



# 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> <p>JROTC IV</p> <p><input type="checkbox"/> New <input checked="" type="checkbox"/> Revised</p> <p>If revised, the previous course name if there was a change</p> <p><b>Transcript Course Code/Number:</b></p> <p>105241, 105242</p> <p>(To be assigned by Educational Services if it's a new course)</p> <p>CREDIT TYPE EARNED: <b>CALPADS CODE:</b></p> <p>College Prep Elective      9374</p>	<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? Pathway Name:</p> <p>CTE CDE Code:</p>	<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>
<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> <p>G College Prep Elective      <input checked="" type="checkbox"/> Pending</p>	<p style="text-align: center;"><b>Credential Required to teach this course: To be completed by Human Resources only.</b></p> <p style="text-align: center;"><i>Designated Subjects - Special Subjects: JROTC; Basic Military Drill</i></p> <p style="text-align: center;">       <i>4/22/2024</i>  <b>Signature</b>      <b>Date</b> </p>	
<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 type="checkbox"/> 1.0 (one-year equivalent) <input checked="" 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		<i>04/22/24</i>
Asst. Superintendent of Educational Services	<i>Kendy Lee Mackamul</i>	<i>4/22/24</i>
Governing Board		

<b>Prerequisite(s) (REQUIRED):</b>
JROTC I, JROTC II, and JROTC III
<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 4 - Leadership Education and Training (LET) 4: The Managing Leader is the final of four courses in the Army Junior Reserve Officers' Training Corps (JROTC) program. Program outcomes describe what JROTC students will know and be able to do upon successful completion of the JROTC program. These outcomes also provide documentation for growth and development of the student and program for re-accreditation purposes, school visitors, parents, and the community. As students complete each LET, their journey toward program outcomes will occur; each program outcome is linked to every LET lesson in the curriculum. The JROTC Program Outcomes are:</p> <ul style="list-style-type: none"> <li>● Act with integrity and personal accountability as student lead others to succeed in a diverse and global workforce</li> <li>● Engage in civic and social concerns in the community, government, and society</li> </ul>

- Graduate prepared to succeed in post-secondary options and career pathways
- Make decisions that promote positive social, emotional, and physical health
- Value the role of the military and other service organizations

The JROTC program is designed to help develop strong leaders and model citizens. Students in Unit 4, will continue to build on the Units 1-3 knowledge and skills, and be introduced to new content that will help the student continue to lead others in the battalion, their school and the community.

**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.*

Students in JROTC IV will see material divided in five chapters:

**Chapter 1: Leadership** learning experiences provide students with a unique opportunity to look at the role of leadership in continuous improvement. Students will look at the big picture of the JROTC program and how its outcomes relate to leadership. Additionally, student'll explore strategies for teaching and mentoring others.

- **Quick Write:** Students quick-write their responses to the Essential Question: How can you improve your personal leadership and battalion skills?
- **Inquire:** students participate in a survey on continuous improvement.
- **Gather:** students read their student text sections on continuous improvement. students discuss what parts of continuous improvement have worked well for them so far. students contribute to a class T-Chart using the successes and challenges they've encountered. students read their student text about the role of leadership and attitudes in continuous improvement.
- **Process:** students develop a list of personal leadership goals. students work in small groups to create a list of attitudes they would like to promote in battalions.
- **Gather:** students read their student text section on connecting to program outcomes and capstone projects.
- **Process:** students learn about the capstone project.
- **Apply:** students complete the Leadership Accomplishment Performance Assessment Task and complete the key words review. students reflect on the learning by re-addressing the lesson's Essential Question.
- **Reflection:** Students write a 150-word reflection on their student portfolio. They use the following prompt: What do you think accounts for your battalion's strengths? For their weaknesses? From what you've read, what do you think will be the most challenging part of leading your battalion this year?
- **Quick Write:** Students quick-write their responses to the Essential Question: How can you develop an effective lesson plan?
- **Inquire:** students complete Exercise #1 – Match the Learning Phase to assess their current knowledge.
- **Gather:** students listen to a briefing on lesson plans and competencies. students read about the four phase learning model and check their answers on Exercise #1 – Match the Learning Phase.
- **Process:** students use Exercise #2 – Lesson Plan Draft to begin revising an assigned lesson plan or creating a lesson plan related to a school or JROTC activity.
- **Gather:** students read about cooperative learning strategies. students participate in a class discussion on how cooperative learning strategies can be used in four phase lesson plans.
- **Process:** students continue working on their lesson plan drafts, adding cooperative learning activities as appropriate. students have at least one other student peer-review their draft.
- **Apply:** students complete the Strategies for Teaching Performance Assessment Task and complete the key words review. students reflect on the learning by re-addressing the lesson's Essential Question.

- **Reflection:** Students write a 150-word reflection on their student portfolio. They use the following prompt: Which phase of learning was the most difficult for you to develop? Why do you think lesson plans are limited to one competency?
- **Quick Write:** Students quick-write their responses to the Essential Question: How can you give effective feedback to people you are teaching and leading?
- **Inquire:** student teams brainstorm what makes feedback effective for learners. Teams create a Bubble Map showing their seven best ideas and then post their maps for the class to review.
- **Gather:** students listen to a briefing about the types of feedback. students read the “Characteristics of Effective Feedback” section in their student text. students complete Exercise #1 – Rate the Feedback.
- **Gather:** students read the “Ground Rules for Giving Feedback” section in their student text.
- **Process:** student teams complete Exercise #3 – Feedback Scoring Guide for use in self-assessment or evaluating others feedback.
- **Apply:** students complete the Using Feedback with Learners Performance Assessment Task and complete the key words review. students reflect on the learning by re-addressing the lesson’s Essential Question.
- **Reflection:** Students write a 150-word reflection on their student portfolio. They use the following prompt: What do you think are the five most important things about giving feedback? What is the most effective feedback you’ve received? The least effective? Can you explain the role rapport plays in feedback?

**Chapter 2: Personal Growth and Behaviors** continues to help students think and plan for their future with topics such as personal independence, the importance of personal accountability, and professional development.

- **Quick Write:** Students quick-write their responses to the Essential Question: How will you manage the challenges in life after high school?
- **Energizer:** Students play large group games using twine. Group participants answer questions pertaining to types of life choices that they will face after high school and on their own. Giant classroom web is created.
- **Inquire:** Student teams determine how core abilities are used beyond the classroom and into life. Teams use a Tree Map to list how each core ability is addressed in various life roles. students individually complete Exercise #1 – Core Abilities Self-Assessment to determine their own proficiency level of core abilities.
- **Gather:** Student teams generate scenarios that pertain to the types of decisions they could be faced with after high school. Teams use the student text and Exercise #2 – A Situation to develop their scenarios.
- **Process:** student teams develop appropriate responses to assigned scenarios developed by their peers. students develop their responses using Exercise #3 – Life Situations – Your Response; student text information should be referenced to inform some choices. Teams present their responses to others in class. Peers respond to affirm or make other suggestions. students reflect on the importance of resources when making life choices that support their future goals.
- **Apply:** students complete the Life After High School Performance Assessment Task and complete the key words review. students reflect on the learning by re-addressing the lesson’s Essential Question.
- **Reflection:** Students write a 150-word reflection on their student portfolio. They use the following prompt: How will you use the JROTC Core Abilities in your next life role? Which of the core abilities are you weakest in? How will you strengthen the ability? What kind of scenarios could challenge your goals? What solutions presented were interesting and new to you? Explain.
- **Quick Write:** Students quick-write their responses to the Essential Question: What are the three basic areas of your life that you must identify and develop for your professional and personal success?
- **Inquire:** students contribute 10-year professional and personal goals to a class Circle Map.
- **Gather:** students contribute to an impromptu interview of the instructor about their professional career and goals set along the way. students individually prepare interview questions for a person of their own choosing

that they will interview on their own. Questions pertain to professional and personal development planning; topics to address are outlined in the student text. students read student text on their own.

- **Gather:** students gather professional development plans from their scheduled interview. students check their comprehension about personal and professional development from content presented in student text.
- **Process:** students develop a Thinking Map® related to their interviewee's professional development plan. Maps are presented to the class.
- **Apply:** students complete Exercise #1 – Professional and Personal Development Action Plan. students complete the Professional Development Performance Assessment Task and complete the key words review. students reflect on the learning by re-addressing the lesson's Essential Question. students complete the final Personal Skills Map®.
- **Reflection:** Students write a 150-word reflection on their student portfolio. They use the following prompt: How effective was your interviewee's plan for professional development? Explain. What did you learn from their experience that will help you develop your own professional development plan?

**Chapter 3: Team Building** continues to build on drill and ceremony protocol. In this chapter, students look at the tactics for motivating others and how they translate into other areas of leadership. Additionally, students explore the elements of a communication model and how to overcome barriers of communication.

- **Quick Write:** Students quick-write their responses to the Essential Question: How will I motivate my teammates?
- **Energizer:** Students view a demonstration about how people push back when pushed.
- **Inquire:** students participate in an activity that enforces the importance of providing clear expectations when motivating others.
- **Gather:** Student teams create a Bubble Map to identify characteristics of their assigned motivational tactic. The class builds a Double Bubble Map from the combined Bubble Maps. student teams complete Exercise #1 – Motivation and Leadership identifying which types of leadership situations they may use in their assigned motivational tactic.
- **Process:** Students review the Army Leadership Model. students create Flow Maps aligning motivational techniques with leadership competencies and attributes for a leadership situation.
- **Apply:** Students create a Double T-Chart identifying at least two motivational tactics they have not used well, an example of how they used each, and how they plan to improve at least one of them for future situations. students complete the Motivating Others Performance Assessment Task and complete the key words review. students reflect on the learning by re-addressing the lesson's Essential Question.
- **Reflection:** Students write a 150-word reflection on their student portfolio. They use the following prompt: Where do the Leadership Principles and Motivational Principles overlap and gap in your Flow Map? Why?
- **Quick Write:** Students quick-write their responses to the Essential Question: How can communication skills help me lead and motivate more effectively?
- **Energizer:** Students work in large groups and follow the instructor's direction as introduction to leadership communication.
- **Inquire:** Students review the student learning plan and objectives for the lesson. student pairs participate in a non-verbal communication activity and then Think-Pair-Share their reactions about the activity parts.
- **Gather:** Students view an animation on communication and respond to various types of communication styles presented. Teams create a Thinking Map® about one aspect of the communication process; teams teach others their assigned segment. Student text is referenced for presentation content.
- **Process:** Student teams role-play responses to provided communication scenarios. Teams critique and use T-Charts to record responses. students reflect on communication scenarios.
- **Gather:** Students view an animation on communication feedback and respond to various types of

communication styles presented. Teams role-play providing and receiving feedback.

- **Process:** Students complete Exercise #1 – Plan of Action for becoming a better communicator. Partners review plans and provide feedback. students complete sections from the Success Profiler® program and reflect on communication goals.
- **Apply:** Students complete the final sections of the Success Profiler® program. students complete the Communicating to Lead Performance Assessment Task and complete the key words review. students reflect on the learning by re-addressing the lesson’s Essential Question.
- **Reflection:** Students write a 150-word reflection on their student portfolio. They use the following prompt: In what areas do you feel you are strongest? Explain.
- **Quick Write:** Students quick-write their responses to the Essential Question: How can communication skills help me lead and motivate more effectively?
- **Energizer:** Students work in large groups and follow instructor’s direction as introduction to leadership communication.
- **Inquire:** Students review the student learning plan and objectives for the lesson. student pairs participate in a non-verbal communication activity and then Think-Pair-Share their reactions about the activity parts.
- **Gather:** Students view an animation on communication and respond to various types of communication styles presented. Teams create a Thinking Map® about one aspect of the communication process; teams teach others their assigned segment. Student text is referenced for presentation content.
- **Process:** student teams role-play responses to provided communication scenarios. Teams critique and use T-Charts to record responses. students reflect on communication scenarios.
- **Gather:** students view an animation on communication feedback and respond to various types of communication styles presented. Teams role-play providing and receiving feedback.
- **Process:** Students complete Exercise #1 – Plan of Action for becoming a better communicator. Partners review plans and provide feedback. students complete sections from the Success Profiler® program and reflect on communication goals.
- **Apply:** Students complete the final sections of the Success Profiler® program. students complete the Communicating to Lead Performance Assessment Task and complete the key words review. students reflect on the learning by re-addressing the lesson’s Essential Question.
- **Reflection:** Students write a 150-word reflection on their student portfolio. They use the following prompt: Is improving your communication process a new goal for you? If so, what areas do you plan to work on and how?
- **Quick Write:** Students quick-write their responses to the Essential Question: How do you properly execute company formations and movement?
- **Inquire:** Guide students to the learning objectives in their Student Learning Plan. Display a video on company formations and facilitate a discussion for students to identify what they know about company drill. Build a class Double Bubble Map to compare and contrast the difference in formations and movement.
- **Gather:** Assign company drill formation topics to student teams to research using their student text. Provide chart paper, markers, and a Flow Map sample for students to show the purpose, commands and responses, and diagrams of their formations.
- **Process:** Post the student team diagrams and Flow Maps at stations around the room. Rotate students through stations to learn the different company formations, commands, and responses. Allow students to explain their assigned formation.
- **Apply:** students complete the Company Drill Performance Assessment Task and complete the key words review. students reflect on the learning by re-addressing the lesson’s Essential Question.
- **Reflection:** Students write a 150-word reflection on their student portfolio. They use the following prompt: Were you surprised at the detail required to perform various aspects of company drill? If so, why? How do you think a student becomes proficient in executing the various aspects of company drill?

- **Quick Write:** Students quick-write their responses to the Essential Question: What are the specifics involved in the formations and inspection procedures for battalion drill?
- **Inquire:** Display a video on battalion formations and facilitate a discussion for students to identify what they know about battalion drill. Build a class Double Bubble Map to compare and contrast the difference in company and battalion formations and movement.
- **Gather:** Assign company drill formation topics to student teams to research using their student text. Direct students to create a Flow Map to show the purpose, commands and responses, and diagrams of their formations.
- **Process:** Post the student teams' diagrams and Flow Maps at stations around the room. Rotate students through stations to learn the different company formations, commands, and responses. Allow students to explain their assigned formation.
- **Apply:** Students complete the Battalion Drill Performance Assessment Task and complete the key words review. Students reflect on the learning by re-addressing the lesson's Essential Question.
- **Reflection:** Students write a 150-word reflection on their student portfolio. They use the following prompt: What is your role during formations, dismissals, and inspections? Why is your role important to the battalion?

**Chapter 4: Service Learning** is a required element of the JROTC program. In this chapter, students will manage a service learning project within a unit or the entire battalion. Students are introduced to the project management processes and management tools.

- **Quick Write:** Students quick-write their responses to the Essential Question: What management functions and planning tools can you use to help you manage a successful service learning project?
- **Inquire:** Guide students to the learning objectives in their Student Learning Plan and to preview the lesson activities. Lead the class in the 64 Squares Game to find the secret square.
- **Gather:** students take the steps of a project and align them with stages of project management. students listen to a briefing on Gantt and PERT Charts.
- **Process:** students work in teams to create a Gantt Chart from the steps of the project in the Gather Phase and present their project plans to the class.
- **Apply:** students complete the Managing a Service Learning Project Performance Assessment Task and complete the key words review. students reflect on the learning by re-addressing the lesson's Essential Question
- **Reflection:** Students write a 150-word reflection on their student portfolio. They use the following prompt: What else do you think needs to be done or considered to ensure the project is a success? What was your role in the team as you completed this activity? How did you contribute to the team?
- **Service Learning overall Reflection.** Students will write a two page essay on the service learning project. They will include elements of management and how its application was useful during the activity. Students will also include lessons learned and what they would have done differently in the execution of the project.

**Chapter 5: Citizenship and Government** exposes students to the challenges that face fundamental principles of society today. Topics in this chapter will encourage students, as a citizen, to think about the future of citizen rights.

- **Quick Write:** Students quick-write their responses to the Essential Question: How do our nation's fundamental principles affect debates about current issues?
- **Inquire:** Students participate in a class survey about the importance of fundamental rights.
- **Gather:** Students listen to a briefing and read about society's rights and individual rights.
- **Process:** Students participate in a discussion about individual rights.
- **Gather:** Students read their student text about additional conflicting fundamental principles.

- **Process:** Student teams discuss and debate an issue or question about a fundamental principle that they feel strongly about. students may be assigned homework to research an issue after this phase. students will either write a position paper in class for the Apply Phase or prepare a persuasive speech as homework to be presented during the Apply Phase.
- **Apply:** students complete the Challenges to Fundamental Principles Performance Assessment Task and complete the key words review. students reflect on the learning by re-addressing the lesson's Essential Question.
- **Reflection:** Students write a 150-word reflection on their student portfolio. They use the following prompt: Do you think individuals have enough rights in our nation? Or too many rights? How do you think our values (patriotism, truth, diversity, equality of opportunity, justice, and the common good) balance with the rights of the individual? Under what circumstances might there be conflicts?
- **Quick Write:** Students quick-write their responses to the Essential Question: How might current trends impact citizenship and democracy in the future?
- **Inquire:** Students speculate on how future inventions might affect citizenship and democracy.
- **Gather:** students listen to a briefing on diversity. students read their student text and select three top issues or questions of interest.
- **Process:** Students discuss their issues in small groups and take notes on ideas and questions for additional research.
- **Apply:** Students complete The Future of Citizen Rights Performance Assessment Task and complete the key words review. students reflect on the learning by re-addressing the lesson's Essential Question.
- **Reflection:** Students write a 150-word reflection on their student portfolio. They use the following prompt: From your discussion, what was the hardest part of finding good solutions to your issue? What fundamental principles were challenged in your discussion? How did you balance conflicting principles and values?

**Writing Assignments (REQUIRED):**

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

**Chapter 1:**

- **Quick Write:** Students quick-write their responses to the Essential Question: How can you improve your personal leadership and battalion skills?
- **Reflection:** Students write a 150-word reflection on their student portfolio. They use the following prompt: What do you think accounts for your battalion's strengths? For their weaknesses? From what you've read, what do you think will be the most challenging part of leading your battalion this year?
- **Quick Write:** Students quick-write their responses to the Essential Question: How can you develop an effective lesson plan?
- **Reflection:** Students write a 150-word reflection on their student portfolio. They use the following prompt: Which phase of learning was the most difficult for you to develop? Why do you think lesson plans are limited to one competency?
- **Quick Write:** Students quick-write their responses to the Essential Question: How can you give effective feedback to people you are teaching and leading?
- **Reflection:** Students write a 150-word reflection on their student portfolio. They use the following prompt: What do you think are the five most important things about giving feedback? What is the most effective feedback you've received? The least effective? Can you explain the role rapport plays in feedback?



## Chapter 2:

- **Quick Write:** Students quick-write their responses to the Essential Question: How will you manage the challenges in life after high school?
- **Reflection:** Students write a 150-word reflection on their student portfolio. They use the following prompt: How will you use the JROTC Core Abilities in your next life role? Which of the core abilities are you weakest in? How will you strengthen the ability? What kind of scenarios could challenge your goals? What solutions presented were interesting and new to you? Explain.
- **Quick Write:** Students quick-write their responses to the Essential Question: What are the three basic areas of your life that you must identify and develop for your professional and personal success?
- **Reflection:** Students write a 150-word reflection on their student portfolio. They use the following prompt: How effective was your interviewee's plan for professional development? Explain. What did you learn from their experience that will help you develop your own professional development plan?

## Chapter 3:

- **Quick Write:** Students quick-write their responses to the Essential Question: How will I motivate my teammates?
- **Reflection:** Students write a 150-word reflection on their student portfolio. They use the following prompt: Where do the Leadership Principles and Motivational Principles overlap and gap in your Flow Map? Why?
- **Quick Write:** Students quick-write their responses to the Essential Question: How can communication skills help me lead and motivate more effectively?
- **Reflection:** Students write a 150-word reflection on their student portfolio. They use the following prompt: In what areas do you feel you are strongest? Explain.
- **Quick Write:** Students quick-write their responses to the Essential Question: How can communication skills help me lead and motivate more effectively?
- **Reflection:** Students write a 150-word reflection on their student portfolio. They use the following prompt: Is improving your communication process a new goal for you? If so, what areas do you plan to work on and how?
- **Quick Write:** Students quick-write their responses to the Essential Question: How do you properly execute company formations and movement?
- **Reflection:** Students write a 150-word reflection on their student portfolio. They use the following prompt: Were you surprised at the detail required to perform various aspects of company drill? If so, why? How do you think a student becomes proficient in executing the various aspects of company drill?
- **Quick Write:** Students quick-write their responses to the Essential Question: What are the specifics involved in the formations and inspection procedures for battalion drill?
- **Reflection:** Students write a 150-word reflection on their student portfolio. They use the following prompt: What is your role during formations, dismissals, and inspections? Why is your role important to the battalion?

## Chapter 4:

- **Quick Write:** Students quick-write their responses to the Essential Question: What management functions and planning tools can you use to help you manage a successful service learning project?

- **Reflection:** Students write a 150-word reflection on their student portfolio. They use the following prompt: What else do you think needs to be done or considered to ensure the project is a success? What was your role in the team as you completed this activity? How did you contribute to the team?
- **Service Learning overall Reflection.** Students will write a two page essay on the service learning project. They will include elements of management and how its application was useful during the activity. Students will also include lessons learned and what they would have done differently in the execution of the project.

**Chapter 5:**

- **Quick Write:** Students quick-write their responses to the Essential Question: How do our nation’s fundamental principles affect debates about current issues?
- **Reflection:** Students write a 150-word reflection on their student portfolio. They use the following prompt: Do you think individuals have enough rights in our nation? Or too many rights? How do you think our values (patriotism, truth, diversity, equality of opportunity, justice, and the common good) balance with the rights of the individual? Under what circumstances might there be conflicts?
- **Quick Write:** Students quick-write their responses to the Essential Question: How might current trends impact citizenship and democracy in the future?
- **Reflection:** Students write a 150-word reflection on their student portfolio. They use the following prompt: From your discussion, what was the hardest part of finding good solutions to your issue? What fundamental principles were challenged in your discussion? How did you balance conflicting principles and values?

**INSTRUCTIONAL MATERIALS (REQUIRED)**

**Textbook #1**

Title: UNIT 4: LET 4 The Managing Leader	Edition:
Author: Headquarters, Department of the Army	ISBN:
Publisher: Pearson Learning Solutions	Publication Date:
Usage: <input checked="" type="checkbox"/> Primary Text <input type="checkbox"/> Read in entirety or near	

**Textbook #2**

Title:	Edition:
Author:	ISBN:
Publisher:	Publication Date:
Usage: <input type="checkbox"/> Primary Text <input type="checkbox"/> Read in entirety or near	

**Supplemental Instructional Materials** *Please include online, and open source resources if any.*

Website: cadetportfolio.com

**Estimated costs for classroom materials and supplies (REQUIRED).** *Please describe in detail.*  
If more space is needed than what is provided, please attach a backup as applicable.

Cost for a class set of textbooks: \$0

Additional costs:\$0

Description of Additional Costs: None, costs and education material provided by US Army student Command.

**Total cost per class set of instructional materials:** \$

**Key Assignments (REQUIRED):**

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.
- Service Learning project. Work with the community and manage younger students to ensure a successful project. This project includes holding meetings and detailing the overall progress of the project. Organizing and leading smaller groups of students to ensure completion of required taskings.
- **Service Learning overall Reflection.** Students will write a two page essay on the service learning project. They will include elements of management and how its application was useful during the activity. Students will also include lessons learned and what they would have done differently in the execution of the project.

**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.