Challenge goal 	2	10
U2C3L1: Team Member Qualities	Assess your personal qualities as a team member	<ul style="list-style-type: none"> • Describe the characteristics of individual responsibility, followership, and teamwork • Describe the responsibilities of a team leader and the leadership factors that affect teamwork • Describe the three stages of team building 	3	5
U2C3L2: Drill Leader Skills and Responsibilities	Demonstrate the skills and responsibilities of a good drill leader	<ul style="list-style-type: none"> • Describe the preparation a drill leader takes before a drill • Identify five attributes of a capable drill leader • Identify the types of drill commands 	2	5
U2C3L3: Taking Charge: Leadership Responsibilities	Illustrate the duties of a team leader or squad leader	<ul style="list-style-type: none"> • Describe the duties and responsibilities of the team and squad leader positions within a platoon • Explain the four steps leaders should use when assuming a new leadership position • Demonstrate the responsibilities of a team leader and squad leader 	2	5
U2C6L1: Elements of Health	Examine the elements of health	<ul style="list-style-type: none"> • Identify the elements of health • Describe how what you eat impacts health • Describe how exercise impacts health • Identify how stress impacts overall health • Identify causes for lack of sleep • Explain how lack of sleep affects the brain • Identify unsafe behaviors 	2	
U2C6L2: Benefits of Physical Activity	Develop ways to increase your fitness level	<ul style="list-style-type: none"> • Identify the benefits of exercise • Describe ways to increase your fitness level • Examine methods for increasing aerobic capacity, strength and endurance, and flexibility • Create a plan to set and achieve personal fitness goals • Explore methods to monitor your fitness progress 	3	
U2C6L3: Nutrition	Develop a personal nutritional plan to promote health	<ul style="list-style-type: none"> • Identify common influences on food choices • Describe how the body uses the six types of nutrients 	4	

		<ul style="list-style-type: none"> • Explain how substances added to foods, such as fats, sugars, and sodium, can impact your health • Explain how to read food labels • Identify key factors in making healthy food choices • Explain how eating right and exercising can impact your health 		
U2C6L4: Body Image	Examine how body image, eating, and physical activity affect whole health	<ul style="list-style-type: none"> • Define body image • Describe how to measure body composition • Compare the factors that influence overweight and underweight people • Explain how to balance exercise and calories for an appropriate weight • Describe the symptoms of eating disorders 	3	
U2 Cadet Challenge				10
LET 1 and 2 Total Contact Hours			32	59
Lesson	Competency	• Objectives	Class Hours	Rec Lab Hours
U3C3L1: Responsibilities of a Platoon Leader	Illustrate the duties of a platoon leader or sergeant	<ul style="list-style-type: none"> • Describe the duties and responsibilities of the different leadership positions within a platoon • Identify the responsibilities of a platoon sergeant and platoon leader 	2	5
U3C3L2: Executing Platoon Drills	Execute platoon drills	<ul style="list-style-type: none"> • Describe the correct response to the commands for forming and marching the platoon • Compare platoon drills and squad drills • Match drill commands to platoon formations 	2	5
U3 Cadet Challenge				10
U4C3L1: Motivating Others	Apply motivation strategies to teams	<ul style="list-style-type: none"> • Identify how individual performance within a team is influenced by the leader • Explain the six tactics to motivate others 	2	
U4C3L2: Communicating to Lead	Give feedback and direction to team members	<ul style="list-style-type: none"> • Determine how communication is important for effective leadership • Explain the basic flow and purpose of informal communication • Review the major elements of a communication model • Determine how to overcome barriers of effective communication 	4	
U4C3L3: Company Drill	Execute company drills	<ul style="list-style-type: none"> • Describe the correct responses to commands when forming and marching the company • Identify the different types of company formations and related specific drill commands • Identify the locations of the key platoon and company personnel in company formations 	2	5
U4C3L4: Battalion Drill	Execute battalion drills	<ul style="list-style-type: none"> • Identify the different types of battalion formations and related specific drill commands 	2	5

		<ul style="list-style-type: none"> • Describe the correct responses to battalion drill commands • Describe the correct responses to inspection commands • Identify the locations of the key platoon, company, and battalion personnel in battalion formations 		
U4 Cadet Challenge				10
U5C1L1: Stationary Movements with the M-1903 Rifle	Demonstrate the manual of arms with the M-1903 rifle	<ul style="list-style-type: none"> • Describe the correct response to the commands for order arms and the rest positions using the M-1903 rifle • Describe the correct response to the commands for port arms and present arms using the M-1903 rifle • Describe the correct response to the commands for inspection arms using the M-1903 rifle • Describe the correct response to the commands for right and left shoulder arms using the M-1903 rifle • Describe the correct response to the commands for sling and unsling arms using the M-1903 rifle 	2	2
U5C1L2: The Saber and the Scabbard	Execute the manual of arms with the Saber and the Scabbard	<ul style="list-style-type: none"> • Describe the parts of a saber and a scabbard • Explain the proper way to wear the saber • Describe the correct responses to commands for the standing manual of arms • Describe the correct responses to commands for the marching manual of arms 	2	2
U5C6L1: History of Marksmanship	Describe the history of marksmanship	<ul style="list-style-type: none"> • Identify different human marksmanship skills and recognize their historic applications • Discover how human marksmanship endeavors have evolved from martial/survival skills to sports skills • Report on important sports competitions that involve rifle shooting • Describe the basic rules of target shooting as a sport 	2	
U5C6L2: Firearm Safety and Safe Range Operation	Demonstrate air rifle safety rules	<ul style="list-style-type: none"> • Identify the main parts of a firearm that concern safety (muzzle, action, and trigger) • Describe rules and procedures for safe range operation • Demonstrate rules for safe firearm handling 	2	
U5C6L3: Target Shooting Equipment and Its Operation	Demonstrate safe operation of air rifle equipment.	<ul style="list-style-type: none"> • Recognize the basic equipment needed for target shooting. • Describe how air rifles function. • Recognize the first steps of cocking and firing an air rifle, including a correct trigger release. 	2	

		<ul style="list-style-type: none"> Recognize how to load and fire air rifles. 		
U5C6L4: The First Target Position - Standing	Demonstrate correct marksmanship technique in the standing position	<ul style="list-style-type: none"> Assume the standing position used for target shooting Practice sight alignment on a blank target Dry fire by performing correct trigger release 	2	
U5C6L5: Aiming and Firing	Demonstrate basic aiming and firing skills	<ul style="list-style-type: none"> Aim at a target from the standing position Describe how correct breathing enhances control and relaxation Shoot in the standing position while performing the basic techniques for firing a shot 	2	
U5C6L6: Sight Adjustment and Scoring	Demonstrate correct sight adjustment and scoring	<ul style="list-style-type: none"> Practice shooting in the standing position while applying good shot technique Adjust sights so that shot groups are centered on the target Score targets correctly 	2	
U5C6L7: The Prone Position	Demonstrate correct marksmanship technique in the prone position	<ul style="list-style-type: none"> Demonstrate how to properly use a sling in a target shooting position Assume the prone position used for target shooting Shoot in the prone position while performing correct shot technique 	2	
U5C6L8: The Kneeling Position	Demonstrate marksmanship skills in the kneeling position	<ul style="list-style-type: none"> Use a sling correctly in the kneeling position Determine the correct placement of a kneeling roll in the kneeling position Perform the correct shot technique while shooting from a kneeling position 	2	
U5C6L9: Practice and Skill Development	Develop practice skills to improve your marksmanship	<ul style="list-style-type: none"> Use a shooting diary to record critical lessons learned in marksmanship practice Develop and practice a shot plan Demonstrate the use of balance checks and relaxation to attain proper shot technique Complete a three-position 3x10 course of fire on the BMC target 	2	
U5C6L10: Competition Opportunities	Demonstrate marksmanship proficiency in a regulation 3x10 course	<ul style="list-style-type: none"> Describe sports competition opportunities available to JROTC and school rifle team members Complete a regulation course of fire (3x10 shots) on the official air rifle target Complete a final using the Olympic final round format 	2	
LET 3 and 4 and Unit 5 Electives Total Contact Hours			38	44**
** Lab hours are recommended contact hours for practice and assessment. JROTC instructors and programs can allocate the necessary contact hours as appropriate for their Cadets and credit requirements.				

Civics/Government Course with JROTC

This course is built upon Center for Civic Education's We the People 2016 course curriculum, focusing on the founding principles and history of citizenship and government in the United States of America. All course outcomes link to the National Standards for Civics and Government's National Social Studies-Civics standards for high school. This document outlines all JROTC lessons that map or link to the National Civics Standards, developed by the Center for Civics Education.

The table is presented to help your school, district, or state use JROTC lessons/outcomes to address requirements for civics or government. Access the *JROTC to NSS-C Crosswalk* from the Course Credits folder in Curriculum Manager Global Resources to see the correlation between outcomes and standards.

Additional learning outcomes and contact hours (lab/physical activity) may be necessary in order to meet your school, district, state requirements for physical education credit.

JROTC Leadership Elective - Chapter 5: Citizenship and Government				
Lesson	Competency	Learning Objectives	Class Hours	Rec Lab Hours
U5C5L1: Organizing a Government	Analyze the Founders' ideas about constitutional government (WTP 1-1)	<ul style="list-style-type: none"> • Describe the diverse features of the early American colonies and states and their populations • Explain what the Founders learned about government from history and their firsthand experiences of government and how this knowledge shaped their thinking • Explain the meanings of the terms constitution and constitutional government and describe Aristotle's ideas about forms of government • Evaluate, take, and defend positions on how constitutional governments should be organized to prevent abuses of power by people in government 	4	
U5C5L2: Philosophies of Civic Life	Examine the ideas about civic life that informed the founding generation [WTP 1-2]	<ul style="list-style-type: none"> • Describe how and why natural rights philosophy differs from classical republicanism and how both systems of thought influenced the founding generation in America • Explain the kinds of challenges that a society faces when it strives to preserve the rights to life, liberty, property, and "the pursuit of happiness" while at the same time promoting the common good and civic virtue • Evaluate, take, and defend positions on the importance of civic virtue today and the role of political philosophy in thinking about government 	4	

U5C5L3: Influences on Individual Rights	Examine the historical developments that influenced modern ideas of individual rights (WTP 1-3)	<ul style="list-style-type: none"> • Explain the differences between classical republican and Judeo-Christian ideas about the importance of the individual • Explain how certain historical developments influenced modern ideas about government, constitutionalism, and individual rights • Evaluate, take, and defend positions on approaches to theories of morality, the importance of the rise of capitalism, and how the Enlightenment inspired the Founders 	4	
U5C5L4: British Origins of American Constitutionalism	Explore the differences between British and American constitutionalism (WTP 1-4)	<ul style="list-style-type: none"> • Explain how rights and representative government evolved in England and how this evolution influenced the Founders, • Identify the origins of some of Americans' most important constitutional rights, and • Evaluate, take, and defend positions on the influence of the Magna Carta on the development of rights and the importance of habeas corpus and trial by jury. 	4	
U5C5L5: Colonial Ideas About Rights and Government	Explain how colonial Americans' ideas about rights and government influenced our society (WTP 1-5)	<ul style="list-style-type: none"> • Describe the early development of America's traditions of constitutional government • Explain why the American colonists attached special importance to such constitutional principles as written guarantees of basic rights and representative government • Evaluate, take, and defend positions on the differences between life in colonial America and in England during the same period, the relationship between natural rights theory and slavery in America, and how natural rights philosophy and history help to explain the colonists' views of the proper role of government 	4	
U5C5L6: Colonial Rebellion and the Declaration of Independence	Explain the circumstances that produced the Declaration of Independence (WTP 1-6)	<ul style="list-style-type: none"> • Describe the British policies that some American colonists believed violated basic principles of constitutional government and their rights as Englishmen • Explain why Americans resisted those policies and how that resistance led to the Declaration of Independence • Evaluate the arguments that the colonists made to justify separation from Great Britain • Evaluate, take, and defend positions on violations of colonists' rights before the Revolution and important questions about the meaning and implications of the Declaration of Independence 	4	
U5C5L7: Early State Constitutions	Explain how early state governments promoted individual rights and limited government (WTP 1-7)	<ul style="list-style-type: none"> • Explain the basic ideas about government and rights that are included in state constitutions • Explain how the experiences of the states in developing their constitutions and bills of rights influenced the framing of the U.S. Constitution and Bill of Rights 	4	

		<ul style="list-style-type: none"> Evaluate, take, and defend positions on the theory of legislative supremacy, the importance of the Virginia Declaration of Rights, and the role of declarations of rights in early state constitutions 		
U5C5L8: The Articles of Confederation	Analyze the Articles of Confederation and lack of sufficient authority to meet the nation's needs (WTP 1-8)	<ul style="list-style-type: none"> Distinguish between the United States' first national constitution and the Articles of Confederation Explain why some people thought the government under the Articles of Confederation was not strong enough Defend positions on the strengths and weaknesses of the Articles of Confederation, the Northwest Ordinance, and Americans' mistrust of a strong national government 	4	
U5C5L9: The Philadelphia Convention	Explain how the Philadelphia Convention was organized (WTP 1-9)	<ul style="list-style-type: none"> Describe the organizing phase of the Philadelphia Convention Explain the significance of rules and agendas for effective civil discussion Explain the most important parts of the Virginia Plan Defend positions on determining what interests should be represented in a constitutional convention and the advantages and disadvantages of secrecy in governmental deliberations 	4	
U5C5L10: The Debate Over Representation	Analyze the debate about representation at the Philadelphia Convention (WTP 2-10)	<ul style="list-style-type: none"> Explain the differences between the Virginia and New Jersey Plans and the importance of the Great Compromise Explain how the Framers addressed regional issues with the Three-Fifths Compromise and the provision for a periodic census of the population Evaluate why major issues debated at the Philadelphia Convention are still on the national agenda today 	4	
U5C5L11: The Branches of National Government	Analyze how the Framers envisioned the role of the three branches of national government (WTP 2-11)	<ul style="list-style-type: none"> Explain the role of each branch of government and how the Constitution organizes them Explain how and why the system of checks and balances contributes to limited government Defend positions on how the president of the United States should be elected and issues relating to the appointment and service of justices of the Supreme Court 	4	
U5C5L12: Balancing National and State Powers	Explain how the delegates distribute power between national and state governments (WTP 2-12)	<ul style="list-style-type: none"> Distinguish among the major powers and limits on the national government, the powers left to states, and the prohibitions the Constitution placed on state governments Explain how the Constitution did and did not address the issue of slavery Evaluate how limited government in the United States protects individual rights and promotes the common good, and issues involving slavery 	4	

U5C5L13: Anti-Federalist Positions	Describe the Anti-Federalist position in the debate about ratification (WTP 2-13)	<ul style="list-style-type: none"> • Explain why the Anti-Federalists opposed ratifying the Constitution • Explain the role of the Anti-Federalists in proposing a bill of rights • Defend a position on the validity and relevance of Anti-Federalist arguments 	4	
U5C5L14: The Federalists Position	Examine the arguments and strategies the Federalists used to win support for the Constitution (WTP 2-14)	<ul style="list-style-type: none"> • Explain the key arguments of the Federalists and the process by which the Constitution was finally ratified • Defend positions on the continuing relevance and validity of the Federalists' arguments 	4	
U5C5L15: Amendment and Judicial Review	Describe how amendments and judicial review changed the constitution (WTP 1-15)	<ul style="list-style-type: none"> • Describe two ways in which the Constitution can be amended • Identify major categories of constitutional amendments • Explain why James Madison introduced the Bill of Rights • Define key words: amendment, judicial review • Evaluate, take, and defend positions on the amendment process and judicial review. 	4	
U5C5L16: Political Parties and the Constitutional System	Explain the role of political parties in the Constitutional system (WTP 1-16)	<ul style="list-style-type: none"> • Explain why the Framers opposed the idea of political parties • Describe the other ideas that helped political parties to gain acceptance • Explain the conflicting points of view that led to the development of parties and the roles they have played in the American constitutional system • Evaluate the importance of political parties today 	4	
U5C5L17: The Constitution and the Civil War	Analyze how the Civil War tested and transformed the American constitutional system (WTP 1-17)	<ul style="list-style-type: none"> • Describe several important constitutional issues raised by President Lincoln's actions • Explain the similarities and differences between the United States Constitution and the constitution of the Confederate States of America • Explain how the Civil War led to the creation of the Thirteenth, Fourteenth, and Fifteenth Amendments • Defend positions on the conditions under which the writ of habeas corpus might be suspended and the constitutionality of secession 	4	
U5C5L18: Due Process	Analyze how the due process clause of the Fourteenth Amendment changed the Constitution (WTP 1-18)	<ul style="list-style-type: none"> • Explain the historical origins of due process • Explain the difference between procedural and substantive due process • Define the concept of incorporation and its effect on the powers of the states • Defend positions on historical and contemporary issues involving due process 	4	

U5C5L19: Equal Protection of the Laws	Analyze how the equal protection clause of the Fourteenth Amendment prohibits state government from denying people "equal protection of the laws" (WTP-1-19)	<ul style="list-style-type: none"> • Define equal protection of the laws • Explain why neither state government nor the national government can deprive people of equal protection of the laws • Analyze the Supreme Court's ruling on the "separate but equal" doctrine of racial segregation • Describe the categories that the Supreme Court now uses to decide cases challenging governmental actions that treat some people differently from others • Defend a position on how conflicts between or among rights should be resolved 	4	
U5C5L20: Expanding the Right to Vote	Analyze how the right to vote has been expanded since the adoption of the Constitution (WTP 1-20)	<ul style="list-style-type: none"> • Describe the extension of the franchise as a result of changes in voting laws in Congress and various states, amendments to the Constitution, and decisions of the Supreme Court • Defend positions on how extending the right to vote is related to fundamental ideas and principles of American constitutional government 	4	
U5C5L21: The Role of Congress	Determine the role of Congress in American Constitutional democracy (WTP 4-21)	<ul style="list-style-type: none"> • Explain basic differences between Congress and the British Parliament and how Congress reflects America's commitment to representative government and federalism • Identify several constitutional sources of congressional power • Identify some of the challenges that members of Congress face in representing and serving their constituents • Evaluate, take, and defend positions on contemporary issues about congressional representation and organization 	4	
U5C5L22: Congressional Powers	Explain how Congress functions to make laws and conduct investigations (WTP 4-22)	<ul style="list-style-type: none"> • Describe the role of rules, committees, and political parties in the organization and operation of Congress • Describe the process through which proposed legislation becomes law • Identify the primary sources on which members of Congress rely for information in the lawmaking process and to explain the importance of Congress's inherent power to investigate • Explain why compromise is required in the deliberative process • Evaluate, take, and defend positions on how Congress functions and whether it should streamline its procedures 	4	
U5C5L23: Presidential Powers	Analyze traditional and modern presidential powers (WTP 4-23)	<ul style="list-style-type: none"> • Explain the president's constitutional responsibilities and how the office of president has evolved • Identify various constitutional and political checks on the president's power 	4	

		<ul style="list-style-type: none"> • Explain fundamental differences between the office of prime minister in a parliamentary system and the American presidency • Evaluate, take, and defend positions on issues involving the exercise of presidential power and the relationship between the president and the other branches of government 		
U5C5L24: Administering National Laws	Determine how federal departments and agencies administer laws (WTP 4-24)	<ul style="list-style-type: none"> • Explain why Congress creates administrative units, the circumstances that contribute to their creation, and the range of governmental functions that administrative units perform • Identify some of the checks on the exercise of administrative power • Evaluate, take, and defend positions on public administration in the United States 	4	
U5C5L25: The Supreme Court	Determine the role of the Supreme Court in shaping our nations' laws (WTP 4-25)	<ul style="list-style-type: none"> • Explain the difference between the Supreme Court's original and appellate jurisdictions • Explain four methods of constitutional interpretation • Explain how America's system of checks and balances limits the power of the Supreme Court • Evaluate, take, and defend positions on issues relating to the role of the Supreme Court in the constitutional system 	4	
U5C5L26: American Federalism	Describe the benefits and pitfalls of American federalism (WTP 4-26)	<ul style="list-style-type: none"> • Explain how American federalism involves divided sovereignty and an ongoing effort to balance power between the national and state governments • Explain the function of three basic kinds of local governmental units -- counties, municipalities, and special districts • Examine examples of governmental innovations at the state and local levels • Evaluate, take, and defend positions on continuing issues related to America's unique system of federalism 	4	
U5C5L27: The Bill of Rights	Evaluate the U.S. Bill of Rights and its foundations (WTP 5-27)	<ul style="list-style-type: none"> • Explain what bills of rights are and how they have evolved • Examine the Constitution and its amendments and identify which of the rights they contain are (1) held by individuals, classes, or categories of individuals, or institutions, (2) personal, economic, or political rights, and (3) positive or negative rights • Identify possible conflicts among these rights • Describe various interpretations of the Second, Third, Ninth, and Tenth Amendments • Evaluate, take, and defend positions about the kinds of rights protected by the U.S. Constitution and Bill of Rights 	4	

U5C5L28: Freedom of Religion	Explain how the First Amendment affects the establishment and free exercise of religion. (WTP 5-28)	<ul style="list-style-type: none"> • Explain the importance of religious freedom in the United States and to identify primary differences between the establishment and free exercise clauses • Describe how the Supreme Court has interpreted the religion clauses, ongoing issues involving those clauses, and how conflicts can arise between the establishment and free exercise clauses • Evaluate, take, and defend positions on issues arising from guarantees relating to the establishment and free exercise of religion clauses of the Constitution 	4	
U5C5L29: Freedom of Speech and the Press	Evaluate the rights and limits of freedom of expression (WTP 5-29)	<ul style="list-style-type: none"> • Explain the importance of freedom of expression to both the individual and society • Explain considerations useful in deciding when the government should be able to place limits on freedom of speech and the press • Evaluate, take, and defend positions on issues involving the right to freedom of expression 	4	
U5C5L30: Freedom to Assemble, Petition, and Associate	Explain the benefits and limitations of the freedoms to assemble, petition and associate (WTP 5-30)	<ul style="list-style-type: none"> • Explain the importance of the rights to assemble, petition, and associate • Describe the history of these rights and when they can be limited • Evaluate, take, and defend positions relating to the exercise of the rights to assemble, petition, and associate 	4	
U5C5L31: Unreasonable Law Enforcement Procedures	Describe the applications and limitations of the Fourth and Fifth Amendments (WTP 5-31)	<ul style="list-style-type: none"> • Explain the purpose and history of the Fourth Amendment and issues raised by its interpretation • Explain the importance of the Fifth Amendment provision against self-incrimination • Evaluate, take, and defend positions on contemporary issues involving the Fourth Amendment and self-incrimination 	4	
U5C5L32: Protecting Rights Within the Judicial System	Explain the constitutional rights of those who have been accused or convicted (WTP 5-32)	<ul style="list-style-type: none"> • Explain the Fifth and Sixth Amendment guarantees regarding indictments, double jeopardy, and due process of law • Identify the rights protected by the Sixth Amendment, particularly the right to counsel • Describe the Eighth Amendment provisions about bail and punishment • Evaluate, take, and defend positions on the death penalty 	4	
U5C5L33: The Meaning of Citizenship	Analyze the historical and current concept of 'citizenship' in the United States (WTP 6-33)	<ul style="list-style-type: none"> • Explain the meaning of citizenship in the United States, the ways Americans become citizens, and why all-American citizens are citizens both of their states and their nation • Identify essential rights and responsibilities of citizens, and why citizenship is particularly complicated for Native Americans 	4	

		<ul style="list-style-type: none"> • Describe the process of naturalization, differences between citizens and resident aliens, and how citizenship can be lost • Evaluate, take, and defend positions on the legal and moral rights and obligations of citizens 		
U5C5L34: The Importance of Civic Engagement	Relate the importance of civic engagement to American constitutional democracy (WTP 6-34)	<ul style="list-style-type: none"> • Explain why Americans need to be engaged in civic affairs • Identify opportunities for civic engagement through voluntary associations and nongovernmental organizations and participation in local, state, and national politics • Evaluate, take, and defend positions on challenges associated with voting and other forms of participation in civic life in the United States 	4	
U5C5L35: Civil Rights Movements	Explain how civil rights movements led to political and social changes in the United States (WTP 6-35)	<ul style="list-style-type: none"> • Explain why African Americans, women, and other groups found it necessary to take concerted action to ensure recognition of their civil rights • Describe some of the goals and tactics that civil rights movements have used • Describe and explain the importance of the Civil Rights Act of 1964 and the Voting Rights Act of 1965 • Identify some ongoing issues involving civil rights • Evaluate, take, and defend positions on landmark legislation involving civil rights and the role of civil disobedience in America’s constitutional democracy 	4	
U5C5L36: The Influence of American Political Ideas	Explain how the American political ideas and constitutional system have influenced other nations (WTP 6-36)	<ul style="list-style-type: none"> • Identify which aspects of the American Constitutional system have been influential elsewhere • Explain why some countries and international organizations have chosen to modify the American system or to use other types of democratic systems • Explain how the Bill of Rights has influenced other countries and how some countries have adopted bills of rights that are considerably different • Evaluate, take, and defend positions on why some aspects of American constitutional democracy that have been effective in the United States have not been used in other countries 	4	
U5C5L37: Domestic American Challenges	Describe key challenges that the United States may face in the future (WTP 6-37)	<ul style="list-style-type: none"> • Discuss the effects of diversity and technology on the lives of Americans • Explain the importance of civil discourse in debating divisive issues 	4	

		<ul style="list-style-type: none"> Evaluate, take, and defend positions on the changing expectations of America's governments and potential constitutional amendments 		
U5C5L38: Participation in World Affairs	Consider challenges of the United States' participation in world affairs (WTP 6-38)	<ul style="list-style-type: none"> Identify the constitutional responsibilities of the three branches of the national government in shaping the involvement of the United States in world affairs Describe globalization and some challenges that it poses for citizenship and participation in world affairs Defend positions on issues involving globalization and improving the image of the United States abroad 	4	
U5C5L39: Returning to Fundamental Principles	Relate fundamental principles to contemporary issues (WTP 6-39)	<ul style="list-style-type: none"> Define what is meant by the terms fundamental principles and first principles, Explain what is meant by a return to first principles, Explain in what ways the American experience in self-government can be called an "adventure in ideas" Evaluate, take, and defend positions on a number of issues related to the fundamental principles and values of government and individual rights in American society 	4	
Total Lessons: 39		Total Contact Hours	156	

[Back to TOC](#)

Army JROTC - University of California - Elective G

Leadership in Community Emergency Response

This course has been approved as a one-credit G-Elective by the University of California. Army ROTC high school seniors may include this course in their University of California applications. The course is focused on building the higher-level leadership skills required for participating and leading Community Emergency Response Teams (CERT). CERT is a Federal Emergency Management Administration program that educates individuals about disaster preparedness for hazards that may impact their area and trains them in basic disaster response skills.

The goal of the course is to develop well-rounded leaders who can be effective in emergency situations by using their people skills, knowledge of logistics and teamwork, sense of civic duty, as well as deep understanding of standard procedures in community emergencies. The course comprises the senior year of Army JROTC curriculum and includes greater depth and more challenging content on topics covered in previous years, such as leadership, personal growth, team building, service learning, and citizenship and government. The CERT content is new for students in their senior year. The content teaches fire safety, light search and rescue, team organization, disaster psychology, potential terrorist scenarios and disaster medical operations.

Classroom learning is augmented by reading, essay writing, reflective journal writing, group work, skills practice, and simulations. Over the course of the year, students will develop a capstone service learning project focused on community emergency response. The capstone is a disaster simulation service-learning project at the school.

The course includes the following units:

- Unit 1: Leadership
- Unit 2: Personal Growth
- Unit 3: Team Building
- Unit 4: Service Learning
- Unit 5: Citizenship and Government
- Unit 6: CERT-Disaster Preparedness
- Unit 7: CERT – Fire Safety and Utility Controls
- Unit 8: CERT – Disaster Medical Operations Part 1
- Unit 9: CERT – Disaster Medical Operations Part 2
- Unit 10: CERT – Light Search and Rescue Operations
- Unit 11: CERT – CERT Organization
- Unit 12: CERT – Disaster Psychology
- Unit 13: CERT – Terrorism and CERT
- Course Review, Final Exam, and Disaster Simulation

Additional CERT exercises are available as supplemental content. These exercises include simulations, as well as tabletop exercises on related emergency situations. Army JROTC electives include eight lessons on First Aid. This optional content is not detailed in the chart below.

Lesson	Competency	Objectives	Class Hours	Rec Lab Hours
U4C1L1: Leadership Accomplishment	Apply leadership skills to continuous improvement and program outcomes	<ul style="list-style-type: none"> Examine the role of leadership in continuous improvement Identify team attitudes that foster continuous improvement Relate Army JROTC program outcomes to leadership Plan personal and battalion goals 	2	
U4C1L2: Strategies for Teaching	Apply teaching strategies to a lesson plan or mentoring project	<ul style="list-style-type: none"> Explain the purpose of a lesson plan Describe the four phases of a lesson plan Relate teaching and learning to the four-phase lesson plan model Explore cooperative learning strategies 	2	
U4C1L3: Using Feedback with Learners	Use feedback to enhance your effectiveness as a leader	<ul style="list-style-type: none"> Explain why feedback is important in the learning process Describe the characteristics of effective feedback Identify the basic ground rules and tips for giving effective feedback 	2	
U4C2L1: Life After High School	Determine how to successfully manage yourself after high school	<ul style="list-style-type: none"> Identify how core abilities relate to life beyond high school Analyze the pros and cons of personal independence Explore aspects of a post-high school life Evaluate the importance of personal accountability 	3	3
U4C2L2: Professional Development	Appraise your plans for the future	<ul style="list-style-type: none"> Distinguish between professional and personal goals Determine how personal goals and values affect professional success Explore aspects of professional development Identify your professional and personal goals for the next 10 years 	4	5
U4C3L1: Motivating Others	Apply motivation strategies to teams	<ul style="list-style-type: none"> Identify how individual performance within a team is influenced by the leader Explain the six tactics to motivate others 	2	
U4C3L2: Communicating to Lead	Give feedback and direction to team members	<ul style="list-style-type: none"> Determine how communication is important for effective leadership Explain the basic flow and purpose of informal communication Review the major elements of a communication model Determine how to overcome barriers of effective communication 	4	

U4C3L3: Company Drill	Execute company drills	<ul style="list-style-type: none"> Describe the correct responses to commands when forming and marching the company Identify the different types of company formations and related specific drill commands Identify the locations of the key platoon and company personnel in company formations 	2	5
U4C3L4: Battalion Drill	Execute battalion drills	<ul style="list-style-type: none"> Identify the different types of battalion formations and related specific drill commands Describe the correct responses to battalion drill commands Describe the correct responses to inspection commands Identify the locations of the key platoon, company, and battalion personnel in battalion formations 	2	5
U4C4L1: Managing a Service Learning Project	Manage a service learning project	<ul style="list-style-type: none"> Describe the four project management phases Identify the critical components needed for successful project management Identify the key features of Gantt and PERT Charts 	2	10
U4C5L1: Challenges to Fundamental Principles	Examine how competing principles and values challenge the fundamental principles of our society	<ul style="list-style-type: none"> Explain the importance of fundamental principles Compare positions on issues related to the fundamental principles and values of government and individual rights in American society 	3	
U4C5L2: The Future of Citizen Rights	Develop solutions for future challenges to citizen rights	<ul style="list-style-type: none"> Describe the potential impacts of increased diversity Explain some of the ways developments in technology might impact direct democracy, privacy, and free speech Explain how terrorism and cyberattacks can limit citizen freedoms Explain why economic instability can pose a threat to democracy and citizen rights 	2	
Unit 4 Cadet Challenge				10

CERT 1: Disaster Preparedness	Describe basic skills used in emergencies	<ul style="list-style-type: none"> • Identify the roles and responsibilities for community preparedness, to include government, community leaders from all sectors, and the public. • Describe the types of hazards most likely to affect their community and their potential impact on people, health, and infrastructure. • Undertake personal and organizational preparedness actions. • Describe the functions of CERTs and their role as a CERT member. 	3	2
CERT 2: Fire Safety and Utility Controls	Demonstrate fire safety skills	<ul style="list-style-type: none"> • Explain the role of CERTs in fire safety. • Identify and reduce potential fire and utility risks in the home and workplace. • Know the nine steps of the CERT size up process. • Conduct a basic size up for a fire emergency. • Operate a portable fire extinguisher correctly. • Understand minimum safety precautions, including safety equipment, utility control, buddy system, and backup teams. • Identify the locations of hazardous materials in the community and home and reduce the risk from hazardous materials in the home. • Extinguish small fires using a fire extinguisher. 	3	
CERT 3: Disaster Medical Operations- Part 1	Describe how to respond to life-threatening medical conditions in a disaster.	<ul style="list-style-type: none"> • Identify the “killers” in disaster medical operations • Apply techniques for opening airways, controlling bleeding, and treating for shock. • Conduct triage under simulated disaster conditions. 	3	
CERT 4: Disaster Medical Operations- Part 2	basic medical assessment and treatments for disaster survivors	<ul style="list-style-type: none"> • Take appropriate sanitation measures to help protect public health. • Perform head-to-toe patient assessments. • Establish a treatment area. • Apply splints to suspected fractures and sprains and employ basic treatments for other injuries. 	4	

CERT 5: Light Search and Rescue Operations	Describe the skills needed to conduct a light search and rescue operation	<ul style="list-style-type: none"> • Identify size-up requirements for potential search and rescue situations. • Describe the most common techniques for searching, both interior and exterior. • Use safe techniques for debris removal and survivor extrication. • Describe ways to protect rescuers during search and rescue. 	3	
CERT 6: CERT Organization	Explain the role of the Incident Command System in CERT operations	<ul style="list-style-type: none"> • Describe the CERT structure. • Identify how CERTs interrelate with the Incident Command System (ICS). • Explain documentation requirements. 	2	
CERT 7: Disaster Psychology	Identify factors in reducing psychological and physiological symptoms for survivors and rescuers	<ul style="list-style-type: none"> • Describe the disaster and post-disaster emotional environment for survivors and rescuers. • Describe the steps that rescuers can take to relieve their own stress and that of other disaster survivors. 	1	
CERT 8: Terrorism and CERT	Apply CERT principles to a hypothetical suspected terrorist incident.	<ul style="list-style-type: none"> • Define terrorism. • Identify potential targets in the community. • Identify the eight signs of terrorism. • Identify CERT operating procedures for a terrorist incident. • Describe the actions to take following a suspected terrorist incident. 	3	
CERT 9: Course Review, Final Exam, and Disaster Simulation			3	
Total contact hours			54	40

[Back to TOC](#)

Approved Elective Resources

Electives are an essential component of the JROTC program and serve to enhance the core curriculum content, address new areas of content as required by your school or district, and increase the contact hours necessary for a one credit high school course. These are JROTC-approved resources; schools may not use these resources for other purposes. Approved electives are divided into four categories as follows:

- Category 1: Elective resources provided by JROTC and approved 3rd party education materials that can be added to your Curriculum Plan.
- Category 2: Elective resources available online for the Cadet and require a Cadet log-in. Access links to the online resources can be added to your Curriculum Plan.
- Category 3: Elective resources available online for instructor’s use in the classroom. Some sites will require an instructor log-in. Access links to the online resources can be added to your Curriculum Plan.
- Category 4: Electives designed or provided by the instructor; Brigades must approve these electives *before* they can be taught in the JROTC curriculum. Check the JROTC Portal for updates on approved electives.

Category 1 Provided Resources
AJROTC Unit 5: Continuing Education for Leaders
NEFE® High School Financial Planning Program® Modules
AFJROTC Cultural Studies Awareness
Teen CERT
Will Interactive
Category 2 Online Resources – Cadet
Cadet Distance Learning
Conover Online
March2Success
Category 3 Online Resources - Instructor
Junior Achievement
Medal of Honor Character Development
NICERC
Veterans National Education Program (VNEP)
We the People: Citizenship and the Constitution Program

Category 1 Provided Resources

Unit 5: JROTC Continuing Education for Leaders

Unit 5 Chapter 1: Team Building

Two lessons are available to supplement or enhance Team Building in any Core Unit.

- To access Unit 5 Chapter 1 add it to your Curriculum Plan

Lesson	Competency	Learning Objectives	Class Hours	Rec Lab Hours
U5C1L1: Stationary Movements with the M-1903 Rifle	Demonstrate the manual of arms with the M-1903 rifle	<ul style="list-style-type: none"> Describe the correct response to the commands for order arms and the rest positions using the M-1903 rifle Describe the correct response to the commands for port arms and present arms using the M-1903 rifle Describe the correct response to the commands for inspection arms using the M-1903 rifle Describe the correct response to the commands for right and left shoulder arms using the M-1903 rifle Describe the correct response to the commands for sling and unsling arms using the M-1903 rifle Define key words: balance, barrel, bolt, bolt handle, butt, chamber, , hand guard, keeper, lower band, muzzle, port arms, sight, 	2	2
U5C1L2: The Saber and the Scabbard	Execute the manual of arms with the Saber and the Scabbard	<ul style="list-style-type: none"> Describe the parts of a saber and a scabbard Explain the proper way to wear the saber Describe the correct responses to commands for the standing manual of arms Describe the correct responses to commands for the marching manual of arms Define key words: cant, guard, pistol belt, port, saber, 	2	2

Unit 5 Chapter 2: NEFE® - (Option A)

NEFE's High School Financial Planning Program® (HSFPP) is a free turnkey financial literacy program specifically focused on basic personal finance skills that are relevant to the lives of teens in Grades 8-12. This program has been incorporated into the JROTC curriculum, to include instructor lesson plans, PowerPoint presentations, student learning plans, and assessment tasks in Unit 5: Chapter 2 – NEFE.

- To access Unit 5: Chapter 2 NEFE 1 add it to your Curriculum Plan
- All NEFE content may be access through the NEFE website; complete student guides can also be ordered and shipped for free. See <https://www.hsfpp.org/register.aspx>

Lesson	Competency	Learning Objectives	Class Hours
U5C2L1: NEFE® - Introduction: Setting Financial Goals	Determine personal financial goals	<ul style="list-style-type: none"> • Differentiate between Wants vs. Needs • Describe how values can influence decisions • Compare SMART (Specific, Measurable, Attainable, Relevant & Time-bound) goals • Discuss how goals impact actions 	2
U5C2L2: NEFE® – Your Financial Plan: Where It All Begins	Plan personal financial goals	<ul style="list-style-type: none"> • List SMART goal elements • Explain the purpose of a tracking your expenses • Discuss what influences financial decisions • Describe the DECIDE method 	2
U5C2L3: NEFE® - Budgeting: Making the Most of Your Money	Outline a personal budget	<ul style="list-style-type: none"> • Identify the purpose of a budget • Determine resources available for financial objectives • Explain how to construct a simple budget 	2
U5C2L4: NEFE - Investing: Making Your Money Work for You	Forecast personal savings and investments	<ul style="list-style-type: none"> • Describe reasons for saving and investing • Describe how time, money, and rate of interest relate to meeting specific financial goals • Describe basic investment principles • Describe various savings and investment alternatives 	2
U5C2L5: NEFE – Good Debt, Bad Debt: Using Credit Wisely	Appraise personal credit worthiness	<ul style="list-style-type: none"> • Define key words: annual fee, annual percentage rate (APR), bankruptcy, credit, credit history, credit report, debt, finance charge, grace period, interest, loan term 	2
U5C2L6: NEFE – Insurance: Protecting What You Have	Relate insurance to current and future personal needs	<ul style="list-style-type: none"> • Determine ways that teens face risks which can lead to costly consequences 	2

- | | | | |
|--|--|---|--|
| | | <ul style="list-style-type: none"> • Describe how to get insurance coverage • Give examples of information provided in the insurance policy | |
|--|--|---|--|

NEFE High School Financial Planning Program® (HSFP) Resource – (Option B)

- To access the NEFE High School Financial Planning Program® lesson modules add them to your Curriculum Plan
- All NEFE content may be access through the NEFE website; complete student guides can also be ordered and shipped for free. See <https://www.hsfpp.org/register.aspx>

NEFE High School Financial Planning Program® Modules	Class Hours
Module 1: Money Management <i>Lesson 1-1: Money Habits</i> <i>Lesson 1-2: Goals</i> <i>Lesson 1-3: Decisions</i> <i>Lesson 1-4: Spending Plan</i> <i>Lesson 1-5: Cash Flow</i> <i>Assessment</i>	6
Module 2: Borrowing <i>Lesson 2-1: Using Credit</i> <i>Lesson 2-2: Credit Costs</i> <i>Lesson 2-3: Credit Rating</i> <i>Lesson 2-4: Rights and Responsibilities</i> <i>Lesson 2-5: Identify Fraud</i> <i>Assessment</i>	6
Module 3: Earning Power <i>Lesson 3-1: Invest in Yourself</i> <i>Lesson 3-2: Job Benefits and Options</i> <i>Lesson 3-3: Pay and Taxes</i> <i>Lesson 3-4: Lifestyle</i> <i>Lesson 3-5: Plan for Change</i> <i>Assessment</i>	6
Module 4: Investing	5

<i>Lesson 4-1: Put Savings to Work</i> <i>Lesson 4-2: How Investing Works</i> <i>Lesson 4-3: Choosing Investment</i> <i>Lesson 4-4: Investigating Game Plan</i> <i>Assessment</i>	
Module 5: Financial Services <i>Lesson 5-1: Checking Accounts</i> <i>Lesson 5-2: Financial Tools and Technology</i> <i>Lesson 5-3: Financial Fraud</i> <i>Lesson 5-4: Financial Service Providers</i> <i>Assessment</i>	5
Module 6: Insurance <i>Lesson 6-1: Manage Risk</i> <i>Lesson 6-2: How Insurance Works</i> <i>Lesson 6-3: Selecting Insurance</i> <i>Lesson 6-4: Auto Accidents Happen</i>	4

Unit 5 JROTC Leadership Electives – Chapter 3: First Aid

- To access the JROTC Unit 5: Chapter 3 add it to your Curriculum Plan

Lesson	Competency	Learning Objectives	Class Hours
U5C3L1: Hygiene and Sanitation in the Field	Analyze the impact sanitation and hygiene has on health when camping	<ul style="list-style-type: none"> Recognize the benefits of maintaining good hygiene habits Explain how to keep clean in field conditions Explain the correlation between physical fitness and hygiene Identify possible results of poor sanitation Detail procedures for disinfecting water Explain how to guard against food poisoning and the spread of germs through waste 	2
U5C3L2: Treating for Shock and Immobilizing Fractures	Determine first aid treatment for shock, fractures, sprains, and strains	<ul style="list-style-type: none"> Explain how to identify and treat shock Distinguish between closed and open fractures Identify procedures for treating fractures Distinguish between dislocations, strains, and sprains Identify procedures for treating dislocations, strains, and sprains 	2

U5C3L3: First Aid for Burns	Determine first aid treatment for burns	<ul style="list-style-type: none"> • Characterize degrees of burns • Describe how to treat first-, second-, and third-degree heat burns • Describe how to treat electrical burns • Describe how to treat chemical burns to the eyes and skin 	2
U5C3L4: First Aid for Poisons, Wounds, and Bruises	Determine first aid for poisoning, wounds, and bruises	<ul style="list-style-type: none"> • Identify the causes and symptoms of poisoning • Describe how to treat a poison victim • Distinguish among the four types of open wounds • Describe how to treat wounds and bruises 	2
U5C3L5: Heat Injuries	Determine first aid for heat injuries	<ul style="list-style-type: none"> • Explain the cause of heat injuries • Describe the symptoms of the three types of heat injuries • Explain how to treat heat cramps • Explain how to treat heat exhaustion • Explain how to treat heat stroke • Describe how to prevent heat injuries 	2
U5C3L6: Cold Weather Injuries	Determine first aid for cold weather injuries	<ul style="list-style-type: none"> • Explain the causes of cold weather injuries • Identify symptoms of cold weather injuries • Explain how to treat frostbite, immersion foot/trench foot, hypothermia, and snow blindness • Describe how to prevent cold weather injuries 	2
U5C3L7: Bites, Stings, and Poisonous Hazards	Determine first aid for bites, stings, and poisonous hazards	<ul style="list-style-type: none"> • Identify four types of poisonous snakes • Describe symptoms of and treatment for snake bites • Describe symptoms of and treatment for human and animal bites • Describe symptoms of and treatment for insect bites and stings • Describe symptoms of and treatment for poisonous plant exposure • Identify ways to prevent bites, stings, and poisonous plant exposure 	2
U5C3L8: Controlling Bleeding	Demonstrate first aid procedures for bleeding victims	<ul style="list-style-type: none"> • Identify the three types of bleeding • Identify the best way to control most cases of bleeding • Distinguish among direct pressure, pressure points, and a tourniquet to control bleeding • Describe how to treat bleeding on the head or torso • Explain the importance of following Universal Precautions when dealing with blood and other body fluids 	2

Unit 5 Chapter 4: Geography

See [Geography Course for JROTC Credit](#) for a list of all lessons, competencies, and learning objectives. Any lesson can be used to enrich or enhance a Unit 1-4 LET course. This also includes lessons from the *AF JROTC Cultural Studies Awareness*.

- To access JROTC Unit 5: Chapter 4 add it to your Curriculum Plan.

Unit 5 JROTC Leadership Electives – Chapter 5: Citizenship and Government

See [Civics/Government Course for JROTC](#) for a list of all lessons, competencies, and learning objectives. Any lesson can be used to enrich or enhance a Unit 1-4 LET course.

- To access JROTC Unit 5: Chapter 5 add it to your Curriculum Plan

Unit 5 JROTC Leadership Electives – Chapter 6: Safety and Marksmanship

- To access JROTC Unit 5: Chapter 6 add it to your Curriculum Plan

Lesson	Competency	Learning Objectives	Class Hours
U5C6L1: History of Marksmanship	Describe the history of marksmanship	<ul style="list-style-type: none">• Identify different human marksmanship skills and recognize their historic applications• Discover how human marksmanship endeavors have evolved from martial/survival skills to sports skills• Report on important sports competitions that involve rifle shooting Describe the basic rules of target shooting as a sport	2
U5C6L2: Firearm Safety and Safe Range Operation	Demonstrate air rifle safety rules	<ul style="list-style-type: none">• Identify the main parts of a firearm that concern safety (muzzle, action, and trigger)• Describe rules and procedures for safe range operation• Demonstrate rules for safe firearm handling	2
U5C6L3: Target Shooting Equipment and Its Operation	Demonstrate safe operation of air rifle equipment.	<ul style="list-style-type: none">• Recognize the basic equipment needed for target shooting Describe how air rifles function Recognize the first steps of cocking and firing an air rifle, including a correct trigger release Recognize how to load and fire air rifles	2
U5C6L4: The First Target Position - Standing	Demonstrate correct marksmanship technique in the standing position	<ul style="list-style-type: none">• Assume the standing position used for target shooting• Practice sight alignment on a blank target• Dry fire by performing correct trigger release	2

U5C6L5: Aiming and Firing	Demonstrate basic aiming and firing skills	<ul style="list-style-type: none"> • Aim at a target from the standing position * • Describe how correct breathing enhances control and relaxation • Shoot in the standing position while performing the basic techniques for firing a shot 	2
U5C6L6: Sight Adjustment and Scoring	Demonstrate correct sight adjustment and scoring	<ul style="list-style-type: none"> • Practice shooting in the standing position while applying good shot technique • Adjust sights so that shot groups are centered on the target • Score targets correctly 	2
U5C6L7: The Prone Position	Demonstrate correct marksmanship technique in the prone position	<ul style="list-style-type: none"> • Demonstrate how to properly use a sling in a target shooting position • Assume the prone position used for target shooting • Shoot in the prone position while performing correct shot technique 	2
U5C6L8: The Kneeling Position	Demonstrate marksmanship skills in the kneeling position	<ul style="list-style-type: none"> • Use a sling correctly in the kneeling position • Determine the correct placement of a kneeling roll in the kneeling position • Perform the correct shot technique while shooting from a kneeling position 	2
U5C6L9: Practice and Skill Development	Develop practice skills to improve your marksmanship	<ul style="list-style-type: none"> • Use a shooting diary to record critical lessons learned in marksmanship practice • Develop and practice a shot plan • Demonstrate the use of balance checks and relaxation to attain proper shot technique • Complete a three-position 3x10 course of fire on the BMC target 	2
U5C6L10: Competition Opportunities	Demonstrate marksmanship proficiency in a regulation 3x10 course	<ul style="list-style-type: none"> • Describe sports competition opportunities available to JROTC and school rifle team members • Complete a regulation course of fire (3x10 shots) on the official air rifle target • Complete a final using the Olympic final round format 	2

Teen Community Emergency Response Team (CERT)

Teen CERT is a 9-unit high school emergency response National Training curriculum developed by the Federal Emergency Management Agency (FEMA). This 20-hour training initiative is designed to teach students about potential disasters that can affect their region and how to safely and responsibly respond to them. Critical skills addressed in this curriculum include identifying fire hazards and control techniques, light search and rescue, emergency response assistance, medical treatment set-up, assisting injured, and reducing survivor stress. Upon completion of CERT training students may be called upon to participate or lead a variety of emergency response activities in the school or community.

JROTC lessons link to Teen CERT resources when they may be seen as an appropriate enhancement to the core curriculum.

- To access Teen CERT units add them to your Curriculum Plan.

CERT Lesson Resource	Class Hours	Lab Hours
Unit 1: Disaster Preparedness	3	2
Unit 2: Fire Safety and Utility Controls	3	
Unit 3: Disaster Medical Operations – Part 1	3	
Unit 4: Disaster Medical Operations – Part 2	4	
Unit 5: Light Search and Rescue Operations	3	
Unit 6: CERT Organization	2	
Unit 7: Disaster Psychology	1	
Unit 8: Terrorism and CERT	3	
Unit 9: Course Review, Final Exam, and Disaster Simulation	3	

Will Interactive, Inc.®

Will Interactive, Inc.®, a leader in interactive training, behavior modification, and performance improvement, developed several virtual experiences that help cadets make better choices. Examples include: *Interactive Nights Out 2* (drug abuse prevention), *Hate Comes Home*, *Just 2 Days* (conflict resolution, diversity, responsibility), and *Challenge 1* (leadership principles).

Many JROTC lessons plans link to Will Interactive, Inc. videos and lesson plans as enhancement activities to the core curriculum.

- To access Will Interactive, Inc. resources add them to your Curriculum Plan

Will Interactive, Inc.® Resources	Class Hours
Hate Comes Home	13
Interactive Nights Out 2: On the Road and Friday Night	2
Just 2 Days	5
The Challenge 1	4

[Back to TOC](#)

Category 2 Online Resources – Cadet

Cadet Distance Learning (DL)

Increasingly, high schools and school districts are recognizing alternative pathways to graduation, which should include JROTC cadets. Distance learning courses may substitute for the JROTC academic class if at a minimum:

- ✓ the student is a LET 3 or LET 4 Cadet
 - ✓ the cadet fully participates on teams
 - ✓ the cadet holds a leadership position
 - ✓ the cadet participates in service learning activities
 - ✓ the principal allows transcript credit for each semester
 - ✓ the cadet only substitutes distance learning for one LET level
-
- Preview the Cadet DL at: <http://www.jrotcdl.com/>
 - Access Cadet DL courses by adding them to your Curriculum Plan
 - For instructors and/or Cadets to use this content a computer and Internet access are necessary
 - Instructor and Cadet log-in is required

Cadet DL Resource	Class Hours
Cadet DL 100: Introduction to Cadet Distance Learning	0.5
Cadet DL 101: Conflict Resolution	4
Cadet DL 102: Improve Test Taking Skills	3
Cadet DL 103: Internet Safety	3
Cadet DL 104: How to Write Effectively	3
Cadet DL 105: Time Management	3
Cadet DL 106: First Aid	8
Cadet DL 107: Financing College and Admissions	2
Cadet DL 108: Health and Nutrition	1
Cadet DL 109: Emergency Preparedness and Community Awareness	6

Conover Online – Web-based Profile Assessments and Skill Interventions

Conover Online is a web-based assessment and curriculum system to enhance a core lesson or incorporate into a LET to meet the contact hour requirement for high school credit. Conover Online has given permission to AJROTC instructors to use any materials from their program list below.

- To preview the Cadet course, log in as an instructor at https://ajrotc.conovercompany.com/users/sign_in
- Access Conover online programs adding to your Curriculum Plan
- For instructors and/or Cadets to use this content a computer and Internet access are necessary
- Cadets using Conover materials will require a Cadet log-in

Conover Resource	Class Hours
Success Profiler® Assessments, Profile Assessments, and Skill Interventions	59.5
Bully Prevention Series: The Giver and the Receiver	41
Personal Responsibility Program Assessment and Skill Interventions	49.5
Anger Management Program Assessment and Skill Intervention	12.5

March 2 Success

March 2 Success provides free online study materials to help improve standardized test scores including the ACT, SAT, and ASVAB. March 2 Success also provides a college application process to guide students through admissions, financial aid, and scholarships. Materials are referenced to LET core curriculum where appropriate.

- Preview March 2 Success resources at <https://www.march2success.com/main/courses>
- Access March 2 Success courses by adding to your Curriculum Plan
- For instructors and/or Cadets to use this content a computer and Internet access are necessary
- For classroom use an instructor log-in is required
- For Cadet use a Cadet log-in is required

March 2 Success Resource	Class Hours
The online <i>High School Math and Verbal Skills</i> course features a math and verbal diagnostic test, a personalized learning path with lessons and quizzes, practice sets and a post-assessment, with detailed answer explanations for each question. Scoring is provided by content area and overall score. The self-paced online course features interactive games, exercises and flashcards.	1

<p>The <i>College Readiness Online Course</i> features diagnostic tests, a personalized learning path with lessons and quizzes, and three full-length practice tests with detailed answer explanations for each question. Scoring is broken down by content area and overall score. Subject areas include Math, College-Level Math, English and Writing. The course prepares students for college placement exams and college-level course work. It features interactive games, exercises and flashcards.</p>	1
<p><i>SAT Practice Tests</i> include seven full-length tests (Peterson’s SAT practice tests) which mimic the structure and timing of the actual SAT exam. Additionally, each section within the practice tests can be reviewed after the section is scored. While reviewing the sections, students will be presented with their results along with the correct answer and a detailed explanation of the problem.</p>	1
<p><i>ACT Practice Tests</i> include seven tests (Peterson’s ACT practice tests) which mimic the structure and timing of the actual ACT exam. Additionally, each section within the practice tests can be reviewed after the section is scored. While reviewing the sections, students will be presented with their results along with the correct answer and a detailed explanation of the problem.</p>	1
<p>The <i>Complete Guide to College Financing and Admissions</i> is an effective interactive program that takes all the guesswork out of the college admission and financing process. It includes a special emphasis on scholarships and supplies hundreds of related web links.</p>	1

[Back to TOC](#)

Category 3 Online Resources – Instructor

Junior Achievement (JA)

This volunteer-led, experiential learning program has several high school modules with correlating instructional materials. Modules target work-readiness, entrepreneurship, and financial literacy skills.

- Preview JA materials at: <https://www.juniorachievement.org/web/ja-usa/ja-programs>
- Access JA courses by adding them to your Curriculum Plan
- Instructors will need to download the JA lesson plans to their Curriculum Manager through the Customize Lesson function

JA Resource	Class Hours
<i>JA Be Entrepreneurial</i> [®] challenges students, through interactive classroom activities, to start their own entrepreneurial venture while still in high school. The program provides useful, practical content to assist teens in the transition from being students to productive, contributing members of society.	7
<i>JA Career Success</i> [®] equips students with the knowledge required to get and keep a job in high-growth industries. Students will explore the crucial workplace skills employers seek but often find lacking in young employees. Students also will learn about valuable tools to find that perfect job, including resumes, cover letters, and interviewing techniques.	7
<i>JA Company Program Blended Model</i> [®] unlocks the innate ability in high school students to fill a need or solve a problem in their community by launching a business venture and unleashing their entrepreneurial spirit. The program focuses on Company Ops, the majority of meeting time where students build and manage their business. Meeting-specific, student-friendly materials and resources increase student interaction and emphasize JA's experiential approach to learning.	26
<i>JA Job Shadow</i> [®] prepares students to be entrepreneurial thinkers in their approach to work. In-class sessions prepare students for a visit to a professional work environment, where they will face a series of challenges administered by their workplace hosts. Students learn how to research career opportunities and the skills needed to land and keep their dream job.	4.5

Medal of Honor Character Development Program

The Medal of Honor Character Development Program (CDP) is a resource designed by teachers to provide students with opportunities to explore the important concepts of courage, commitment, sacrifice, patriotism, integrity and citizenship and how these values can be exemplified in daily life. The depth and breadth of our students' insight and reflection after interacting with these materials has been remarkable. We are confident that you will find these resources to be as rich and engaging as we have. Many JROTC lessons plans link to Medal of Honor videos and lesson plans as enhancement activities to the core curriculum.

- Preview the videos and lesson materials at: <https://themedalofhonor.com/character-development/>
- Instructor log-in is required
- Access Medal of Honor lessons by adding them to your Curriculum Plan
- Instructors will need to download the Medal of Honor lesson plans

Medal of Honor Resource	Class Hours
The Medal of Honor: What Does It Mean lesson introduces Cadets to the history and meaning of the Medal of Honor. The lesson also explores the story on one Medal of Honor recipient.	2
The <i>Citation Investigation: Analyzing Narrative</i> lesson on Medal of Honor Recipient Gary Biekirch.	1
The <i>Citation Investigation: Analyzing Narrative</i> lesson on Medal of Honor Recipient Salvatore Giunta.	1
The <i>My Challenge to You</i> lesson explains the history and purpose of a challenge coin and identifies the symbolism within various coins.	1
In the <i>Portrait of a Service Member</i> lesson, Cadets meet a Medal of Honor recipient. During a class visit by a recipient, Cadets develop insightful questions to ask a service member that cannot be easily researched through online resources. As a class, Cadets interview the recipient and analyze the various challenges of a service member.	4
The <i>Reflecting on Courage</i> lesson helps Cadets develop an awareness of universal acts of courage. Cadets identify careers that may require acts of courage, such as firefighter, police officer, doctor, or nurse.	2
In <i>an Unlikely Hero</i> , Cadets consider the values, characteristics and qualities of someone who may become a hero.	2
The <i>Integrity and the Power of Words</i> lesson explains the importance of integrity in reporting and the danger of rumors and misinformation. Cadets also explore the process of verifying sources.	1
In <i>A Student of Mine</i> , Cadets compare the values of Citizen Honors awardees to that of Medal of Honor recipients.	3

In <i>What Would You Do?</i> Cadets learn about the “fight-or-flight” response as a survival mechanism. They examine the values of a Medal of Honor Recipient and a Citizen Honors awardee and consider the ways a person may react to danger.	2
The <i>Be True to Yourself</i> lesson requires Cadets to analyze and interpret the poem “If” written by Rudyard Kipling. Cadets explore links between the poem and the actions of Rick Rescorla who is a Citizens Honors awardee.	4
In <i>You and Me, God</i> , Cadets determine that the Citizen Honors awardees display many of the same attributes as Medal of Honor Recipients. They also identify the character values and support their choices with evidence from a video vignette.	2
<i>The "Burden" of Leadership</i> lesson explores the character traits and leadership styles that are effective in leading groups and/or individuals in various situations and experiences in life.	1
In <i>What Can I Do?</i> Cadets explore their roles and how they can be part of a positive society through service, sacrifice and commitment.	1
The <i>Visualizing History</i> lesson explains how visualization helps with understanding history. The lesson also explores sacrifice and commitment in relation to the Medal of Honor criteria.	2
In the <i>Individual Leadership</i> lesson, Cadets will define leadership and identify leadership traits.	1
In the <i>Sacrifice Forward</i> lesson, Cadets will define sacrifice and identify how one sacrifice can have a ripple effect on others.	1
In the <i>Sacrifice Without Borders</i> lesson, Cadets will explore the sustained sacrifice of Dr. Jordy Cox, a trauma surgeon and a Citizen Honors awardee. Cadets will identify values of courage, sacrifice, patriotism, citizenship, integrity and commitment.	2
In the <i>Defining Citizenship</i> lesson, Cadets will analyze the meaning of citizenship. The lesson also asks Cadets to identify ways to improve and establish their roles and responsibilities as members of their community.	1
In <i>Cultural Background and Our Perception</i> , Cadets analyze the cultural backgrounds of Medal of Honor recipients. The lesson also explores how personal backgrounds of the recipients were not barriers to their willingness to serve.	2

NICERC – Cyber Society Course

NICERC- Cyber Society Course

In an effort to provide relevant STEM content pertaining to careers and topics in cyber technology, AJROTC has established a relationship with NICERC – An Academic Division of the Cyber Innovation Center. There are multiple resources available to JROTC instructors included several courses. NICERC curricula is available to K-12 teachers at no cost. NICERC will provide access and instructors can search through a multitude of online courses. Seven NICERC lessons from the Cyber Society course have been linked to JROTC Core Lessons as outlined below for enrichment and content exposure to cyber-related topics or issues. Learn more about these lessons by reading the NICERC document located in Curriculum Manager under Global Resources>Instructor Materials.

- Preview the NICERC Cyber-topic lessons at <https://nicerc.org/curricula/curriculaaccess>
- Instructor registration and log in required
- Access NICERC lessons by adding them to your Curriculum Plan
- Instructors will need to download the NICERC lesson plans and to their Curriculum Manager through the Customize Lesson function
- This content requires computers and Internet connection to access

Cyber Society Law – Lesson 1: Technology and Criminal Law = 1 contact hour

Cyber Society Law – Lesson 2: Intellectual Property = 1

Cyber Society Law – Lesson 3: Your Permanent Electronic Record = 1

Cyber Society Law – Lesson 4: Privacy vs. Security = 1

Cyber Society Law – Lesson 5: Culminating Activity = 1

Cyber Society Business – Lesson 1: Business in a Digital Age = 1

Cyber Society Business – Lesson 2: You Are the Data = 1

Cyber Society Artificial Intelligence (AI) – Lesson 5: National Defense and AI = 1

Veterans National Education Program (V-NEP)

Veterans National Education Program (V-NEP) is a 501(c)(3) non-profit organization focused on educating students on Modern History by providing historically accurate, relevant educational resources. Based in Pennsylvania, V-NEP’s vision is to teach the history of our country *“through the eyes of veterans.”* The V-NEP team consists of former military officers and educators who are committed to the concept of preserving history based off of eyewitness accounts; this method of documentation places reliance on the history-makers, rather than those who interpret events through the prism of personal or political bias. Who better to teach succeeding generations of Americans than the men and women with boots-on-the-ground experience? V-NEP provides, free of charge, Modern History documentaries, associated media content and lesson plans that are empowering teachers by equipping them with the tools they need to engage students. Through our efforts, students are being taught U.S. Modern Military History: WWII, Korea, Vietnam, and now Iraq and Afghanistan.

JROTC lessons link to many V-NEP resources where seen as an appropriate enhancement to core curriculum.

- Preview the videos and lesson plans outlined below <http://v-nep.org/films-lessons/>
- Access VNEP lessons by adding them to your Curriculum Plan
- Instructors will need to download the VNEP lesson plans and to their Curriculum Manager through the Customize Lesson function
- This content requires computers and Internet connection to access

V-NEP Resources	Class Hours
Lesson: Global Awareness (Regional Maps, Videos, History, Discussion Points)	1
Lesson: The Legendary Band of Brothers (5 days) Video: In the Company of Heroes	10
Lesson: The Story of the Tuskegee Airmen of World War II (5 days) Video: On Freedom’s Wing – Bound for Glory	10
Lesson: Out-Takes from Vietnam (5 days) Video: Out-takes from Vietnam	10
Lesson: Women in the Military-Willing, Able, Essential (5 days) Video: Women in the Military-Willing, Able, Essential	10
Lesson: Their Sacrifice Our Freedom – WWII in Europe (5 day) Video: Their Sacrifice, Our Freedom – WWII in Europe	10
Lesson: Their Sacrifice Our Freedom – WWII in Pacific (5 days) Video: Their Sacrifice, Our Freedom: WWII in the South Pacific	10

We the People: The Citizenship and Constitution Program

We the People: The Citizenship and the Constitution Program promotes civic competence and responsibility among the nation's upper elementary and secondary students. AJROTC was given permission to re-purpose the *We the People* textbook and many student learning activities, which make up the 39 lessons in JROTC [LET 5 Electives: Chapter 5 – Citizenship and Government](#). However, if your school or class would like to participate in the *We the People* (WTP) simulated congressional hearing competitions, it is necessary to order your curriculum materials directly from the Center for Civic Education.

- Preview *We the People: The Citizenship and the Constitution Program* at <http://www.civiced.org/wtp-the-program>
- Instructor and student log-in required
- *We the People: The Citizenship and the Constitution* student textbooks must be acquired through <http://www.civiced.org/wtp-the-program>
- Access the *We the People* online by adding to your Curriculum Plan
- This content requires computers and Internet connection to access

We the People Program Resources	Class Hours
We the People full curriculum – student and instructor materials	160

[Back to TOC](#)