



# Perris Union High School District Course of Study

## A. COURSE INFORMATION

<p><b>Course Title:</b> (limited to 34 characters with spaces in Infinite Campus)</p> <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">JROTC III</div> <p> <input type="checkbox"/> New  <input checked="" type="checkbox"/> Revised         </p> <p>If revised, the previous course name if there was a change</p> <div style="border: 1px solid black; height: 20px; width: 100%; margin-bottom: 5px;"></div> <p><b>Transcript Course Code/Number:</b></p> <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">105231, 105232</div> <p>(To be assigned by Educational Services if it's a new course)</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;"><b>CREDIT TYPE EARNED:</b></td> <td style="width: 50%;"><b>CALPADS CODE:</b></td> </tr> <tr> <td style="border: 1px solid black; padding: 2px;">Elective</td> <td style="border: 1px solid black; padding: 2px;">9374</td> </tr> </table>	<b>CREDIT TYPE EARNED:</b>	<b>CALPADS CODE:</b>	Elective	9374	<p><b>Subject Area:</b></p> <p> <input type="checkbox"/> Social Science  <input type="checkbox"/> English  <input type="checkbox"/> Mathematics  <input type="checkbox"/> Laboratory Science  <input type="checkbox"/> World Languages  <input type="checkbox"/> Visual or Performing Arts  <input checked="" type="checkbox"/> College Prep Elective  <input type="checkbox"/> Other         </p> <p>Is this classified as a Career Technical Education course?</p> <p> <input type="checkbox"/> Yes  <input checked="" type="checkbox"/> No         </p> <p>If yes, which pathway does this course align to?</p> <p>Pathway Name:</p> <div style="border: 1px solid black; height: 20px; width: 100%; margin-bottom: 5px;"></div> <p><b>CTE CDE Code:</b></p> <div style="border: 1px solid black; height: 20px; width: 100%; margin-bottom: 5px;"></div>	<p><b>Grade Level(s)</b></p> <p> <input checked="" type="checkbox"/> MS  <input checked="" type="checkbox"/> HS  <input type="checkbox"/> 5  <input type="checkbox"/> 6  <input type="checkbox"/> 7  <input type="checkbox"/> 8  <input type="checkbox"/> 9  <input type="checkbox"/> 10  <input type="checkbox"/> 11  <input type="checkbox"/> 12         </p>		
<b>CREDIT TYPE EARNED:</b>	<b>CALPADS CODE:</b>							
Elective	9374							
<p><b>Was this course <u>previously approved by UC for PUHSD?</u></b></p> <p> <input type="checkbox"/> Yes  <input checked="" type="checkbox"/> No         </p> <p>(Will be verified by Ed Services)</p> <p>Which A-G Requirement does/will this course meet?</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; border: 1px solid black; padding: 2px;">G College Prep Elective</td> <td style="width: 50%; border: 1px solid black; padding: 2px;"><input checked="" type="checkbox"/> Pending</td> </tr> </table>	G College Prep Elective	<input checked="" type="checkbox"/> Pending	<p style="text-align: center;"><b>Credential Required to teach this course:</b> <i>To be completed by Human Resources only.</i></p> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <p style="font-family: cursive;">Designation subjects - Special Subjects: ROTC; Basic Military Drill</p> </div> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%; border: 1px solid black; padding: 5px; text-align: center;"> </td> <td style="width: 30%; border: 1px solid black; padding: 5px; text-align: center;"> <p style="font-family: cursive;">4/15/2024</p> </td> </tr> <tr> <td style="text-align: center;"><b>Signature</b></td> <td style="text-align: center;"><b>Date</b></td> </tr> </table>			<p style="font-family: cursive;">4/15/2024</p>	<b>Signature</b>	<b>Date</b>
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<p><b>Submitted by: Sergio Velazquez</b>  <b>Site: Perris High School</b>  <b>Date: 04/10/24</b>  <b>Email: sergio.velazquez@puhsd.org</b></p>	<p><b>Unit Value/Length of Course:</b></p> <p> <input type="checkbox"/> 0.5 (half-year or semester equivalent)  <input checked="" type="checkbox"/> 1.0 (one-year equivalent)  <input type="checkbox"/> 2.0 (two-year equivalent)  <input type="checkbox"/> Other:         </p>							
<b>Approvals</b>	<b>Name/Signature</b>	<b>Date</b>						
Director of Curriculum & Instruction		04/10/24						
Asst. Superintendent of Educational Services		4/15/24						
Governing Board								

<b>Prerequisite(s) (REQUIRED):</b>
JROTC I and II
<b>Corequisite(s) (REQUIRED):</b>
None
<b>Brief Course Description (REQUIRED):</b>
The mission of JROTC is to motivate young people to become better citizens. JROTC prepares high school students for responsible leadership roles while making them aware of the benefits of citizenship. The JROTC curriculum is based upon a systematic progression of learning. The scope, focus and content of instruction are each sequential and independent. The leadership unit of instruction allows for one of many training opportunities for students to exercise a student chain of command. Fourth year students act on guidance from the Senior Army Instructor or Army Instructor to plan, prepare, and execute training and prepare for assigned tasks and conduct training for younger students. Third year students learn instructional techniques, and more advanced styles of leadership. First and second year students receive education and training. Training is designed to enhance skills, knowledge, and abilities of students and reinforce instruction in leadership theory.

## B. COURSE CONTENT

<b>Course Purpose (REQUIRED):</b> <i>What is the purpose of this course? Please provide a brief description of the goals and expected outcomes. Note: More specificity than a simple recitation of the State Standards is needed.</i>
<p>Unit 3 - Leadership Education and Training (LET) 3: The Supervising Leader is the third of four courses in the Army Junior Reserve Officers' Training Corps (JROTC) program. This course supports twenty lessons and is designed with the primary focus of developing leadership skills necessary to lead in school, the community, and in the JROTC program.</p> <p>The JROTC program is designed to help develop strong leaders and model citizens. As a third-year student in JROTC, the course will continue to build on Unit 1 and 2 knowledge and skills, and introduce new content that will help the student develop supervisory skills.</p> <p>JROTC III continues to focus on the student's core abilities that describe the broad, life-long skills that every student needs for success in all career and life roles. These core abilities are drawn from the overall goals and values that drive the JROTC program. Core abilities are not learned in one lesson or Leadership Education Training course, but rather they are linked to lesson competencies in order to integrate or thread them throughout the JROTC curriculum. In each lesson, the core abilities will be introduced, taught, reinforced and assessed. Every student should know all of the core abilities as they are essential, value-added skills that every employer seeks. These core abilities are:</p>

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

**Course Outline (REQUIRED):**

*Detailed description of topics covered. All historical knowledge is expected to be empirically based, give examples. Show examples of how the text is incorporated into the topics covered.*

**Chapter 1: Leadership**

This chapter provides students with leadership learning experiences and delivers opportunities to supervise others, make leadership decisions, and self-assess individual management styles. In this chapter, the student will learn to take on more responsibilities in the battalion by working on project plans and continuous improvement.

**Assignments:**

- Quick Write: Students quick-write their responses to the Essential Question: What are the roles and responsibilities of commanders and staff as they plan and conduct battalion training and operations?
- Inquire: Cadets create a Flow Map that shows the structure of their battalion and the people who occupy command and staff positions.
- Gather: Cadets listen to a briefing on battalion structure and correct their Flow Maps as needed. Cadets read about command and staff roles. Cadets Complete Exercise #1 – Name That Abbreviation.
- Process: Cadets create a Tree Map listing command and staff positions and the leadership traits and skills that go with each.
- Apply: Cadets complete the Command and Staff Roles Performance Assessment Task and complete the key words review. Cadets reflect on the learning by re-addressing the lesson’s Essential Question.
- Reflection: Students write a 150-word reflection on their cadet portfolio. They use the following prompt: From what you’ve learned about command and staff positions, how important is it for Cadets to develop all leadership attributes and competencies? Do you think it’s possible for one weak staff member to undermine a project? Do you think a strong commander can carry a project? Explain your answers.
- Quick Write: Students quick-write their responses to the Essential Question: How can you make meetings orderly and effective?
- Inquire: Cadet teams create a Tree Map describing the types of meetings they’ve attended and how effective or ineffective the meetings have been.
- Gather: Cadets read their student text to learn about meeting types and the five keys of effective meetings.
- Process: Cadet teams brainstorm meeting ground rules.
- Gather: Cadets listen to a briefing about general meeting processes.
- Process: Cadet teams complete Exercise #1 – Ineffective Meeting. Cadets create a Multi-Flow Map to identify the cause of the ineffective meeting and the consequences of the actions.
- Apply: Cadets complete the Leading Meetings Performance Assessment Task and complete the key words review. Cadets reflect on the learning by re-addressing the lesson’s Essential Question.
- Reflection: Students write a 150-word reflection on their cadet portfolio. They use the following prompt: What ground rules, if any, did teams have in common? Which ones are unique? In your opinion, what is the best way to create ground rules and to communicate them to a group?
- Quick Write: Students quick-write their responses to the Essential Question: How can you develop projects for your school or battalion?

- Inquire: Cadets teams create a KWL Chart about project planning. Teams share their charts with the class.
- Gather: Cadets listen to an introduction about planning projects. Cadets read their student text section on the steps of project planning. Cadets examine sample documents for project plans and MOIs. Cadets complete their KWL Charts.
- Process: Cadets write an MOI for a current project or mission. Cadets give teammates feedback on the MOI documents.
- Apply: Cadets complete the Planning Projects Performance Assessment Task and complete the key words review. Cadets reflect on the learning by re-addressing the lesson's Essential Question.
- Reflection: Students write a 150-word reflection on their cadet portfolio. They use the following prompt: What part of writing the MOI was most difficult for you? How is this different from other types of writing you've done in school?
- Lesson 4.
- Quick Write: Students quick-write their responses to the Essential Question: How will you lead your battalion to achieve continuous improvement?
- Inquire: Cadets brainstorm to answer the question: If you were the principal or Senior Army Instructor (SAI) and had the power to change something about the school or JROTC, what improvements would you make?
- Gather: Cadets read the "Continuous Improvement" and "Improving Your Battalion" sections in your student text. Cadets listen to a briefing on the Plan, Do/Act, Evaluate process of continuous improvement.
- Process: Cadet teams create a flow chart describing all of the steps used in the Plan, Do/Act, Evaluate process.
- Gather: Cadets listen to a briefing and receive sample documents/templates they will use in their Continuous Improvement Plan. Cadets are briefed on the JROTC Program for Accreditation (JPA) presentation/criteria.
- Process: Cadet teams begin work on defining a goal or problem area for their battalions.
- Process: Cadets complete their project idea from the last session and present their work to the class. After the presentations, the class reaches consensus on one problem area for the battalion to work on.
- Apply: Cadets complete the Continuous Improvement Performance Assessment Task and complete the key words review. Cadets reflect on the learning by re-addressing the lesson's Essential Question.
- Reflection: Students write a 150-word reflection on their cadet portfolio. They use the following prompt: The Plan, Do/Act, Evaluate process is similar to the decision-making process you learned in your first year of JROTC. Why do you think the two are so similar? What do you think will be the most difficult part of the process for your battalion or team? Why?
- Quick Write: Students quick-write their responses to the Essential Question: How can you improve your management skills?
- Inquire: Cadet teams create a KWL Chart on management skills and share it with the class.
- Gather: Cadets listen to an introductory briefing on management skills. Cadets read their student text about the five management skills.
- Process: Cadet teams complete Exercise #1 – Management Skills Scoring Guide.
- Gather: Cadets read their student text section on Comparing Management and Leadership. Cadets listen to a briefing on time management and participate in a Time Wasters game. Cadet teams complete their KWL Chart from the Inquire Phase.
- Process: Cadet teams create a Thinking Map® showing the relationship between leadership skills and management skills. Cadets complete Exercise #2 – Time Management.
- Process: Cadets complete Exercise #3 – Leadership Assessment. Cadets assess themselves using the criteria they defined in Exercise #1 – Management Skills Scoring Guide.
- Apply: Cadets complete the Management Skills Performance Assessment Task and complete the key words review. Cadets reflect on the learning by re-addressing the lesson's Essential Question.

- Reflection: Students write a 150-word reflection on their cadet portfolio. They use the following prompt: What management skills criteria are the most difficult to evaluate and develop? How long do you think it takes to develop competent management skills?
- Quick Write: Students quick-write their responses to the Essential Question: How do ethics impact your role as a leader?
- Inquire: Cadet teams decide ethical dilemmas in Exercise #1 – Ethical or Unethical.
- Gather: Cadets listen to a briefing on ethical leadership. Cadets read the “Ethics Applied” and “Ethical Dilemmas” sections in their student text.
- Process: Cadets teams review Exercise #1 – Ethical or Unethical and complete the Reasoning column of the exercise. Teams discuss the reasoning for their choices.
- Gather: Cadets read the “Resolving Ethical Dilemmas” section in their student text.
- Process: Cadet teams resolve an ethical dilemma and create a Flow Map showing their decision process.
- Gather 3: Cadets read the “Leading by Example” and “Pressures to Be Unethical” sections in their student text. Cadets listen to a briefing on maintaining your ethics.
- Process 3: Cadets brainstorm a list of potential or actual ethical dilemmas that they have encountered in JROTC, their school, social life, or community. Cadets may use this list in their performance assessment task.
- Apply: Cadets complete the Ethics in Leadership Performance Assessment Task and complete the key words review. Cadets reflect on the learning by re-addressing the lesson’s Essential Question.
- Reflection: Students write a 150-word reflection on their cadet portfolio. They use the following prompt: Which of the situations in Exercise #1 – Ethical or Unethical did you struggle with the most and the least? When you make ethical decisions, which questions do you most frequently ask yourself?
- Quick Write: Students quick-write their responses to the Essential Question: How can I improve my supervisory skills?
- Inquire: Cadet teams create a T-Chart showing a list of supervisory “do’s and don’ts.”
- Gather: Cadets listen to a briefing about the roles of a supervisor. Cadet teams revise their “do’s and don’ts” list from the Inquire Phase as needed.
- Gather: Cadets read the “Supervising People” section in their student text.
- Process: Cadets submit examples of supervisory problems on index cards. The instructor selects cards at random and facilitates a problem-solving discussion on the examples.
- Process: Cadet teams read Exercise #1 – Supervisory Scenarios and determine the best solution.
- Apply: Cadets complete Exercise #2 – Assessing Your Skills and the Supervising Performance Assessment Task and complete the key words review. Cadets reflect on the learning by re-addressing the lesson’s Essential Question.
- Reflection: Students write a 150-word reflection on their cadet portfolio. They use the following prompt: What part of the supervisory role is most difficult for you? What are your strengths as a supervisor? How will improving your leadership competencies and attributes help improve your supervisory skills?

## Chapter 2: Personal Growth and Behaviors

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

### Assignments:

- Quick Write: Students quick-write their responses to the Essential Question: What plans are you making for your education or training after high school?

- Inquire: Teams use a Circle Map to brainstorm reasons for attending college. Cadets create a T-Chart showing reasons for attending or not attending college.
- Gather: Teams jigsaw their assigned student text sections and supplement missing information from other provided resources or Internet. Teams develop a presentation on assigned reading.
- Process: Cadets deliver informative oral presentations on assigned reading. Class uses Exercise #1 – Features and Benefits of Post-Secondary Options to gather information from presentations.
- Gather: Cadet partners or teams use Exercise #2 – Preparing for the Post-Secondary or College Application Process to gather information about post-secondary institutions of their choice. Class observes an animation on the admissions process. Lab time recommended.
- Process: Cadets work independently on Exercise #3 – Beginning a Post-Secondary or College Application Process. Lab time recommended.
- Gather: Cadets add to a Tree Map the various costs associate with post-secondary education. Cadet teams jigsaw assigned reading in student text that pertains to financing post-secondary education.
- Process: Cadets practice answering SAT or ACT exam questions and appropriate responses.
- Apply: Cadets complete the Year 3 Success Profiler®. Cadets independently complete the Post-Secondary Action Plan Performance Assessment Task and complete the key words review. Cadets reflect on the learning by re-addressing the lesson’s Essential Question.
- Reflection: Students write a 150-word reflection on their cadet portfolio. What factors presented have helped narrow down a post-secondary education option for you? Explain.
- Quick Write: Students quick-write their responses to the Essential Question: How can personal planning and management contribute to your future success?
- Inquire: Teams use Circle Maps to brainstorm missed accomplishments and reflect on answers to questions about their personal time management skills.
- Gather: Cadets view an animation on priorities and goals. Cadets individually complete Exercise #1 – Priorities and Goals and answer reinforcing questions about priorities and goals.
- Gather: Teams jigsaw text sections pertaining to procrastination and prepare to teach others about their assigned portion of text with an explanation and personal example.
- Process: Teams teach others about assigned portions of text pertaining to procrastination. Cadets use visual tools to make presentations. Reinforcing questions pertaining to content are presented. Cadets reflect on how to improve their own procrastinating tendencies.
- Gather: Cadets read student text as prompt to engage in discussion about time management tools and strategies.
- Process: Cadets refer to answers provided on completed Exercise #1 – Priorities and Goals and prioritize schedules and activities to support goals using Exercise #2 – Your Goal – Your Schedule using monthly and weekly planner and to-do lists. Cadets reflect on tools for managing time as essential for maintaining priorities and goals.
- Apply: Cadets complete the Personal Planning and Management Performance Assessment Task and complete the key words review. Cadets reflect on the learning by re-addressing the lesson’s Essential Question.
- Reflection: Students write a 150-word reflection on their cadet portfolio. So, are you a procrastinator? Explain what areas you can improve upon and why. Which of the tools for managing your schedule will help you with time management? Why are time management tools helpful for achieving goals successfully?
- Quick Write: Students quick-write their responses to the Essential Question: How can a portfolio help your career development?
- Inquire: Cadets complete LET 3 Self-assessment using Success Profiler® Personal Skills Map® to support development of portfolio. Cadets use a Bubble Map to describe skills and abilities that support their career goals.

- Gather: Cadet team’s jigsaw student text section on purpose of portfolios and critique provided or own portfolios based on information presented in reading. Class is polled on agreement of components presented in portfolios.
- Process: Cadets complete Exercise #1 - Strengthening Your Portfolio while critiquing the status of their current portfolio.
- Gather: Cadets work with partner or team to critique a sample résumé using Exercise #2 - Tips for a Good Résumé. Instructor references the “Writing Your Résumé” section in their student text to support critique claims.
- Process: Cadets use an electronic résumé building software to develop personal résumé. Critique of personal work against checklist of criteria in Exercise #3 - Your Résumé.
- Gather: Class observes human resource staff presentation on the best practices of the interview process. Cadets participate in discussion asking questions from information presented in student text.
- Process: Cadets participate in a mock interview either as an employer, potential employee, or process reviewer. Cadets use their portfolios in the interview process. Cadets reflect on their readiness for an interview.
- Apply: Cadets complete the Portfolios and Interviews Performance Assessment Task and complete the key words review. Cadets reflect on the learning by re-addressing the lesson’s Essential Question. Cadets complete the LET 3 Personal Skills Map®.
- Reflection: Students write a 150-word reflection on their cadet portfolio. How does your résumé showcase your current skills and abilities? How do you anticipate using your résumé in the near future?

### Chapter 3: Team Building

Team Building continues to build on drill and ceremony protocol. In this chapter, the student will analyze the duties of a platoon leader or sergeant and focus on the skills and abilities for executing platoon drills.

#### Assignments:

- Quick Write: Students quick-write their responses to the Essential Question: How will understanding platoon-level leadership roles and responsibilities facilitate teamwork in your platoon?
- Energizer: Use Exercise #1 – Responsibilities of Drill Leaders so that Cadets can unscramble lists of job duties as a pre-assessment to learning the actual job duties of platoon sergeants and platoon leaders.
- Inquire: Cadets discuss non-positive supervisory experiences and create a T-Chart to capture possible positive outcomes of their experiences.
- Gather: Cadets read student text. Teams of Cadets create Bubble Maps identifying platoon sergeant and platoon leader duties to each of the three major functions of supervision.
- Process: Cadets interview prior platoon sergeants and platoon leaders for insights into their experiences. Cadets complete a one-minute summary of the most important things they learned from the interviews.
- Apply: Cadets complete The Responsibilities of Platoon Leadership Performance Assessment Task and complete the key words review. Cadets reflect on the learning by re-addressing the lesson’s Essential Question.
- Reflection: Students write a 150-word reflection on their cadet portfolio. How will your Winning Colors® help you transition into a supervisory role?
- Quick Write: Students quick-write their responses to the Essential Question: What are platoon formations and how are they different from squad formations?
- Inquire: Display Tree Map and Double Bubble Map samples. Cadets can make a Tree Map and Double Bubble Map showing the similarities and differences between squad and platoon drill.
- Gather: Divide Cadets into teams to research specified drill tasks using the jigsaw technique. Cadets view Video #1 – Platoon Drill or live demonstration of drill tasks.

- Process: Cadets practice drill commands and actions. Cadets coach each other during practice. Senior Cadets perform coaching and teaching roles.
- Apply: Cadets complete the Executing Platoon Drills Performance Assessment Task and complete the key words review. Cadets reflect on the learning by re-addressing the lesson's Essential Question.
- Reflection: Students write a 150-word reflection on their cadet portfolio. Were you surprised at the level of detail required to perform various aspects of platoon drill leadership? If so, why? What questions do you have about platoon drill?

#### Chapter 4: Decision Making

Decision Making will expose the student to the common stereotypes, relationship conflicts, and prejudice of our society. In this chapter, the student will explore strategies for neutralizing prejudice in their own relationships and how to develop negotiating strategies to help others resolve conflicts.

#### Assignments:

- Quick Write: Students quick-write their responses to the Essential Question; How can you minimize prejudice in your relationships with others?
  - Inquire: Cadets take survey to begin thinking about stereotypes. Cadets discuss the results with the class.
  - Gather: Cadets listen to a briefing about prejudice. Cadet team's jigsaw their student text and prepare five-minute presentations on their topics.
  - Gather: Cadet teams present their assigned topics to the class.
  - Process: Cadets Complete Exercise #1 – Confidential Assessment.
  - Process: Cadets explore scenarios about prejudice in Exercise #2 – Scenarios and participate in a class discussion about the scenarios.
  - Apply: Cadets complete the Prejudice Performance Assessment Task and complete the key words review. Cadets reflect on the learning by re-addressing the lesson's Essential Question.
  - Reflection: Students write a 150-word reflection on their cadet portfolio. In Exercise #1 – Confidential Assessment, how did you distinguish between prejudice and personal preference? How does having diversity affect your community, school, or class? How does being part of a group affect your behavior with group members? With people not in the group? Since elementary school, has your group of friends become more or less diverse?
- 
- Quick Write: Students quick-write their responses to the Essential Question: How can you negotiate agreements?
  - Inquire: Cadets use Exercise #1 – Concert Tickets to role play a negotiation.
  - Gather: Cadets listen to a briefing about conflict and negotiation. Cadets read their student text sections on the components of negotiations and different approaches to negotiating. Cadets create a Tree Map on the characteristics of different approaches to negotiating.
  - Process: Cadet teams resolve the What Would You Do? scenario in their student text. Cadets use a Tree Map to outline the positions of each person in the scenario.
  - Gather: Cadets read their student text on principled negotiations. Cadets write a tip sheet on negotiating.
  - Process: Cadet teams work to resolve Exercise #2 – Clean Your Room Conflict.
  - Apply: Cadets brainstorm situations from their lives they would like to negotiate. Cadets complete the Negotiating Performance Assessment Task and complete the key words review. Cadets reflect on the learning by re-addressing the lesson's Essential Question.
  - Reflection: Students write a 150-word reflection on their cadet portfolio. How did your team negotiate an agreement? What approach did you use? How do you think the agreement would have been different if one



friend really wanted to go ice skating instead of watching a movie at home? Do you think the negotiations would have been different if you were dealing with family members?

## Chapter 5: Health and Fitness

Health and Fitness will focus on the troubling effects of drugs, tobacco, and alcohol on today's society. In this chapter, the student will identify substance abuse behaviors and its impact on health, and learn strategies for responding appropriately to abusers.

### Assignments:

- Quick Write: Students quick-write their responses to the Essential Question: How can substance abuse impact your health, your relationships, and your personal goals?
- Energizer: Cadets experience a simulated loss of sight as a way to introduce the idea of a physical impairment. Cadets reflect on what this might have to do with substance abuse.
- Inquire: Cadets participate in a class survey to test their knowledge about substance abuse.
- Gather: Cadets read their student text and listen to a briefing about substance abuse. Cadets complete Exercise #1 – Drug Misuse vs Drug Abuse.
- Process: Cadets complete Exercise #2 – Stages and Effects of Substance Abuse and share their answers with the class.
- Apply: Cadets complete The Effects of Substance Abuse Performance Assessment Task and complete the key words review. Cadets reflect on the learning by re-addressing the lesson's Essential Question.
- Reflection: Students write a 150-word reflection on their cadet portfolio. Do you think there are long-term hazards involved with experimenting with drugs or alcohol? What have you learned in this lesson that you did not know before? Optional Question: From what you've learned, do you think the Energizer activity was a good one for thinking about the effects of substance abuse? Why or why not?
- Quick Write: Students quick-write their responses to the Essential Question: How does alcohol and tobacco use affect a person's whole health?
- Inquire: Cadets participate in a discussion about why teens start to use alcohol and/or tobacco.
- Gather: Cadets listen to a briefing about how alcohol and tobacco are promoted. Cadets read their student text to learn more about how alcohol affects the body. Cadets complete Exercise #1 – BAC Scenarios and review answers with the class. Cadets read their student text about alcohol-related injuries and alcoholism.
- Process: Cadets listen to a briefing on reasons to refuse alcohol. Cadet teams brainstorm reasons to refuse alcohol. Cadets will share their answers with the class.
- Gather: Cadets listen to a briefing about tobacco products. Cadets read their student text sections on harmful substances in tobacco products. Cadets listen to a briefing about how smoking affects appearance and about quitting the habit.
- Process: Cadet teams role-play refusal skills when confronted with peer pressure to smoke.
- Process: Cadets complete Exercise #2 – Health Hazards. Cadets will review their answers with the class.
- Apply: Cadets complete the Alcohol and Tobacco Performance Assessment Task and complete the key words review. Cadets reflect on the learning by re-addressing the lesson's Essential Question.
- Reflection: Students write a 150-word reflection on their cadet portfolio. To what extent do you think movies, music, and television influence teen use of alcohol? Given what you know about the negative effects of alcohol, why do you think some young people want to drink?
- Reflection 2: Students write a 150-word reflection on their cadet portfolio. Who had the best refusal skills in your team's role-play? Explain. How do you think the long, slow, negative health effects of tobacco use affects teen's willingness to try tobacco products? How would you evaluate media influences of tobacco on your peer? What else influences teens to use tobacco?

- Quick Write: Students quick-write their responses to the Essential Question: How can you be effective in responding to substance abuse situations?
- Inquire: Cadets view a short video about a character’s night out. Cadets create a Bubble Map showing the consequences of one person’s night out with friends.
- Gather: Cadets participate in a survey question about what is their response to the given situation. Cadets listen to a briefing about deciding what is normal in their life and finding help for substance abuse. Cadets read the “Handling Pressures” section in their student text.
- Process: Cadet teams complete Exercise #1 – How to Refuse and brainstorm refusal skills for assigned scenarios. Cadets reflect on refusal solutions and consequences.
- Apply: Cadets complete the Decisions About Substance Abuse Performance Assessment Task and complete the key words review. Cadets reflect on the learning by re-addressing the lesson’s Essential Question.
- Reflection: Students write a 150-word reflection on their cadet portfolio. What do you think were the best solutions you heard from your class? What might be some negative consequences to the solutions? In your own life, how do you balance the positive and negative consequences of peer pressure to use alcohol, drugs, or tobacco?

#### Chapter 6: Service Learning

Service Learning is a required lesson of the JROTC program. In this chapter, the student will move from participating and evaluating service-learning projects to playing a key role in service-learning planning and implementation.

#### Assignments:

- Quick Write: Students quick-write their responses to the Essential Question: Why is a plan and schedule important to the successful completion of a service learning project?
- Inquire: Cadet teams participate in a 15-minute meeting to identify possible service-learning projects while utilizing structured teamwork roles. Use the agenda in Handout #1 – Agenda for Service-Learning Planning: Identifying a Service-Learning Project.
- Gather: Cadets meet in small groups by their team roles from the Inquire Phase. Cadets will create a T-Chart linking their role responsibilities with their contribution to planning for a service project.
- Process: Cadets complete Handout #2 – Service-Learning Project Plan and Schedule.
- Apply: Cadets complete the Planning for Service-Learning Performance Assessment Task and complete the key words review. Cadets reflect on the learning by re-addressing the lesson’s Essential Question.
- Reflection: Students write a 150-word reflection on their cadet portfolio. What has to be done so we are ready for a service-learning project? What expectations or anxieties do you have about the project?

#### Chapter 7: Citizenship and Government

Citizenship and Government will look more deeply at the definition of a citizen and the students’ responsibility and role as a contributing member of a strong community.

#### Assignments:

- Quick Write: Students quick-write their responses to the Essential Question: How do your civic duties and responsibilities contribute to a healthy community?
- Energizer: Cadets ask yes or no questions to guess what duty or responsibility the instructor is role-playing.
- Inquire: Cadets create KWL Charts on citizen duties and citizen responsibilities.
- Gather: Cadets listen to a briefing on community and citizen duties and read the “A Citizen’s Civic Responsibilities” section in their student text.
- Process: Cadets analyze current news stories and identify the related citizen duties and responsibilities.

- Gather: Cadets read about community volunteering as a civic responsibility. Cadets complete Exercise #1 – Volunteering in Your Community.
- Process: Cadet teams discuss volunteer opportunities and experiences and create short persuasive presentations to enlist others in a volunteer effort. Use Exercise #2 – for guidelines on what to include in their presentations.
- Apply: Cadets complete the Civic Duties and Responsibilities Performance Assessment Task and complete the key words review. Cadets reflect on the learning by re-addressing the lesson’s Essential Question.
- Reflection: Students write a 150-word reflection on their cadet portfolio. Which citizen duty and responsibility do you think people encounter most on a daily basis? Which one do you think people should act on the most in their everyday lives? To what extent do you stay informed about what is going on in your community, state, nation, and the world?

**Writing Assignments (REQUIRED):**

*Give examples of the writing assignments and the use of critical analysis within the writing assignments.*

Chapter 1: Leadership

- Quick Write: Students quick-write their responses to the Essential Question: What are the roles and responsibilities of commanders and staff as they plan and conduct battalion training and operations?
- Reflection: Students write a 150-word reflection on their cadet portfolio. They use the following prompt: From what you’ve learned about command and staff positions, how important is it for Cadets to develop all leadership attributes and competencies? Do you think it’s possible for one weak staff member to undermine a project? Do you think a strong commander can carry a project? Explain your answers.
- Quick Write: Students quick-write their responses to the Essential Question: How can you make meetings orderly and effective?
- Reflection: Students write a 150-word reflection on their cadet portfolio. They use the following prompt: What ground rules, if any, did teams have in common? Which ones are unique? In your opinion, what is the best way to create ground rules and to communicate them to a group?
- Quick Write: Students quick-write their responses to the Essential Question: How can you develop projects for your school or battalion?
- Reflection: Students write a 150-word reflection on their cadet portfolio. They use the following prompt: What part of writing the MOI was most difficult for you? How is this different from other types of writing you’ve done in school?
- Quick Write: Students quick-write their responses to the Essential Question: How will you lead your battalion to achieve continuous improvement?
- Reflection: Students write a 150-word reflection on their cadet portfolio. They use the following prompt: The Plan, Do/Act, Evaluate process is similar to the decision-making process you learned in your first year of JROTC. Why do you think the two are so similar? What do you think will be the most difficult part of the process for your battalion or team? Why?
- Quick Write: Students quick-write their responses to the Essential Question: How can you improve your management skills?
- Reflection: Students write a 150-word reflection on their cadet portfolio. They use the following prompt: What management skills criteria are the most difficult to evaluate and develop? How long do you think it takes to develop competent management skills?
- Quick Write: Students quick-write their responses to the Essential Question: How do ethics impact your role as a leader?

- Reflection: Students write a 150-word reflection on their cadet portfolio. They use the following prompt: Which of the situations in Exercise #1 – Ethical or Unethical did you struggle with the most and the least? When you make ethical decisions, which questions do you most frequently ask yourself?
- Quick Write: Students quick-write their responses to the Essential Question: How can I improve
- Reflection: Students write a 150-word reflection on their cadet portfolio. They use the following prompt: What part of the supervisory role is most difficult for you? What are your strengths as a supervisor? How will improving your leadership competencies and attributes help improve your supervisory skills?

#### Chapter 2: Personal Growth and Behaviors

- Quick Write: Students quick-write their responses to the Essential Question: What plans are you making for your education or training after high school?
- Reflection: Students write a 150-word reflection on their cadet portfolio. What factors presented have helped narrow down a post-secondary education option for you? Explain.
- Quick Write: Students quick-write their responses to the Essential Question: How can personal planning and management contribute to your future success?
- Reflection: Students write a 150-word reflection on their cadet portfolio. So, are you a procrastinator? Explain what areas you can improve upon and why. Which of the tools for managing your schedule will help you with time management? Why are time management tools helpful for achieving goals successfully?
- Quick Write: Students quick-write their responses to the Essential Question: How can a portfolio help your career development?
- Reflection: Students write a 150-word reflection on their cadet portfolio. How does your résumé showcase your current skills and abilities? How do you anticipate using your résumé in the near future?

#### Chapter 3: Team Building

- Quick Write: Students quick-write their responses to the Essential Question: How will understanding platoon-level leadership roles and responsibilities facilitate teamwork in your platoon?
- Reflection: Students write a 150-word reflection on their cadet portfolio. How will your Winning Colors® help you transition into a supervisory role?
- Quick Write: Students quick-write their responses to the Essential Question: What are platoon formations and how are they different from squad formations?
- Reflection: Students write a 150-word reflection on their cadet portfolio. Were you surprised at the level of detail required to perform various aspects of platoon drill leadership? If so, why? What questions do you have about platoon drill?

#### Chapter 4: Decision Making

- Quick Write: Students quick-write their responses to the Essential Question; How can you minimize prejudice in your relationships with others?
- Reflection: Students write a 150-word reflection on their cadet portfolio. In Exercise #1 – Confidential Assessment, how did you distinguish between prejudice and personal preference? How does having diversity affect your community, school, or class? How does being part of a group affect your behavior with group members? With people not in the group? Since elementary school, has your group of friends become more or less diverse?
- Quick Write: Students quick-write their responses to the Essential Question: How can you negotiate agreements?
- Reflection: Students write a 150-word reflection on their cadet portfolio. How did your team negotiate an agreement? What approach did you use? How do you think the agreement would have been different if one

friend really wanted to go ice skating instead of watching a movie at home? Do you think the negotiations would have been different if you were dealing with family members?

#### Chapter 5: Health and Fitness

- Quick Write: Students quick-write their responses to the Essential Question: How can substance abuse impact your health, your relationships, and your personal goals?
- Reflection: Students write a 150-word reflection on their cadet portfolio. Do you think there are long-term hazards involved with experimenting with drugs or alcohol? What have you learned in this lesson that you did not know before? Optional Question: From what you've learned, do you think the Energizer activity was a good one for thinking about the effects of substance abuse? Why or why not?
- Quick Write: Students quick-write their responses to the Essential Question: How does alcohol and tobacco use affect a person's whole health?
- Reflection: Students write a 150-word reflection on their cadet portfolio. To what extent do you think movies, music, and television influence teen use of alcohol? Given what you know about the negative effects of alcohol, why do you think some young people want to drink?
- Reflection 2: Students write a 150-word reflection on their cadet portfolio. Who had the best refusal skills in your team's role-play? Explain. How do you think the long, slow, negative health effects of tobacco use affects teen's willingness to try tobacco products? How would you evaluate media influences of tobacco on your peers? What else influences teens to use tobacco?
- Quick Write: Students quick-write their responses to the Essential Question: How can you be effective in responding to substance abuse situations?
- Reflection: Students write a 150-word reflection on their cadet portfolio. What do you think were the best solutions you heard from your class? What might be some negative consequences to the solutions? In your own life, how do you balance the positive and negative consequences of peer pressure to use alcohol, drugs, or tobacco?

#### Chapter 6: Service Learning

- Quick Write: Students quick-write their responses to the Essential Question: Why is a plan and schedule important to the successful completion of a service learning project?
- Reflection: Students write a 150-word reflection on their cadet portfolio. What has to be done so we are ready for a service-learning project? What expectations or anxieties do you have about the project?

#### Chapter 7: Citizenship and Government

- Quick Write: Students quick-write their responses to the Essential Question: How do your civic duties and responsibilities contribute to a healthy community?
- Reflection: Students write a 150-word reflection on their cadet portfolio. Which citizen duty and responsibility do you think people encounter most on a daily basis? Which one do you think people should act on the most in their everyday lives? To what extent do you stay informed about what is going on in your community, state, nation, and the world?

### INSTRUCTIONAL MATERIALS (REQUIRED)

#### Textbook #1

Title: Leadership Education and Training Unit 3, LET 3 The

Edition:

Supervising Leader	
Author: Headquarters, Department of the Army	ISBN:
Publisher: Pearson Learning Solutions	Publication Date: 2015
Usage: <input checked="" type="checkbox"/> Primary Text <input type="checkbox"/> Read in entirety or near	
<b>Textbook #2</b>	
Title:	Edition:
Author:	ISBN:
Publisher:	Publication Date:
Usage: <input type="checkbox"/> Primary Text <input type="checkbox"/> Read in entirety or near	
<b>Supplemental Instructional Materials</b> <i>Please include online, and open source resources if any.</i>	
Cadetportfolio.com	
<b>Estimated costs for classroom materials and supplies (REQUIRED).</b> <i>Please describe in detail.</i> If more space is needed than what is provided, please attach a backup as applicable.	
Cost for a class set of textbooks: \$	Description of Additional Costs:
Additional costs:\$	
<b>Total cost per class set of instructional materials:</b>	\$

<b>Key Assignments (REQUIRED):</b>
Please provide a detailed description of the Key Assignments including tests, and quizzes, which should incorporate not only short answers but essay questions also. How do assignments incorporate topics? Include all major assessments that students will be required to complete
Competition Essay: The competition essay theme and prompt questions change every year. It is given by the JROTC Cadet Command headquarters annually. An example of a previous essay is: Utilizing a four paragraph essay model, write a 400 word or two page essay on what Service means to you and what it may mean to a professional that is in the service of their community such as police officer, military members, firefighters, paramedics, doctors, nurses, farmers, (this is not an all inclusive list, if you have another professional bring it to attention of the teacher). Use APA format, double spaced with a size 12 Arial or Times New Roman font.

**Instructional Methods and/or Strategies (REQUIRED):**

Please list specific instructional methods that will be use.

- 1) Explanation, demonstration and practice (Army preferred for drill practice)
- 2) Differentiated instruction
- 3) Ability groups/ group work
- 4) Modeling
- 5) Lecture
- 6) Peer Instruction
- 7) Cooperative learning
- 8) Individual and group reading
- 9) Formative assessments
- 10) Project Based Learning
- 11) Field Studies
- 12) Technology (Cadetportfolio.com, videos, powerpoint presentations)

**Assessment Methods and/or Tools (REQUIRED):**

Please list different methods of assessments that will be used.

Assessments will include a combination of formative assessments, oral assessments, performance assessments and discussion assessments.