

## Course Descriptions

### Unit 1 - Citizenship in Action

Program of Instruction LET 1 LET 2 LET 3 LET 4  
Required: 18 hrs 2 hrs 6 hrs 26 hrs

**Purpose:** Engages students in the practice of basic citizenship customs, 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.

#### Chapter 1: Foundations of Army JROTC and Getting Involved

Time: 20 hours 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.

#### 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 Ameri Corps.

## **Unit 2 – Leadership Theory and Application**

Program of Instruction LET 1 LET 2 LET 3 LET 4

Required: 18 hrs 2 hrs 12 hrs 10 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.

### **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.

### **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.

## **Unit 3 – Foundations for Success**

**Program of Instruction** LET 1 LET 2 LET 3 LET 4

**Total** 30 hrs 36 hrs 16 hrs 82 hrs

**Required:** 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.

### **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.

### **Chapter 2: Learning to Learn**

Time: 6 required, 2 elective LET 1

#### **Competencies:**

Relate the structure and function of the brain to the learning process.

Distinguish between the functions of left brain and right brain.

Explain how learning styles and preferences can impact learning.

Use your intellectual strengths to improve academic performance.

### **Chapter 3: Study Skills**

Time: 6 required LET 1

#### **Competencies:**

Use Thinking Maps to enhance learning.

Select reading comprehension strategies to enhance learning.

Develop personal study and test-taking strategies.

### **Chapter 4: Communication Skills**

Time: 4 required, 2 elective LET 1

#### **Competencies:**

Demonstrate how the communication process affects interaction between individuals.

Use active listening strategies.  
Analyze how you communicate in group situations.

### **Chapter 5: Conflict Resolution**

Time: 4 required LET 1

#### **Competencies:**

Determine causes of conflict.  
Apply conflict resolution techniques.

### **Chapter 6: Presenting Skills**

Time: 6 required LET 3

#### **Competencies:**

Organize writing for a specific purpose.  
Write a speech for a specific purpose.  
Present a speech for a specific purpose.

### **Chapter 7: Managing Conflict**

Time: 8 required LET 3

#### **Competencies:**

Apply anger management strategies.  
Develop strategies for resolving conflict in a diverse, multi-cultural setting.  
Apply mediation techniques to resolve conflict.  
Apply strategies to prevent violence.

### **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.

## **Unit 4 – Wellness, Fitness and First Aid**

Program of Instruction LET 1 LET 2 LET 3 LET 4

Total Required: 28 hrs

Elective: 12hrs (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.

### **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.

### **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.

## **Unit 5 – Geography, Map Skills and Environmental Awareness**

Program of Instruction LET 1 LET 2 LET 3 LET 4

Total Required: 2 hrs

Elective: 38hrs (additional)

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

### **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.

### **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.

## **Unit 6 – Citizenship in American History and Government**

Program of Instruction LET 1 LET 2 LET 3 LET 4  
Total Required: 10 16 26 hrs

Elective: 34hrs (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.

### **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.

### **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.

### **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.