



Leadership Education and Training

Program of Instruction

**U.S. Army
Cadet Command
Ft. Monroe, VA**

3 June 2004
(Updated 16 August 2004)



A TOAST TO THE FLAG

by John J. Daly

**Here's to the red of it-
There's not a thread of it,
No, nor a shred of it
In all the spread of it
From foot to head,
But heroes bled for it,
Faced steel and lead for it,
Precious blood shed for it,
Bathing it Red!**

**Here's to the white of it-
Thrilled by the sight of it,
Who knows the right of it
But feels the might of it
Through day and night?
Womanhood's care for it
Made manhood dare for it,
Purity's prayer for it
Keeps it so white!**

**Here's to the blue of it-
Beauteous view of it,
Heavenly hue of it,
Star-spangled dew of it
Constant and true;
Diadems gleam for it,
States stand supreme for it,
Liberty's beam for it
Brightens the blue!**

**Here's to the whole of it-
Stars, stripes and pole of it,
Body and soul of it,
O, and the roll of it,
Sun shining through;
Hearts in accord for it,
Swear by the sword for it,
Thanking the Lord for it,
Red White and Blue!**

Contributed by
LTC George W. Gehr
Senior Army Instructor
Fort Knox High School

Course: ROTC 145-4

Course Name: Junior Reserve Officers' Training Corps (JROTC) and
National Defense Cadet Corps (NDCC)

Preparation Date: 28 April 2004

Optimum Class Size: 20

Program of Instruction Cover Page

Total Computed Academic Hours: 720 (180 hours per year for four years)

Approval Authority: U.S. Army Cadet Command, Junior Reserve Officers' Training Corps
Directorate

Approval Date: 3 June 2004

Supersedes: This POI supersedes POI dated 01 February 2002.

Minor Changes and Additions: Changes and additions that do not substantially alter the intent of this Program of Instruction (POI) will be posted on the JROTC web portal. The changes and additions should be annotated where needed and the original notice kept behind the POI in the Instructor Desk Reference.

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Course Name: Junior Reserve Officers' Training Corps (JROTC) and
National Defense Cadet Corps (NDCC)

Preparation Date: 26 May 2004

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Course: ROTC 145-4

Course Name: Junior Reserve Officers' Training Corps (JROTC) and National Defense Cadet Corps (NDCC)

Preparation Date: 2 June 2004

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Preface

Status: Directorate Approved

Training Location(s): Three- or four-year high schools

Purpose: The JROTC/NDCC (Junior Reserve Officer Training Corps/National Defense Cadet Corps) program is hereafter referred to as simply the JROTC program, although provisions of this document are still applicable to the NDCC program. It is designed to teach high school students the value of citizenship, leadership, service to the community, personal responsibility, and a sense of accomplishment, while instilling in them self-esteem, teamwork, and self-discipline.

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.

Collaboration: In the production of this curriculum the Junior ROTC Directorate has incorporated the latest educational theories used in secondary education. *McREL standards have been linked to each lesson to show a cross-connection with this curriculum and the standard curriculum taught in high school.* Consultants were used to validate the changes and to assist in the rewriting. Other commercially available materials have been incorporated and many times the authors of these programs have customized them for the JROTC program. These organizations and programs are:

- The Worldwide Instructional Design System (WIDS) Team, an educational group operating under the Wisconsin Technical College System Foundation, Inc, provided the model, methodology, and software used to develop core abilities, competencies, performance standards, and learning plans. The WIDS Team also updated lesson plans and incorporated the McREL Standards.
- Student-centered (Intellilearn) learning techniques from the National Academy of Integrative Learning, Inc. (NAIL) have been incorporated in the lessons and instructor preparation materials.
- The lesson format is an accepted standard and was provided by Dr. Steven Dunn, author of *Brain Compatible Learning for the Block*. Dr. Dunn provided training to curriculum work groups and writers; additionally he assisted the writers in the review of the lessons during production.

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- The National Endowment for Financial Education (NEFE) also uses Dr. Dunn's lesson format, and provides all material for the *High School Financial Planning Program (HSFPP)*.
- *Written Communication for Sergeants*, developed by Susan Hughes is an excellent resource for students to learn writing skills and to prepare for the written portion of the SATs.
- *Winning Colors (WC)* by Stefan Nielson and Shay Thaelke of Aeon Communications, Inc., has been used in schools and corporations as a present time behavioral observation indicator that is readily understandable.
- *The Success Profiler* has been integrated in this Program of Instruction in cooperation with the Conover Company. It is designed to measure and improve emotional intelligence.
- *Unlocking Your Potential (UYP)*, a youth motivational program from Edge Learning Institute, Inc, is incorporated in many lessons and is used as additional elective material.
- Components of the *You the People (YTP)* curriculum have been incorporated into the program and Charles Heberle, the author, has worked with the writers to integrate the process into the lessons.
- Robert Aucone, the creator and author of *Chief Justice*, worked closely with U. S. Army Cadet Command to add this active learning program that addresses the judicial branch.
- *We the People (WTP)*, developed by the Center for Civic Education to promote civic responsibility in students, is integrated into the Citizenship in American History and Government lessons.
- *Interactive Nights Out 2*, produced by Will Interactive, Inc., is integrated into the drug awareness lessons.
- *Hate Comes Home and Just 2 Days* also produced by Will Interactive, are integrated into conflict resolution lessons.
- *Saving SGT Pabletti* was developed for the Army by Will Interactive to create an awareness of sexual harassment in a unit. It is available for use by the Senior and Junior ROTC cadets at the discretion of the Professor of Military Science and JROTC instructors. It emphasizes the importance of Army values.
- *In Real Life: Sexual Harassment in Schools*, by Concentrics, Inc., provides insight into how to recognize and resolve incidents of sexual harassment.

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- *Lions-Quest* is a comprehensive, values based, program that focuses on a positive prevention approach and a broad range of life skills that can be consistently taught and reinforced. *Lions-Quest Service Learning* is a teaching strategy that facilitates skills-based classes and the successful execution of a service-learning program.
- *Thinking Maps* by Innovative Learning Group create a common visual language that promotes integrated thinking and interdisciplinary learning. Eight graphic organizer-like maps are used to teach specific thought processes across disciplines and LET levels.
- *Classroom Performance System (CPS)* by e-Instruction is a technology based productivity tool used for direct instruction, assessment, evaluation and management. It promotes active learning with full student engagement and participation.

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Course Scope: This Program of Instruction (POI) focuses on the development of better citizens by building skill in leadership, citizenship, life success, geography, and wellness, in a structured interactive environment.

The JROTC program is a cooperative effort on the part of the Army and the host institution to provide secondary school students with opportunities for total development. The flexibility of the program allows it to bear the scrutiny of professional educators and to meet the needs of the community. Satisfactory completion of the program can lead to advanced placement credit in the Senior ROTC program or advanced rank in the Armed Forces. Several components of the course have been identified for college credit that is awarded to cadets upon successful completion of the specified requirements.

The JROTC program is one of the Army's contributions to assisting America's youth to become better citizens. The program produces successful students and productive adults, while fostering in each school a more constructive and disciplined learning environment. This program makes substantial contributions to many communities and ultimately to the nation's future. It is the centerpiece of the Department of Defense's commitment to America's Promise for Youth through its emphasis on service learning, community service and teen anti-drug efforts.

Student Learning Outcomes: **Program Outcomes**

This program intends to teach cadets to:

1. Maximize potential for success through learning and self-management
2. Develop leadership skills
3. Incorporate principles of mental and physical wellness into behaviors and decisions
4. Build effective relationships with peers, co-workers, and the community
5. Apply physical and political geography to building global awareness
6. Correlate the rights and responsibilities of citizenship to the purposes of U.S. government
7. Relate events in U.S. history to choices and responsibilities Americans have today
8. Characterize the role of the military and other national service organizations in building a democracy and maintaining peace in a democratic society

These program outcomes describe what JROTC cadets will know and be able to do upon successful completion of the JROTC program. They serve as a tool for summarizing and communicating the intended results of the JROTC program. The program outcomes provide the foundation for mastery of the "big picture" proficiencies and help instructors and cadets begin and progress "with the end in mind."

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Program outcomes can be used, along with core abilities, to communicate over-all learning outcomes to cadets, principals, school boards, parents, and members of the community. Instructors use them as a tool for credentialing and showing the value of JROTC when a school or program is under-going re-accreditation.

Core Abilities

1. Build your capacity for life-long learning
2. Communicate using verbal, non-verbal, visual, and written techniques
3. Take responsibility for your actions and choices
4. Do your share as a good citizen in your school, community, country, and the world
5. Treat self and others with respect
6. Apply critical thinking techniques

The JROTC Core abilities describe the broad, life-long skills that every cadet needs for success in all career and life roles. They are drawn from the over-all goals and values that drive the JROTC program. Core abilities are not learned in one lesson or LET, but rather they are linked to lesson competencies in order to integrate or thread them throughout the JROTC curriculum.

When they teach each lesson, instructors explicitly introduce, teach, reinforce, and assess the core abilities that are designated as particularly relevant to the lesson competency. The core abilities will be displayed prominently in JROTC classrooms. Cadets should know and be able to recite them early in their JROTC experience. They should view them as the essential, value-added skills that every employer seeks.

Competencies

Each JROTC lesson addresses a competency as the intended learning result. Competencies describe discipline-specific skills, knowledge, and attitudes that are measurable and observable. 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

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performance standards (criteria and conditions) at the beginning of the lesson, pointing out that informing themselves about the performance expectations is the cadets' first step towards learning success. Instructors use the competency as the target for all assessment and the performance standards (criteria and conditions) as the guidelines for evaluating and providing feedback about cadet performance.

National Standards

The JROTC curriculum fully or partially addresses a number of the McREL academic standards:

Citizenship	Health	Self Regulation
Civics	Language Arts	Thinking and
Economics	Life Skills	Reasoning
Geography	Life Work	U.S. History
		Working with Others

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Mid-continent Research for Education and Learning

2550 S. Parker Road, Suite 500

Aurora, CO 80014

303/337-0990

www.mcrel.org/standards-benchmarks

McRel is a nationally recognized, private, nonprofit organization dedicated to improving education for all through applied research, product development, and service.

The purpose of the McRel standards project is “to address the major issues surrounding content standards, provide a model for their identification, and apply this model in order to identify standards and benchmarks in the subject areas.”

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Course (1) Completion of the eighth grade.

Prerequisites: (2) For LETs 2-8, completion of a previous LET program. *

**When LETs 2 and 3 are taught together, LET 3 may be sequenced before LET 2. LET 1 is prerequisite to both LETs 2 and 3.*

Course Length: The course length is normally four years at a traditional high school (grades 9 - 12). Military institutes require a four-year program. High schools have the option to conduct a three-year program and are encouraged to use pertinent parts of the LET 4 curriculum.

Spring/Summer JROTC Cadet Leadership Challenge is an additional component of the three- and four-year programs and supplements the JROTC curriculum for selected upper class cadets. For those attending, additional focus is placed on developing cadets' character and leadership skills, abilities, and potential. Cadets also expand on their foundations for success; leadership; wellness; geography; and teaching math and science skills.

Normal Course Length – Weeks: 104 at 26 per year

Hours: 720 at 180 per year

Academic Hours:		<u>Normal (LET 1-4)</u>	<u>Accelerated (LET 5-8)</u>
	Mandatory:	520	520
	Supplemental:	200	200
	Total:	720	720

Class Sizes: Optimum: 20

Instructor Worst Case – 1:30

Student Ratio:

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Special Information: This program consists of up to eight levels of LET instruction and one Pre-LET, elective course. The Military Order of World Wars (MOWW) "Project High School Prep" one-year course is generally used for the Pre-LET instruction, as outlined in table D. Materials are provided for the traditional LET 1 to LET 4, and add-on levels of LET 5 to LET 8 for high schools under accelerated block scheduling. Each level must total 180 academic hours or the number of academic hours required to meet the curriculum requirements for 1.0 credit in courses such as Math or English. Host institutions are required to award credit toward graduation for each year of the JROTC program.

The curriculum is aligned to the MCREL national standards. The POI provides the flexibility to meet the standards for additional credit, other than elective, in subject areas such as Physical Education, Health, Wellness, Life Management Skills, Freshman Orientation, Government, Civics, Practical and Performing Arts, Careers, etc.

Instructors can teach alone or on teams with teachers licensed in the appropriate areas to earn this credit. JROTC units, in cooperation with host institutions, may also allow credit for college level, honors, and advanced placement courses in subject areas that are commensurate with this POI. All schools are encouraged to allow substitution of credit where practical.

Schools with low cadet enrollments (50 cadets is the lowest acceptable, 100 is cost effective) need to seek as much substitute credit as possible. Likewise, schools where cadets do not reflect a cross section of the school population or must leave the program to meet other requirements (especially in the subjects above) must permit equivalency credit to the greatest extent possible.

Training Start Date: Training is conducted on a school-year basis. In year-round schools, JROTC will follow the school policy in establishing the start of a new school year.

Proponent:	Design and Development:	U.S. Army Cadet Command (USACC) JROTC Directorate
	Course Proponent:	USACC JROTC Directorate/Host High Schools
	Instructor Provided Support:	USACC JROTC Directorate, Regions, Area Coordinators, Brigades/Host Schools
	Training Evaluation Proponent:	USACC JROTC Directorate, Regions, Area Coordinators, Brigades, JROTC Unit/Host Schools

Course Remarks: JROTC units may elect to conduct a technical program (tailored to support programs such as Cisco Academies and other skills-based career programs), an academic (traditional) program, or a combination of both programs.

JROTC units may also elect to form a band and/or drum and bugle corps at the discretion/approval of the Senior Army Instructor/Director of Army Instruction/Commandant, host institution, and Cadet Command.

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How to Use this Curriculum

What is JROTC performance-based learning?

To begin with the end in mind means to start with a clear understanding of your destination. It means to know where you're going so that you better understand where you are now so that the steps you take are always in the right direction.

--Stephen Covey

The Seven Habits of Highly Effective People

Cadet success is the main goal of all JROTC learning experiences. The JROTC curriculum is based on the principles of performance-based, learner-centered education. Following the stages identified by Grant Wiggins and Jay McTighe, the designers first identified desired results; next they determined acceptable evidence; and finally they planned learning experiences and instruction that would be effective in preparing the cadets to achieve the desired results. (*Understanding by Design*, p. 9)

Learner-centered, performance-based learning specifies desired results (knowledge, skills, and attitudes) in advance of instruction, explicitly states standards used to measure performance, requires learners to perform the competency as evidence of achievement, and provides learners opportunity to develop each competency.

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

Assessment

Because the JROTC curriculum is performance-based, it requires that cadets master the competencies so that they can do the skills, apply the knowledge, and model or exhibit behaviors representing the desired attitudes.

To help instructors and cadets determine when cadets have reached proficiency, each competency is defined by a set of performance standards. The performance standards include conditions for assessment (a statement describing what the cadets must do to show proficiency) and criteria (specifications that describe the quality of a proficient performance).

The JROTC curriculum requires that cadets demonstrate their mastery of the competencies by completing assessments 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

Though multiple-choice, paper-pencil exams may be useful in providing feedback to cadets about their initial grasp of knowledge and ability to remember facts and information, they are not adequate for the task of assessing cadet mastery of the competencies. The JROTC program requires that cadets document mastery of the competencies by completing the performance assessment tasks included in the curriculum, or by completing an adaptation of the assessment task. (*Adaptations should be rated using a*

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scoring guide that includes the criteria for the target competency.)

Learning

The JROTC program is intended to engage cadets in active learning. This means that “learner-centered” learning activities should dominate the cadet learning experience. Learner-centered learning activities place cadets in active roles in all stages (inquire, gather, process, and apply) of the lesson. This means that cadets should do the work of learning. They should also be actively involved in self and peer assessment (with back-up and feedback from instructors.) Cadets should spend a minimal amount of their learning time passively listening to a lecture or viewing PowerPoint slides created by the instructor.

Teaching

Placing cadets in the role of active learners, requires that the instructors assume a supporting role. JROTC instructors should view themselves as facilitators of learning. This means that they take a leadership responsibility for creating an inviting and productive learning environment. Whenever possible they should act as “guides on the side,” directing, coaching, encouraging, and giving feedback.

The designers of the JROTC curriculum have developed recommended learning activities that take cadets through all four phases of learning for each competency. Activities that actively engage the cadets are the primary focus of the learning experience. The recommended learning activities also incorporate varied learning styles and multiple intelligences, honoring and supporting the diversity that is represented in the cadet population.

A few of the learning activities will suggest that instructors, on occasion, assume the role of information-giver because it may be most efficient way to ensure that cadets get the well-organized, accurate information they need at *that* time. When the curriculum suggests instructor “presentations”, they should be *brief* and should *not be the dominant* teaching strategy.

Lesson Plans

JROTC lesson plans provide a guide for facilitating the cadet learning described in the student learning plans. Each lesson plan identifies the target competency, linked core abilities, and learning objectives. It goes on to provide detailed guidelines for facilitating the cadet learning activities. Lesson plans also provide information about the learning materials, supplies, and resources required to support the learning.

Instructors should use the lesson plans in conjunction with the learning plans as tools for planning, guiding, and assessing learning.

Instructors can also use lesson plans to document how the lesson incorporates sound learning principles (e.g. multiple intelligences, thinking processes, reflection, Bloom’s taxonomy, and authentic assessment) and how the lesson

What curriculum tools does the JROTC program provide?

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addresses the McREL Standards, JROTC program outcomes, and core abilities.

Learning Plans

JROTC learning plans are designed to support cadet learning. Learning Plans answer the questions cadets need to know about what they will learn, guide cadets through the four-phase lesson, help cadets take responsibility for own learning, and support cadets' ability to manage and adjust their own thinking and learning processes (metacognition).

Instructors should ensure that cadets have the learning plan for each lesson at the beginning of the lesson. They should engage cadets in a review of the learning plan at the start of each lesson. Instructors or cadet leaders should:

- Highlight the target competency and other information provided
- Explain why that information is important (*ex. criteria/conditions – tells them how they will be evaluated on their performance*)
- Show cadets how learning plans can help them
- Guide cadets to refer to and use the learning plan throughout the learning process

Assessment Tasks

The JROTC curriculum provides assessment tasks to serve as tools for verifying and documenting that cadets have mastered the competencies. Assessment tasks should also be used as tools for providing feedback to cadets so that they can improve their learning and feedback to instructors so they can continually improve teaching.

Assessment tasks feature scoring guides that spell out the criteria for evaluating cadet performance. Scoring guides serve as a tool for providing concrete feedback to cadets and thus are key to the continual improvement of learning and teaching.

Learning Materials

The JROTC curriculum provides a rich assortment of learning materials that are keyed to the learning outcomes. Both the lesson and learning plans identify suggested learning materials. The JROTC program provides the recommended learning materials on CDs, DVDs and in textbooks. Additional recommended materials are available online or from other sources at little or no cost.

JROTC cadets and instructors are encouraged to enrich and expand learning by seeking out additional learning materials that align with the JROTC program outcomes, core abilities, and competencies.

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What if my school already offers one of the components of the JROTC Curriculum?

JROTC leaders have selected several curriculum products that have been developed nationally and are recognized as being of exceptional quality and relevance to today's high school students. Because these products align so well with the JROTC target learning outcomes, the designers have incorporated them into the curriculum. Prime examples are the NEFE *High School Financial Planning Program* and *We the People*.

If a host school already offers one of more of these curricula, JROTC instructors have a number of options:

1. Determine whether the duplication is actual or perceived. If differences are more a matter of perception, and the JROTC curriculum will add significant enhancement and extension of learning, continue to teach the course.

Are the JROTC cadets actually enrolled in the courses that address the same curriculum? Do the other courses engage students in active learning and measure performance at the application level or above. Is the JROTC learning experience in this area different enough to provide an extension and enhancement of the learning in the other courses?

2. Collaborate with the local teacher who uses the curriculum to maximize the learning results.

Learning time is rarely adequate for cadets to maximize the full learning potential of a given lesson or series of lessons. By working with another teacher, JROTC instructors can offer cadets additional opportunities for practice and application of the competencies. Collaboration with another teacher may bring opportunities for collaborative learning among JROTC cadets and other students in the school, thus exposing students who are not part of the JROTC program to the benefits of JROTC active learning.

3. Substitute approved electives for the duplicated curriculum and count on the other course to do the job.

Share your assessment tasks, lesson plans and learning plans with the other teacher. Confirm that students master competencies at the application level or higher. Determine that assessment of learning requires student-generated responses that go beyond regurgitation of information on a paper/pencil test.

Keep in mind, JROTC inspectors will expect to see evidence that cadets have mastered the competencies from all required lessons at the application level or above.

The term "hours" is defined for JROTC courses the same as it would apply to any school system. A unit hour translates as a 45/50-minute block of instruction/class period. Schools on an accelerated block provide 90/100 minutes of instruction that can be taught as two 45- and 50-minute classroom sessions.

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Courses will be taught using the following two tables as guides.

Army JROTC PROGRAM OF INSTRUCTION

26 May 2004

	LET 1	LET 2	LET 3	LET 4	TOTAL
Mandatory Training*					
Unit 1-Citizenship in Action	18		2	6	26
Unit 2-Leadership Theory & Application	18		12	10	40
Unit 3-Foundations for Success	30		36	16	82
Unit 4-Wellness, Fitness and First Aid		28			28
Unit 5-Geography, Map Skills & Environmental Awareness		2			2
Unit 6-Citizenship in American History & Government		36	16		52
Physical Activity/Leader Assessment					
Leadership Application	20	20	20	20	80
Cadet Challenge	10	10	10	10	40
Activities					
Service Learning	10	10	10	10	40
Administration/Testing/Inspections	24	24	24	24	96
Additional Required Teaching & Leadership Hours	0	0	0	34	34
State & JROTC Elective Hours	50	50	50	50	200
TOTAL HOURS	180	180	180	180	720
<i>* Note: 25% reduction does not apply to required lessons.</i>					

Table A

Scheduling Options

Preferably the JROTC curriculum can be taught in separate classrooms for each year and classes can be scheduled so that when combining them, cadets can work together (e.g. scheduling a company at the same time). If logistics do not allow this, or if classes are too small, the best way to combine them is to schedule LET 1 and 4 in the same classroom. LET 4 students can assist with LET 1 classes and lead first year students in projects. LET 2 and 3 students can be taught together on a two year cycle. LET 2 subjects can be taught to both LET 2 and 3 students the first year of the cycle. LET 3 subjects can be taught to both groups the second year of the cycle. These subjects will be taught over a period of two years to the same students. LET 1 students can enter either LET 2 or 3 depending on where in the cycle they enter their 2nd year. **Regardless of which scheduling options instructors elect, by the 4th year all required lessons must be taught.** Instructors should work collaboratively to identify specific subject areas to teach. Schools on accelerated block that teach 90-minute period days allowing students to remain in JROTC for the equivalent of eight years, are required to follow Table B (below) for LET 5-8. Cadets in LET 5 and LET 6 will normally assume the leadership and command functions held at a LET 3 level in a traditional program. Cadets in LET 7 and LET 8 will normally assume the leadership and command functions held at the LET 4 level in a traditional program. Review of leadership lessons and additional study in leadership responsibilities will be required.

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JROTC ACCELERATED PROGRAM OF INSTRUCTION

	LET 5	LET 6	LET 7	LET 8	TOTAL
Mandatory Training**					
Unit 1 - Citizenship in Action	11	11	11	11	44
Unit 2 - Leadership Theory and Application	11	11	11	11	44
Unit 3 - Foundations for Success	11	11	11	11	44
Unit 4 - Wellness, Fitness and First Aid	11	11	11	11	44
Unit 5 - Geography, Map Skills & Environmental Awareness	11	11	11	11	44
Unit 6 - Citizenship in American History & Government	11	11	11	11	44
Physical Activity/Leader Assessment					
Leadership Application	20	20	20	20	80
Cadet Challenge	10	10	10	10	40
Activities					
Service Learning/Community Service	10	10	10	10	40
Administration/Testing/Inspections	24	24	24	24	96
Approved Elective Hours	50	50	50	50	200
TOTAL HOURS	180	180	180	180	720

** These hours are interchangeable - all hours can be used in one or all subjects. The introduction is included in case upper level cadets are teaching LET 1.

Table B

NOTES: (for both Table A and B)

1. There are specific lessons required in LET 1-4. Cadets will be expected to answer questions relating to those lessons at the time of the formal inspection and off year visits. Use the times in LET 5-8 as guides but ensure approved curriculum (Category 1 and 3 electives) is being taught. Cadets should be prepared to answer related questions. Category 1, 2 and 3 electives can be used in the Approved JROTC Electives category (50 hours).
2. In this summary POI, instruction is provided in 90-minute lessons capable of being taught as two 45- and 50-minute classroom sessions.
3. Electives are a required component of the Junior ROTC program and must be taught. Schools may not use these hours for other purposes. Electives are used to provide cadets with additional opportunities outside the scope of the mandatory section of the curriculum. Such opportunities are intended to supplement or reinforce the instruction or permit JROTC units to align their programs according to their desired academic focus. **Approved electives are divided into the following three categories:**
 - (1) Electives that have supporting curriculum materials developed.
 - (2) Electives in which instructors must provide/develop their own curriculum materials.
 - (3) Electives in which partial materials are available and/or can be ordered (such as *Lion's Quest*). Their use is highly recommended to support/reinforce specific

Course: ROTC 145-4

Course Name: Junior Reserve Officers' Training Corps (JROTC) and National Defense Cadet Corps (NDCC)

Preparation Date: 2 June 2004

Optimum Class Size: 20

subjects.

4. LET 4 mandatory options (34 hours) must be in categories identified on the LET 4 Master Training Schedule and come from electives underlined in *Table C, Approved Electives*.
5. If JROTC units must make reductions in a particular year in order to add coursework to achieve core credit in another subject or to support a technical program such as Cisco Systems training, they may request permission for an exception to reduce hours but must complete lessons in the mandatory categories.
6. Conduct service-learning projects yearly based on knowledge/LET level of cadets.
7. If "Marksmanship" is an elective, U7, C1, L2, Firearm Safety and Safe Range Operation is a required lesson

Note: Electives not pre-approved by Cadet Command must be approved before they can be taught in the JROTC curriculum.

<i>Category 1 Approved Electives</i>	<i>Category 2 Approved Electives</i>	<i>Category 3 Approved Electives</i> <i>(some of these materials are provided in the core curriculum)</i>
▪ Extensions of Mandatory Subjects	▪ Extensions of Mandatory Subjects outside the provided materials	▪ Teen eGetgoing web based activities
▪ Any material from the hardbound texts	▪ Computer Training	▪ High School Financial Planning Program (303-224-3510 – no cost for this program)
▪ Success Profiler	▪ Media Communications	▪ <i>Chief Justice (415-883-3530)</i>
▪ Quantum Learning	▪ Physical Training	▪ <i>You the People and We the People</i>
▪ Command and Staff Procedures	▪ Water Safety ▪ Hunter Safety ▪ Exhibition Drill Safety ▪ Wilderness Survival Safety	▪ Written Communications for Sergeants (703-680-7488 or mailto:hughes-s@erols.com)
▪ Safety and Marksmanship	▪ Admin/Supply Procedures	▪ <u>IntelliLearn Materials</u> (843-686-4050)

Table C

Course: ROTC 145-4

Course Name: Junior Reserve Officers' Training Corps (JROTC) and National Defense Cadet Corps (NDCC)

Preparation Date: 2 June 2004

Optimum Class Size: 20

Training Units and Chapters

*Mandatory core lessons are shown in gray.

Current (re-assigned) numbers appear in the bolded left column; **previous lesson numbers** appear in the second column.

Mandatory Core Service Learning

These three lessons are mandatory and should be taught in each LET level in conjunction with service learning projects in the 10 hours available in that category.

Unit 3 - Foundations for Success

<i>Chapter 8: Making a Difference with Service Learning</i>			
U3-C8-L1	<i>U3-C6-L1</i>	Orientation to Service Learning	2
U3-C8-L2	<i>U3-C6-L2</i>	Plan and Train for Your Exploratory Project	2
U3-C8-L3	<i>U3-C6-L3</i>	Project Reflection and Integration	2

Total Service Learning Core Hours

6

LET 1

Unit 1 - Citizenship in Action

<i>Chapter 1: Foundations of Army JROTC and Getting Involved</i>			
U1-C1-L1	<i>U1-C1-L1</i>	Army JROTC - The Making of a Better Citizen	2
U1-C1-L2	<i>U1-C1-L2</i>	The Past and Purpose of Army JROTC	2
U1-C1-L3	<i>U1-C1-L3</i>	Moving Up in Army JROTC - Rank and Structure	2
U1-C1-L4	<i>U1-C1-L4</i>	The Signs of Success	2
U1-C1-L5	<i>U1-C1-L5 & L6</i>	Your Personal Appearance and Uniform	4
U1-C1-L6	<i>U1-C1-L7</i>	The Stars and Stripes	2
U1-C1-L7	<i>U1-C1-L8</i>	Proudly We Sing - The National Anthem	2
U1-C1-L8	<i>U1-C1-L9</i>	American Military Traditions, Customs, and Courtesies	2

Unit 2 - Leadership Theory and Application

<i>Chapter 1: Being a Leader</i>			
U2-C1-L1	<i>U2-C1-L1</i>	Leadership Defined	2
U2-C1-L2	<i>U2-C1-L2</i>	Leadership Reshuffled	2
U2-C1-L3	<i>U2-C1-L3</i>	Leadership from the Inside Out	2
U2-C1-L4	<i>U2-C1-L4</i>	Principles and Leadership	2
U2-C1-L5	<i>U2-C1-L3</i>	Sexual Harassment/Assault	4
<i>Chapter 2: Leadership Skills</i>			
U2-C2-L1	<i>U2-C4-L1</i>	Steps from the Past	2
U2-C2-L2	<i>U2-C4-L2</i>	Roles of Leaders and Followers in Drill	2

Course: ROTC 145-4

Course Name: Junior Reserve Officers' Training Corps (JROTC) and National Defense Cadet Corps (NDCC)

Preparation Date: 2 June 2004

Optimum Class Size: 20

U2-C2-L3	U2-C4-L3	Using Your Leadership Skills/Taking Charge	2
U2-C2-L4	U2-C4-L4	Stationary Movements	
U2-C2-L5	U2-C4-L5	Steps and Marching	
U2-C2-L6	U2-C4-L6	Squad Drill	

Unit 3 - Foundations for Success

Chapter 1: Know Yourself – Socrates			
U3-C1-L1	U3-C1-L1	Self Awareness	2
U3-C1-L2	U3-C1-L2	Appreciating Diversity through Winning Colors	2
U3-C1-L3	U3-C1-L3	Personal Growth Plan	2
U3-C1-L4	U3-C2-L1	Becoming an Active Learner	2
Chapter 2: Learning to Learn			
U3-C2-L1	U3-C1-L4	Brain Structure and Function	2
U3-C2-L2	U3-C1-L5	Left Brain/Right Brain	
U3-C2-L3	U3-C1-L6/L7	Learning Style and Processing Preferences	2
U3-C2-L4	U3-C1-L8	Multiple Intelligences	2
Chapter 3: Study Skills			
U3-C3-L1	<i>new</i>	Thinking Maps	2
U3-C3-L2	U3-C2-L2/L3	Reading For Meaning	2
U3-C3-L3	U3-C2-L4/L5	Study Habits that Work for You	2
Chapter 4: Communication Skills			
U3-C4-L1	U3-C3-L1	The Communication Process	2
U3-C4-L2	U3-C3-L3	Becoming a Better Listener	2
U3-C4-L3	U3-C3-L6/L7	Communicating in Groups	
Chapter 5: Conflict Resolution			
U3-C5-L1	U3-C4-L1	Causes of Conflict	2
U3-C5-L2	U3-C4-L2	Conflict Resolution Techniques [Just Two Days]	2
Chapter 11: NEFE High School Financial Planning Program			
U3-C11-L1	U3-NEFE-L1	NEFE Introduction: Setting Financial Goals	2

Total LET 1 Core Hours

66

Course: ROTC 145-4

Course Name: Junior Reserve Officers' Training Corps (JROTC) and National Defense Cadet Corps (NDCC)

Preparation Date: 2 June 2004

Optimum Class Size: 20

LET 2

Unit 4 – Wellness, Fitness and First Aid

<i>Chapter 1: Achieving a Healthy Lifestyle</i>			
U4-C1-L1	U4-C1-L1	Choosing the Right Exercise Program for You	
U4-C1-L2	U4-C2-L1	Cadet Challenge (62 units)	
U4-C1-L3	U4-C1-L2	You Are What You Eat	2
U4-C1-L4	U4-C1-L3	Nutrition - Nourishing Your Body	2
U4-C1-L5	U4-C1-L4	Dietary Guidelines	
U4-C1-L6	U4-C1-L5	Controlling Fat	
U4-C1-L7	U4-C1-L6	Taking Care of Yourself	
U4-C1-L8	U4-C1-L7	Understanding and Controlling Stress	
<i>Chapter 2: First Aid for Emergency and Non-Emergency Situations</i>			
U4-C2-L1	U4-C3-L1	The Need for First Aid/Your Response	2
U4-C2-L2	U4-C3-L2	The First Life-Saving Steps	2
U4-C2-L3	U4-C3-L3	Controlling Bleeding	2
U4-C2-L4	U4-C3-L4	Treating for Shock and Immobilizing Fractures	2
U4-C2-L5	U4-C3-L5	First Aid for Burns	2
U4-C2-L6	U4-C3-L6	First Aid for Poisons, Wounds, and Bruises	2
U4-C2-L7	U4-C3-L7	Heat Injuries	2
U4-C2-L8	U4-C3-L8	Cold Weather Injuries	2
U4-C2-L9	U4-C3-L9	Bites, Stings, and Poisonous Hazards	2
<i>Chapter 3: Drug Awareness</i>			
U4-C3-L1	U4-C4-L1/2/3/4	Use & Effect of Drugs, Alcohol, and Substances	4
U4-C3-L2	U4-C5-L1/2/3	Critical Decisions about Substances [Interactive Nights Out]	2

Unit 5 - Geography, Map Skills and Environmental Awareness

<i>Chapter 1: Map Skills</i>			
U5-C1-L1	U5-C1-L1	The Globe: An Overview	
U5-C1-L2	U5-C2-L1	Introduction to Maps	2
U5-C1-L3	U5-C2-L2	Introduction to Topographic Maps	
U5-C1-L4	U5-C2-L3	Grid Reference System	
U5-C1-L5	U5-C2-L4	Contours and Landforms	
U5-C1-L6	U5-C2-L5	Determining Distance	
U5-C1-L7	U5-C2-L6	Determining Direction	
U5-C1-L8	U5-C2-L7	Converting the Grid-Magnetic Angle	
U5-C1-L9	U5-C2-L8	Determining Location	
U5-C1-L10	U5-C3-L1	Orienteering	
U5-C1-L11	U5-C3-L2	Air Navigation	
<i>Chapter 2: Exploring the World</i>			
U5-C2-L1	U5-C2-L1	Before You Get Started	

Course: ROTC 145-4

Course Name: Junior Reserve Officers' Training Corps (JROTC) and National Defense Cadet Corps (NDCC)

Preparation Date: 2 June 2004

Optimum Class Size: 20

U5-C2-L2	U5-C2-L2	North America—From Tundra to Tropics	
U5-C2-L3	U5-C2-L3	South America--Through the Tropics Toward Antarctica	
U5-C2-L4	U5-C2-L4	Europe--The Peninsular Continent	
U5-C2-L5	U5-C2-L5	Asia--The Largest, Most Populous Continent	
U5-C2-L6	U5-C2-L6	Africa--The Plateau Continent	
U5-C2-L7	U5-C2-L7	Australia and the Rest of Oceania	

Chapter 3: Environmental Awareness

U5-C3-L1	U5-C3-L1	Local Environmental Issues	
U5-C3-L2	U5-C3-L2	Global Environmental Issues	

Unit 6 - Citizenship in American History and Government

Chapter 1: You the People - Citizenship Skills

U6-C1-L1	U6-C1-L1	The Preamble	2
U6-C1-L2	U6-C1-L2,3,4,5	Citizenship Skills	2
U6-C1-L3	U6-C3-L1&2&3	Small Group Meetings	2
U6-C1-L4	U6-C3-L4	Representative Group Session	2
U6-C1-L5	U6-C6-L1	Introduction to Chief Justice	2

Chapter 2: Foundations of the American Political System [We The People - Unit 1]

U6-C2-L1	WTP L1 & L2	Our Natural Rights	2
U6-C2-L2	WTP L3 & L4	Developing Republican Government	2
U6-C2-L3	WTP L5 & L6	British Origins of American Constitutionalism	2
U6-C2-L4	WTP L7 & L8	Colonial Government--Basic Rights & Constitutional Government	2
U6-C2-L5	WTP L9	State Constitutions	2

Chapter 3: Creating the Constitution [We The People - Unit 2]

U6-C3-L1	WTP L10	Articles of Confederation 1871	2
U6-C3-L2	WTP L11 & L12	Creating our Constitution	2
U6-C3-L3	WTP L13 & L14	Balancing the Power	2
U6-C3-L4	WTP L15-L17	The Debate over the Constitution (180 minutes)	

Chapter 4: Shaping American Institutions and Practices [We The People - Unit 3]

U6-C4-L1	WTP L18	Constitution Used to Organize New Government	
U6-C4-L2	WTP L19	Bill of Rights	
U6-C4-L3	WTP L20	Rise of Political Parties	
U6-C4-L4	WTP L21	Judicial Review	
U6-C4-L5	WTP L22	Division of Power	

Chapter 5: Bill of Rights Developed and Expanded [We The People - Unit 4]

U6-C5-L1	WTP L23 & L24	Constitutional Issues and the Civil War	
U6-C5-L2	WTP L25	Fourteenth Amendment	
U6-C5-L3	WTP L26	Civil Rights Movement	
U6-C5-L4	WTP L27	Right to Vote	
U6-C5-L5	WTP L28	Using the Law to Correct Injustice	

Chapter 6: The Bill of Rights [We The People - Unit 5]

U6-C6-L1	WTP L29	First Amendment and Freedom of Religion	
U6-C6-L2	WTP L30	First Amendment and Freedom of Expression	

Course: ROTC 145-4

Course Name: Junior Reserve Officers' Training Corps (JROTC) and National Defense Cadet Corps (NDCC)

Preparation Date: 2 June 2004

Optimum Class Size: 20

U6-C6-L3	<i>WTP L31</i>	First Amendment and Freedom of Assembly	
U6-C6-L4	<i>WTP L32</i>	Procedural Due Process	
U6-C6-L5	<i>WTP L33</i>	Protection Against Unreasonable Law Enforcement	
U6-C6-L6	<i>WTP L34</i>	Protection of Rights Within the Judicial System	2
U6-C6-L7	<i>U6-C6-L5</i>	Military Justice System	2
<i>Chapter 7: Citizen Roles in American Democracy [We The People - Unit 6]</i>			
U6-C7-L1	<i>WTP L35 & L36</i>	Roles of Citizens	2
U6-C7-L2	<i>WTP L37 & L39</i>	New Citizenship and Constitutional Issues	2
U6-C7-L3	<i>WTP L38</i>	Constitutionalism and other Countries	2
U6-C7-L4	<i>WTP L40</i>	Defending Fundamental Principles	

Total LET 2 Core Hours

66

Course: ROTC 145-4

Course Name: Junior Reserve Officers' Training Corps (JROTC) and National Defense Cadet Corps (NDCC)

Preparation Date: 2 June 2004

Optimum Class Size: 20

LET 3

Unit 1 – Citizenship in Action

<i>Chapter 1: Foundations of Army JROTC and Getting Involved</i>			
U1-C1-L9	U2-C3-L10	Basic Command and Staff Principles	2

Unit 2 - Leadership Theory and Application

<i>Chapter 3: Leadership Planning</i>			
U2-C3-L1	U2-C2-L6	Development (210 min)	
U2-C3-L2	U2-C2-L7	Goal Setting	
<i>Chapter 4: Leadership Strategies</i>			
U2-C4-L1	U2-C1-L5	Celebrating Differences - Culture and Individual Diversity	2
U2-C4-L2	U2-C3-L1	Performance Indicators	2
U2-C4-L3	U2-C3-L2	Negotiating	2
U2-C4-L4	U2-C3-L3	Decision Making and Problem Solving	2
U2-C4-L5	U2-C3-L5	Leading Meetings	
U2-C4-L6	U2-C3-L6	Supervising	
U2-C4-L7	U2-C3-L7	Team Development	
U2-C4-L8	U2-C3-L8	Project Management	
U2-C4-L9	U2-C3-L9	Mentoring	
<i>Chapter 5: Leading Others</i>			
U2-C5-L1	U2-C4-L7	Platoon Drill	2
U2-C5-L2	U2-C4-L8	Taking Charge--Knowing Your Responsibilities as a Leader	2
U2-C5-L3	U2-C4-L9	Company Formations and Movement	
U2-C5-L4	U2-C4-L10	Forming, Inspecting, and Dismissing the Battalion	
U2-C5-L5	U2-C4-L11	Review of Drill Procedures	
U2-C5-L6	U2-C4-L12	Stationary Movements with the M-1903 Rifle	
U2-C5-L7	U2-C4-L13	Stationary Movements with the M1 Rifle	
U2-C5-L8	U2-C4-L14	The Saber and the Scabbard	

Unit 3 - Foundations for Success

<i>Chapter 6: Presenting Skills</i>			
U3-C6-L1	U3-C3-L2	Becoming a Better Writer	2
U3-C6-L2	U3-C3-L4	Creating Better Speeches	2
U3-C6-L3	U3-C3-L5	Becoming a Better Speaker	2
<i>Chapter 7: Managing Conflict</i>			
U3-C7-L1	<i>new</i>	Managing Anger [Emotional Intelligence Program]	2
U3-C7-L2	<i>new</i>	Conflict Resolution and Diversity [Hate Comes Home]	2
U3-C7-L3	U3-C4-L3	Conflict Mediation	2
U3-C7-L4	<i>new</i>	Violence Prevention [Violence Prevention Profiler]	2

Course: ROTC 145-4

Course Name: Junior Reserve Officers' Training Corps (JROTC) and National Defense Cadet Corps (NDCC)

Preparation Date: 2 June 2004

Optimum Class Size: 20

Chapter 9: Career Planning			
U3-C9-L1	<i>U3C7L1/L3, C9L2</i>	Career Exploration Strategy	2
U3-C9-L2	<i>U3-C7-L2</i>	Career Development Portfolio	2
U3-C9-L3	<i>U3-C7-L4</i>	Military Career Opportunities	2
U3-C9-L4	<i>U3-C7-L5</i>	College Preparation	2
Chapter 10: Planning Skills and Social Responsibility			
U3-C10-L1	<i>U3-C8-L1</i>	Making the Right Choices	2
U3-C10-L2	<i>U3-C8-L2</i>	Goals and Goal Setting	2
U3-C10-L3	<i>U3-C8-L3</i>	Time Management	2
U3-C10-L4	<i>U3-C8-L4</i>	Cadet Etiquette Guide	2
Chapter 11: NEFE High School Financial Planning Program			
U3-11-L2	<i>U3-NEFE-L1</i>	NEFE Unit 1 - Financial Planning: Your Road Map	2
U3-11-L3	<i>U3-NEFE-L3</i>	NEFE Unit 3 – Budgeting: Don't Go Broke	2
U3-11-L4	<i>U3-NEFE-L4</i>	NEFE Unit 4 - Savings & Investments: Your Money at Work	2

Unit 6 - Citizenship in American History and Government

Chapter 8: Critical Thinking in Citizenship			
U6-C8-L1	<i>new</i>	Leadership Choices, Decisions, & Consequences	4
U6-C8-L2	<i>new</i>	Ethical Choices, Decisions, & Consequences	4
U6-C8-L3	<i>new</i>	Global Citizenship Choices, Decisions, & Consequences	4
U6-C8-L4	<i>new</i>	Historical Timeline: Choices, Decisions, & Consequences	4

Total LET 3 Core Hours

66

Course: ROTC 145-4

Course Name: Junior Reserve Officers' Training Corps (JROTC) and National Defense Cadet Corps (NDCC)

Preparation Date: 2 June 2004

Optimum Class Size: 20

LET 4

Unit 1 - Citizenship in Action

<i>Chapter 2: Service to the Nation</i>			
U1-C2-L1	U1-C2-L1	The Department of Defense	2
U1-C2-L2	U1-C2-L2	The Active Army	2
U1-C2-L3	U1-C2-L3	The Army Reserve Components	2
U1-C2-L4	U1-C2-L4	The U.S. Navy	
U1-C2-L5	U1-C2-L5	The U.S. Air Force	
U1-C2-L6	U1-C2-L6	The U.S. Marine Corps	
U1-C2-L7	U1-C2-L7	The U.S. Coast Guard and U.S. Merchant Marine	
U1-C2-L8	new	The Peace Corps	
U1-C2-L9	new	The AmeriCorps	

Unit 2 - Leadership Theory and Application

<i>Chapter 6: Leadership Principles</i>			
U2-C6-L1	U2-C2-L1	Power Bases and Influence	2
U2-C6-L2	U2-C2-L2	Styles of Leadership	2
U2-C6-L3	U2-C2-L3	Management Skills	2
U2-C6-L4	U2-C2-L4	Communication	2
U2-C6-L5	U2-C2-L5	Motivation	2

Unit 3 - Foundations for Success

<i>Chapter 11: NEFE High School Financial Planning Program</i>			
U3-11-L5	U3-NEFE-L5	NEFE Unit 5 - Credit: Buy Now, Pay Later	2
U3-11-L6	U3-NEFE-L6	NEFE Unit 6 - Insurance: Your Protection	2
<i>Chapter 12: Teaching Skills</i>			
U3-C12-L1	U3-C5-L1	Preparing to Teach	2
U3-C12-L2	U3-C5-L2	Using and Developing Lesson Plans	2
U3-C12-L3	U3-C5-L3	Delivering Instruction	2
U3-C12-L4	U3-C5-L4	Using Variety in Your Lesson Plan	2
U3-C12-L5	U3-C5-L5	Thinking Maps and Graphic Organizers	2
U3-C12-L6	U3-C5-L6	Using Feedback in the Classroom	2

Mandatory Options	34
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Total LET 4 Core Hours

66

Course: ROTC 145-4

Course Name: Junior Reserve Officers' Training Corps (JROTC) and National Defense Cadet Corps (NDCC)

Preparation Date: 2 June 2004

Optimum Class Size: 20

Course Descriptions

Unit 1 - Citizenship in Action

Program of Instruction:	LET 1	LET 2	LET 3	LET 4	Total
Required:	18 hrs		2 hrs	6 hrs	26 hrs
Elective:	12 hrs (additional)				

Purpose: Engages students in the practice of basic citizenship customs and traditions, and in the exploration of opportunities for non-military and military national service. Orients students to the purpose of the Army JROTC Program and to their roles as cadets. Provides opportunities to become familiar with the Department of Defense, examining how all branches of the U.S. Armed Forces work together to serve the nation by defending democracy and maintaining peace. Also provides opportunities to learn about major, non-military service organizations.

Exit Learning Outcomes:

Addresses the following JROTC core abilities:

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

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

Meets or partially meets the following JROTC program outcomes:

Correlate the rights and responsibilities of citizenship to the purposes of U.S. government

Characterize the role of the military in building and defending a democracy and maintaining peace in a democratic society

Chapter 1: Foundations of Army JROTC and Getting Involved

Time: 20 required

LETs 1 and 3

Competencies:

Identify how Army JROTC can impact your future

Analyze the purpose of the Army JROTC program

Explain the rank and structure of Army JROTC

Determine which signs of success you plan to accomplish within JROTC

Demonstrate proper cadet appearance

Demonstrate protocol to show respect for and handle the United States flag

Demonstrate courtesies during the playing of the National Anthem

Explore the purpose of military traditions, customs, and courtesies

Demonstrate command and staff principles while performing the duties of an earned leadership position within your cadet battalion

Course: ROTC 145-4

Course Name: Junior Reserve Officers' Training Corps (JROTC) and National Defense Cadet Corps (NDCC)

Preparation Date: 2 June 2004

Optimum Class Size: 20

Chapter 2: Service to the Nation

Time: 6 required, 12 elective

LET 4

Competencies:

Explore the purpose of the United States Department of Defense

Relate the role of the Active Army to the United States Army

Distinguish among the reserve components of the United States Army

Explore the purpose and structure of the United States Navy

Explore the purpose and structure of the United States Air Force

Explore the purpose and structure of the United States Marine Corps

Explore the purpose and structure of the Coast Guard and Merchant Marine

Explore the purpose and structure of the Peace Corps

Explore the purpose and structure of the AmeriCorps

Unit 2 – Leadership Theory and Application

Program of Instruction:	LET 1	LET 2	LET 3	LET 4	Total
Required:	18 hrs		12 hrs	10 hrs	40 hrs
Elective:	34 hrs (additional)				

Purpose: Develops cadet leadership potential through the application of principles, values, and strategies. Prepares cadets to work effectively as team members and leaders, and to act as mentors to other cadets. Emphasizes the role of the leader in promoting equal opportunity, addressing prejudice, and preventing sexual harassment and assault. Cadets compare how those with varied leadership styles approach planning, decision-making, problem solving, negotiation, and supervision. In the Leadership Lab component of this unit, cadets apply leadership skills to drill movements, techniques, and commands as they move from novice to expert.

Exit Learning Outcomes: **Addresses the following JROTC core abilities:**

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

Take responsibility for your actions and choices

Treat self and others with respect

Apply critical thinking techniques

Meets or partially meets the following JROTC program outcomes:

Develop leadership skills

Build effective relationships with peers, co-workers, and the community

Characterize the role of the military in building and defending a democracy and maintaining peace in a democratic society

Course: ROTC 145-4

Course Name: Junior Reserve Officers' Training Corps (JROTC) and National Defense Cadet Corps (NDCC)

Preparation Date: 2 June 2004

Optimum Class Size: 20

Chapter 1: Being a Leader

Time: 12 required

LET 1

Competencies:

Identify your leadership strengths and opportunities for improvement

Compare leadership styles

Develop a personal code of ethics, comparing the values it represents with the values represented in the JROTC Code of Honor

Draft a plan for using the 11 principles of leadership to improve your leadership abilities

Take action to prevent and/or stop sexual harassment and assault

Chapter 2: Leadership Skills

Time: 6 required, 6 elective

LET 1

Competencies:

Explain the importance of drill in military discipline

Demonstrate effectual command voice in drill

Analyze personal strengths and weaknesses as a drill leader

Demonstrate correct stationary movements on command

Demonstrate correct marching technique on command

Demonstrate correct response to squad drill commands

Chapter 3: Leadership Planning

Time: 6 elective

LET 3

Competencies:

Create a plan of action to enhance leadership skills through JROTC leadership opportunities

Establish leadership performance goals related to the JROTC program

Chapter 4: Leadership Strategies

Time: 8 required, 10 elective

LET 3

Competencies:

Employ strategies for neutralizing the impact of personal prejudices and stereotypes on your relationships with others

Outline a developmental counseling plan

Negotiate a win/win solution for a given situation

Solve a problem using the seven-step problem-solving process

Create an implementation plan for a project

Facilitate a meeting

Supervise others as they perform a duty or accomplish a task

Assess personal qualities as a team member

Use a Gantt Chart to plan a project

Outline a plan to mentor another cadet

Course: ROTC 145-4

Course Name: Junior Reserve Officers' Training Corps (JROTC) and National Defense Cadet Corps (NDCC)

Preparation Date: 2 June 2004

Optimum Class Size: 20

Chapter 5: Leading Others

Time: 4 required, 12 elective

LET 3

Competencies:

Execute platoon drills

Perform the duties of a team leader, squad leader, platoon sergeant, or platoon leader

Execute company drills

Execute battalion drills

Carry out responsibilities in a drill ceremony

Execute the manual of arms with the M-1903 Rifle

Execute the manual of arms with the M1 Rifle

Execute the manual of arms with the Saber and the Scabbard

Chapter 6: Principles of Leadership

Time: 10 required

LET 4

Competencies:

Outline a personal plan to build strong relationships with team members

Assess personal leadership style

Assess personal management skills

Adapt communication to give direction and provide feedback to others

Employ motivation strategies that inspire others to achieve goals

Course: ROTC 145-4

Course Name: Junior Reserve Officers' Training Corps (JROTC) and National Defense Cadet Corps (NDCC)

Preparation Date: 2 June 2004

Optimum Class Size: 20

Unit 3 – Foundations for Success

Program of Instruction:	LET 1	LET 2	LET 3	LET 4	Total
Required:	30 hrs		36 hrs	16 hrs	82 hrs
	6 hrs - Service learning required to be used in all LET levels as needed.				
Elective:	4 hrs (additional)				

Purpose: Builds essential skills cadets need to maximize learning potential and future success, and lays the groundwork for service learning. Recognizing the value of their varied learning styles and multiple intelligences, cadets apply learning strategies to improve critical thinking, study, and communication skills. As they progress through the program, cadets extend their learning strategies by taking on the responsibilities for teaching younger cadets.

Cadets also develop and expand their abilities to resolve conflict and prevent violence.

In addition, this unit helps cadets prepare for life after high school as it focuses on career planning and engages cadets in personal financial planning as they work through the High School Financial Planning curriculum.

Exit Learning Outcomes:

Addresses the following JROTC core abilities:

- Build your capacity for life-long learning
- Communicate using verbal, non-verbal, visual, and written techniques
- Take responsibility for your actions and choices
- Do your share as a good citizen in your school, community, country, and the world
- Treat self and others with respect
- Apply critical thinking techniques

Meets or partially meets the following JROTC program outcomes:

- Maximize potential for success through learning and self-management
- Build effective relationships with peers, co-workers, and the community

Chapter 1: Know Yourself- Socrates

Time: 8 required

LET 1

Competencies:

- Determine your behavioral preferences
- Apply an appreciation of diversity to interpersonal situations
- Develop a plan for personal growth
- Determine the thinking/learning skills necessary for improving active learning

Course: ROTC 145-4

Course Name: Junior Reserve Officers' Training Corps (JROTC) and National Defense Cadet Corps (NDCC)

Preparation Date: 2 June 2004

Optimum Class Size: 20

Chapter 8: Making a Difference with Service Learning

Time: 6 required

All LETs as needed

Competencies:

Identify the components of service learning

Prepare for a service learning project

Evaluate the effectiveness of a service learning project

Chapter 9: Career Planning

Time: 8 required

LET 3

Competencies:

Investigate a career

Assemble a personalized career portfolio

Relate the military to your career goals

Create a College Preparation Action Plan

Chapter 10: Planning Skills and Social Responsibility

Time: 8 required

LET 3

Competencies:

Apply effective decision-making process to personal situations

Develop a personal goals action plan

Develop a personal time management plan

Apply the rules of etiquette to your role as a Cadet

Chapter 11: NEFE High School Financial Planning

Time: 12 required

LETs 1, 3 and 4

Competencies:

Determine personal financial goals

Plan personal financial goals

Outline a personal budget

Forecast personal savings and investments

Appraise personal credit worthiness

Relate insurance to current and future personal needs

Chapter 12: Teaching Skills

Time: 12 required

LET 4

Competencies:

Prepare to teach

Develop a lesson plan

Use effective teaching methods to deliver instruction

Incorporate a variety of learning strategies into a lesson plan

Use feedback to enhance learning in the classroom

Use Thinking Maps and Graphic Organizers as tools for teaching others

Course: ROTC 145-4

Course Name: Junior Reserve Officers' Training Corps (JROTC) and National Defense Cadet Corps (NDCC)

Preparation Date: 2 June 2004

Optimum Class Size: 20

Unit 4 – Wellness, Fitness and First Aid

Program of Instruction:	Required:	LET 1	LET 2	LET 3	LET 4	Total
			28			28 hrs
	Elective:	12 hrs (additional)				

Purpose: Provides information and tools cadets need to take responsibility for physical and mental wellness. Cadets assess their personal status and develop plans for improving nutrition/exercise habits and for controlling stress. This unit also helps cadets make responsible choices about substance use and to prevent substance abuse. In addition cadets develop proficiency in providing basic first aid.

Exit Learning Outcomes: Addresses the following JROTC core abilities:
Take responsibility for your actions and choices
Communicate using verbal, non-verbal, visual, and written techniques
Do your share as a good citizen in your school, community, country, and the world
Apply critical thinking techniques
Meets or partially meets the following JROTC program outcomes:
Promote wellness through nutrition, physical fitness and substance abuse prevention

Chapter 1: Achieving a Healthy Lifestyle

Time: 4 required, 12 elective

LET 2

Competencies:

- Develop a personal exercise program
 - Meet the physical fitness standards for the Cadet Challenge
 - Evaluate how diet impacts life
 - Analyze how well you meet nutrient guidelines
 - Relate the NAS dietary guidelines to your personal diet
 - Estimate your body fat content
 - Analyze the impact sanitation and hygiene has on health
 - Assess how stress impacts your life
-

Course: ROTC 145-4

Course Name: Junior Reserve Officers' Training Corps (JROTC) and National Defense Cadet Corps (NDCC)

Preparation Date: 2 June 2004

Optimum Class Size: 20

Chapter 2: First Aid for Emergency and Non-Emergency Situations

Time: 18 required

LET 2

Competencies:

Assess first aid situations

Demonstrate life-saving skills in an emergency situation

Determine first aid procedures for bleeding victim

Determine first aid treatment for shock, fractures, strains and sprains

Determine first aid treatment for burns

Determine first aid treatment for wounds, bruises and poisoning

Determine first aid treatment for heat related injuries

Determine first aid treatment for cold weather injuries

Determine first aid treatment for bites, stings and poisonous hazards

Chapter 3: Drug Awareness

Time: 6 required

LET 2

Competencies:

Assess the impact of drug and substance abuse on life today

Respond to substance use and abuse situations

Course: ROTC 145-4

Course Name: Junior Reserve Officers' Training Corps (JROTC) and National Defense Cadet Corps (NDCC)

Preparation Date: 2 June 2004

Optimum Class Size: 20

Unit 5 – Geography, Map Skills and Environmental Awareness

Program of Instruction:	Required:	LET 1	LET 2	LET 3	LET 4	Total
			2			2 hrs
	Elective:	38 hrs (additional)				

Purpose: Cadets build map reading and land navigation skills, applying them to the sport of orienteering and to air navigation. Develops global awareness, as cadets compare physical, political, economic, and cultural elements of continents, regions and countries, and examine the global nature of environmental issues.

Exit Learning Outcomes: Addresses the following JROTC core abilities:
Communicate using verbal, non-verbal, visual, and written techniques
Do your share as a good citizen in your school, community, country, and the world
Treat self and others with respect
Apply critical thinking techniques

Meets or partially meets the following JROTC program outcomes:
Apply physical and political geography to building global awareness
Correlate the rights and responsibilities of citizenship to the purposes of U.S. government

Chapter 1: Map Skills

Time: 2 required, 20 elective

LET 2

Competencies:

- Explore the components of a globe
 - Use map reading skills
 - Identify the characteristics of a topographic map
 - Use the Grid Reference System to locate points anywhere in the world
 - Use terrain features to orient a map and determine location
 - Measure distance using maps
 - Calculate direction on topographic maps
 - Use a compass and grid to locate a position on a topographical map
 - Apply map reading and land navigation skills to determine location
 - Relate map reading skills to orienteering
 - Plan an air flight
-

Course: ROTC 145-4

Course Name: Junior Reserve Officers' Training Corps (JROTC) and National Defense Cadet Corps (NDCC)

Preparation Date: 2 June 2004

Optimum Class Size: 20

Chapter 2: Exploring the World

Time: 0 required, 14 elective

LET 2

Competencies:

Show how geographic characteristics interact to form unique cultures

Explore the unique geographic characteristics of North America

Explore the unique geographic characteristics of South America

Explore the unique geographic characteristics of Europe

Explore the unique geographic characteristics of Asia

Explore the unique geographic characteristics of Africa

Explore the unique geographic characteristics of Australia and Oceania

Chapter 3: Environmental Awareness

Time: 0 required, 4 elective

LET 2

Competencies:

Investigate the causes and effects of a local environmental problem

Examine an environmental issue that has global impact

Course: ROTC 145-4

Course Name: Junior Reserve Officers' Training Corps (JROTC) and National Defense Cadet Corps (NDCC)

Preparation Date: 2 June 2004

Optimum Class Size: 20

Unit 6 – Citizenship in American History and Government

Program of Instruction:	Required:	LET 1	LET 2	LET 3	LET 4	Total
			36	16		52 hrs
	Elective:	34 hrs (additional)				

Purpose: Builds the basic skills and interest for participation in civic and political life. Cadets actively engage in the *We The People* curriculum to explore the origins, structure, rights, and responsibilities of the American constitutional government. Actively engages cadets in applying problem solving strategies to current political and social issues.

Exit Learning Outcomes: Addresses the following JROTC core abilities:
Communicate using verbal, non-verbal, visual, and written techniques
Do your share as a good citizen in your school, community, country, and the world
Treat self and others with respect
Apply critical thinking techniques

Meets or partially meets the following JROTC program outcomes:
Correlate the rights and responsibilities of citizenship to the purposes of U.S. government
Relate events in U.S. history to choices and responsibilities Americans have today

Chapter 1: You the People - Citizenship Skills

Time: 10 required LET 2

Competencies:

- Examine the Preamble to the American Constitution
- Hypothesize what our country would be like without skilled citizenship
- Use the small group meeting process in decision-making situations
- Participate in a representative group session
- Explore the Chief Justice process for debating constitutional and contemporary issue

Chapter 2: Foundations of the American Political System [We The People -Unit 1]

Time: 10 required LET 2

Competencies:

- Examine how the Founders' ideas of government were to protect natural rights of citizens
 - Explore how modern ideas of individual rights developed
 - Relate the origins of representative government to British history
 - Compare the varied arguments the Founders had for independence from England
 - Examine the first states' constitutional ideals for protecting their rights
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Course: ROTC 145-4

Course Name: Junior Reserve Officers' Training Corps (JROTC) and National Defense Cadet Corps (NDCC)

Preparation Date: 2 June 2004

Optimum Class Size: 20

Chapter 3: Creating the Constitution [We The People - Unit 2]

Time: 6 required, 2 elective

LET 2

Competencies:

Identify the origins of the Articles of Confederation

Explain how the Philadelphia Convention and the Virginia Plan helped create the Constitution

Categorize the powers granted to the legislative, judicial and executive branches of government

Analyze the conflicting positions relating to the ratification of the Constitution

Chapter 4: Shaping American Institutions and Practices [We The People - Unit 3]

Time: 0 required, 10 elective

LET 2

Competencies:

Identify how the constitution was used to organize the new government

Examine the reasons behind the development of the Bill of Rights

Compare the role of political parties in early America to today

Contrast various positions on Judicial Review

Differentiate between the powers of federal and state governments

Chapter 5: Bill of Rights Developed and Expanded [We The People - Unit 4]

Time: 0 required, 10 elective

LET 2

Competencies:

Illustrate the causes and effects of the Civil War

Explain how the Fourteenth Amendment expanded constitutional protection of rights

Examine how the civil rights movement used the constitution to achieve its goals

Identify the evolution of the right to vote in the United States

Defend a position about the acceptability of an affirmative action program under the equal protection clause

Chapter 6: The Bill of Rights [We The People - Unit 5]

Time: 4 required, 10 elective

LET 2

Competencies:

Compare different interpretations of how the first amendment applies to the government's power over religion

Compare different interpretations of how the first amendment protects freedom of expression

Compare different interpretations of how the first amendment protects freedom of assembly, petition and association

Evaluate the significance of Procedural Due Process

Compare different interpretations of how the Fourth and Fifth Amendments protect citizens against unreasonable law enforcement

Compare different interpretations of how the Fifth through Eighth Amendments protect citizens' rights within the Judicial System

Justify the differences between the military justice system and the civilian justice system

Course: ROTC 145-4

Course Name: Junior Reserve Officers' Training Corps (JROTC) and National Defense Cadet Corps (NDCC)

Preparation Date: 2 June 2004

Optimum Class Size: 20

Chapter 7: Citizen Roles in American Democracy [We The People - Unit 6]

Time: 6 required, 2 elective

LET 2

Competencies:

Define your role as a citizen or resident alien of a constitutional democracy

Predict how increased diversity, technological changes, and closer international relationships are likely to affect your life as an American citizen or resident alien over the next 10 years

Illustrate similarities and differences between the American view of human rights and the human rights views held by the wider international community

Justify your opinion about a contemporary issue that presents a conflict among competing fundamental constitutional principles (ex. personal freedom vs. social order)

Chapter 8: Critical Thinking in Citizenship, History and Government

Time: 16 required

LET 3

Competencies:

Investigate how leadership choices and decisions can lead to good and/or bad consequences

Illustrate how ethical choices and decisions can lead to good and/or bad consequences

Predict how American choices and decisions can affect those in other countries differently from the way in which they affect Americans

Outline how major decisions (leadership, ethical, or global) have led to significant events in American history
