

Prerequisite(s) (REQUIRED):
None
Corequisite(s) (REQUIRED):
None
Brief Course Description (REQUIRED):
<p>The U.S. Army Junior Reserve Officer Training Corps (JROTC) is a program offered to high schools that teaches students character education, student achievement, wellness, leadership, and diversity. The mission of JROTC is to motivate young people to become better citizens. JROTC also 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.</p>

B. COURSE CONTENT

Course Purpose (REQUIRED):
<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>This is the first of four core courses in the Army Junior Reserve Officers' Training Corps (JROTC) high school program. This course supports 22 lessons designed for first-year students. Because the central focus of the JROTC program is to help develop strong leaders and model citizens. First year students are introduced to content that will help the inner leader begin to emerge.</p> <p>The LET 1 curriculum is heavily focused on Core Abilities which describe the broad, life-long skills that every student needs for success in future life and career endeavors. The core abilities are a result of the goals and values that drive the JROTC program and are built upon the program's four years through integrating</p>

various lesson competencies and skills throughout the JROTC curriculum. With each lesson the instructors explicitly introduce, teach, reinforce, and assess the core abilities that relate to the core competency being introduced. The core abilities are as follows:

- 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

Learning Outcomes:

Program outcomes describe what JROTC students will know and be able to do upon successful completion of each LET Level. As students complete each LET, their journey toward program outcomes will occur; each program outcome is linked to every LET lesson in the curriculum. Evidence of learning can be witnessed through a student's Portfolio, which will showcase continued development of program outcomes.

The Program Outcomes are:

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

Course 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.

Knowledge, skills, and abilities acquired in this unit are covered in six chapters. The LET 1 curriculum is heavily focused on Core Abilities which describe the broad, life-long skills that every student needs for success in future life and career endeavors. The core abilities are a result of the goals and values that drive the JROTC program and are built upon the program's four years through integrating various lesson competencies and skills throughout the JROTC curriculum.

Chapter 1: JROTC Foundations

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

Chapter 1 Assignments:

- **Quick Write:** Students quick-write their responses to the Essential Question: How does the chain of command facilitate the operations of a large structured organization?
- **Inquire:** students participate in an activity that demonstrates the effectiveness of using structure in large organizations.

- **Gather:** students read a section of their text, participate in presenting what they learned, and listen to a short briefing about responsibility and authority in JROTC programs.
- **Process:** students play a game about the chain of command and use Exercise #1 – Organizational Structure to create an organizational chart for their student battalion and another organization.
- **Gather:** students view Animation #1 – Clean Start, read assigned sections of the text, and jigsaw what they learned with their peers.
- **Process:** students put together their assigned uniform and receive feedback from other students on their success. students complete Exercise #2 – Student Appearance and Grooming Standards.
- **Gather:** students read about the insignias and awards that are displayed on the uniform. students complete Exercise #3 – Rank Insignia of the U.S. Military.
- **Process:** students create a ranking ladder or flowchart to identify the order in which various awards are earned. They also write a short paragraph outlining the position(s) they would like to achieve during their time in the program.
- **Apply:** students complete the JROTC: The Organization and Traditions of Service Programs Performance Assessment Task and complete the key words review. students reflect on the learning by re-addressing the lesson’s Essential Question.
- **Reflect.** Write a 150 word reflection on learning using the following prompts: How do the pyramid of authority and the unit organization chart graphically show the concept of span of control?
- **Reflect.** Write a 100 word reflection on learning using the following prompts: Why are there different classes of uniforms? What does it take to maintain the uniform?
- **Quick Write:** Students quick write their responses to the Essential Question: How does the chain of command facilitate the operations of a large structured organization?
- **Inquire:** students participate in an activity that demonstrates the effectiveness of using structure in large organizations.
- **Gather:** students read a section of their text, participate in presenting what they learned, and listen to a short briefing about responsibility and authority in JROTC programs.
- **Process:** students play a game about the chain of command and use Exercise #1 – Organizational Structure to create an organizational chart for their student battalion and another organization.
- **Gather:** students view Animation #1 – Clean Start, read assigned sections of the text, and jigsaw what they learned with their peers.
- **Process:** students put together their assigned uniform and receive feedback from other students on their success. students complete Exercise #2 – Student Appearance and Grooming Standards.
- **Gather:** students read about the insignias and awards that are displayed on the uniform. students complete Exercise #3 – Rank Insignia of the U.S. Military.
- **Process:** students create a ranking ladder or flowchart to identify the order in which various awards are earned. They also write a short paragraph outlining the position(s) they would like to achieve during their time in the program.
- **Apply:** students complete the JROTC: The Organization and Traditions of Service Programs Performance Assessment Task and complete the key words review. students reflect on the learning by re-addressing the lesson’s Essential Question.
- **Reflect.** Write a 100 word reflection on learning using the following prompts: How can personal awards help you achieve the battalion position you would like to achieve?
- **Gather.** (Group Work) Students will get into groups and research and present the history and background of JROTC. Their presentation will include the JROTC’s mission, goals, and policies.

The groups can present the information a variety of ways, including slideshow, flowchart, video, or poster presentation.

- **Inquire.** (Concrete Experience). Students will interview someone you know who has achieved an outstanding accomplishment or reached a difficult goal (e.g., graduated from college, successful at athletics, built a business etc.). Ask him/her to give you five to ten intermediate steps that helped them reach their long-range goal. Students will create a podcast to record the interview and create an infographic or slideshow presentation highlighting the steps that helped the person achieve the goal.
- **Gather.** Research different roles and responsibilities of JROTC. List at least 5 different activities that you are interested in, rate them in order of interest and give reasons why you are interested. Then choose 3 areas or roles that interest you. In a 250 word minimum essay, describe your field of interest within the role and what interests you about the role. (Job opportunities, mission, training, platforms involved (ship, air, land, intelligence) Use complete sentences, correct grammar and spelling.
- **Reflect.** Students will reflect and write a list of characteristics that they feel an employer would value in an employee. Once they have a list, they compare that list to the list of employability skills and traits provided. What are the similarities and differences between the two lists? Do you think one list has more value than the other, and if so, explain why? Please write a 200 word reflection comparing the two lists.
- **Summary.** Students will individually list 5 professions that they have ever thought about as the job for them. Create a presentation that matches the Military equivalent to them. Find someone in your community or a family member who is employed in one of the skills you listed in the In-Class Assignment. Interview them about their job and how they chose it. Make a list of 4-5 questions and record their answers. Based on all of the information gathered, write a 250 word minimum essay explaining why you think that you would enjoy this career.
- **Quick Write:** Students quick-write their responses to the Essential Question: Why are social etiquette and manners important?
- **Inquire:** students review the Student Learning Plan. students play a game on Social Etiquette and Manners. Discuss the results. Class will define the term 'etiquette'.
- **Gather:** student teams read the assigned topics from the "Etiquette and Manners in Formal and Informal Settings" section in their student text and complete Exercise #1 – Proper Introductions for teams to set up a learning station to teach others about their topic. students complete reinforcing questions to check their comprehension of the topics.
- **Process:** students rotate through the various learning stations to practice the activities for the other topics. Instructors critique as appropriate. students answer Reflection Question(s).
- **Gather:** students read the "Proper Dining Etiquette" section in their student text and view how to set a formal dining table. students discuss appropriate table manners and answer reinforcing questions as a check on their comprehension.
- **Process:** students use Exercise #2 – What's on the Table? to illustrate the proper way to set a dining table. students check their comprehension and play a game pertaining to table manners and reflect on their learning by answering the Reflection Question(s).
- **Gather:** students discuss the components of social invitations. students view appropriate attire for formal to casual social occasions. students examine the language of a thank you note and reference their student text for more information.
- **Process:** student partners practice writing thank you notes to hosts, dignitaries, and sponsors of a

student Ball. Teams critique each other's work.

- **Apply:** students complete the Social Etiquette and Manners Performance Assessment Task and complete the key words review. students reflect on the learning experience by re-addressing the lesson's Essential Question.
- **Reflect.** Write a 100 word reflection on learning using the following prompts: How comfortable would you be participating in a formal receiving line? Explain your answer. How comfortable would you be at a formal dinner gathering? Explain. What information about the dining table and formal dinner manners and courtesies were new to you?

Chapter 2: Personal Growth and Behaviors

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

Chapter 2 Assignments:

- **Quick Write:** Students quick write their responses to the Essential Question: Display Animation #1 – Self Portraits Animation of artist self-portraits. Question prompts: What is the artist doing or communicating about him or herself in this portrait? How do you see yourself versus what others see in you? When you look in the mirror, what do you see?
- **Gather:** Students view Interactive Animation #1 – Winning Colors® - Youth. Students work with a partner, read the student text, and identify/sort their own Winning Colors® cards as directed. Students answer reinforcing questions to check their comprehension of the content presented.
- **Process:** Students identify which of the four Winning Colors® are displayed in a provided role-play. students complete Exercise #1 – Behavior Strengths for Communicating. Students provide written reflection on lesson topics and its relevance to their own life and behavior strengths and weaknesses.
- **Apply:** Students complete the Self-Awareness Performance Assessment Task using Exercise #2 – Self-Awareness Matrix and complete the key words review. Students reflect on the learning by re-addressing the lesson's Essential Question.
- **Write.** Students will write a 150 word reflection on the following prompt: "Describe the personality traits of a good leader."
- **Inquire:** After reviewing the Four Leadership Styles, create a presentation comparing and contrasting 3 things that are similar OR different between the four leadership styles. Explain how each similarity or difference can be a benefit or detriment for a leader.
- **Write.** Question prompt: What leadership style does your teacher use? Write a 250 word response about your favorite teacher using the terms and leadership styles discussed in class today. The first paragraph should describe the type of leader that they are. The second paragraph should discuss how their leadership style affects how much you learn in their class? Then identify your individual leadership style and the benefits of that style, as well as what challenges that style may encounter.
- **Process.** Post a variety of leadership quotes around a room. Have each student stand by one that speaks to them or shows their leadership values. Students will then explain why. Have the students bring in their favorite leadership quote and write a 200 word summary as to why the student feels so connected to that quote.
- **Reflect.** Write a 150 word reflection on learning using the following prompts: What role do you think communication plays in leadership? Students reflect about a leader who they feel has integrity

and people who you think who do not. What distinguishes one from the other? Who gets more attention in the media and why? How can valuing the various behavior preferences of others help your team effectively meet goals and solve problems?

- **Quick Write:** Students write their responses to the Essential Question: How can valuing the various behavior preferences of others help your team effectively meet goals and solve problems?
- **Energizer:** students use “likeness cards” to locate partners and discuss why the two “likeness cards” go together.
- **Inquire:** students review their Student Learning Plan. students relate to their Winning Colors® and then switch colors based on various statements read to them from Exercise #1 – Human Graph Activity. students observe results of personal and group color change with preferences.
- **Gather:** students read their student text and observe the Animation #1 – Appreciating Other Colors as a briefing on the three awareness-enhancing behaviors. students use a Tree Map to classify their own awareness behaviors and self-enhancement skills. students begin to invite other ‘colors’ into their mix. students answer the reinforcing questions to check their comprehension of new content.
- **Process:** Display Animation #2 – Winning Colors® Power Words. students complete Exercise #2 – Personal Ad and assess each other’s Personal Ads in teams. students participate in a brainstorming activity that highlights different approaches to solving a problem by using an awareness-enhancing behavior approach to a solution. students reflect on their learning experience.
- **Apply:** students complete the Appreciating Diversity through Winning Colors® Performance Assessment Task and complete the key words review. students reflect on the learning by re-addressing the lesson’s Essential Question.
- **Reflect.** Write a 150 word reflection on learning using the following prompts: Who do you “value” or “appreciate” in your life and why? Can you appreciate someone who is completely different than yourself—in dress, academics, hobbies, or interests? Explain.
- **Quick Write:** Students write their responses to the Essential Question: How can you improve your thinking and learning skills?
- **Inquire:** students brainstorm methods they’ve used to learn something new, solve a problem, and form an opinion.
- **Gather:** students listen to a briefing on active learning. students jigsaw the student text in teams and create charts describing the thinking/viewpoint pairs. Allow time for students to present their work to the class. Use Exercise #1 – Asking Questions to relate the importance of asking questions.
- **Process:** students write scenarios that describe a situation where particular thinking/viewpoints could be used. Collect the index cards and quiz the class on the scenarios and thinking methods used.
- **Gather:** students read about the nine elements of the learning process and create a graphic organizer to illustrate it.
- **Process:** students watch a video about the Cup Clap game. students work in teams to develop a way to learn the game using the elements of the learning process.
- **Gather:** students watch short videos about Learning Styles and Multiple Intelligences and are briefed on learning style models. students complete Exercise #2 – Learning Preferences Inventory, Exercise #3 – Experiential Learning Styles, and Exercise #4 – Multiple Intelligences Assessment to identify their own personal learning styles and their strengths in the different dimensions of multiple intelligences.
- **Process:** students review their Multiple Intelligences Assessment and create a bar graph showing their scores for each dimension. students participate in a class discussion and reflection on learning

styles and multiple intelligences.

- **Apply:** students complete the Thinking and Learning Performance Assessment Task and complete the key words review. students reflect on the learning by re-addressing the lesson's Essential Question.
- **Reflect.** Write a 150 word reflection on learning using the following prompts: What kind of thinking/viewpoints do you use most in your school subjects? In the rest of your life? What did you learn from creating these scenarios and playing the Thinking-Types Quiz game? Do you think creating these scenarios and playing this game helped you to think about how/when to use the different types of thinking in situations other than your school subjects? Why or why not?

Chapter 3: Team Building

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

Chapter 3 Assignments:

- **Quick Write:** Students write their responses to the Essential Question. Prompt: How do you accurately perform the stationary movements and specific steps used during drill?
- **Inquire:** Guide students to the learning objectives and key words in their Student Learning Plan to preview the lesson activities. Display two videos: one about Stationary Movements and one about Steps and Marching Movements. Using a Circle Map, lead a student brainstorming session about what is required to perform drill.
- **Gather:** Divide students into teams. Have them rotate through stations that are led by senior students to have them view demonstrations of each movement. Have students perform each movement after the demonstration.
- **Process:** Keep students in teams. Have them rotate through stations led by senior students and practice performing and leading each stationary movement.
- **Gather:** Divide students into three teams. Students teams are assigned steps and movements review. The team creates a Flow Map for their assigned topic. A senior student should be assigned to each team to demonstrate steps and movements as needed.
- **Process:** Each student team evaluates another team's Flow Map and makes any necessary changes. student teams rotate through all stations practicing responding to the commands for the different steps and movements.
- **Apply:** students complete the Stationary Movements and Marching Techniques Performance Assessment Task and complete the key words review. students reflect on the learning by re-addressing the lesson's Essential Question.
- **Reflection:** Students will write a 100 word reflection utilizing the following prompt: Were you surprised at the level of detail required in executing stationary commands? If so, why? How do you think a squad becomes proficient in executing stationary movements?
- **Quick Write:** Students write their responses to the Essential Question. Prompt: How was drill important in America's past and how can it impact your life today?
- **Inquire:** Guide students to the learning objectives and key words in their Student Learning Plan to preview the lesson activities. Display Animation #1 – Origins of Drill. students define drill and create a chart to show what non-military drills they know.

- **Gather:** View a presentation on how drill originated. Divide students into teams to research a specific drill topic and use their text or the Internet to find the answers to their assigned question. Use a Circle Map to record information.
- **Process:** Guide students to discuss their experiences on teams and the characteristics of those teams. Guide students to create a Venn diagram that links drill outcomes to team building characteristics.
- **Apply:** students complete the Team Building and 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 will write a 150 word reflection utilizing the following prompt: What is the role of drill in developing teamwork and everyday life skills?
- **Quick Write:** Students write their responses to the Essential Question. Prompt: How are the various squad formations and marching steps performed?
- **Inquire:** Guide students to the learning objectives in their Student Learning Plan to preview the lesson activities. Display Video #1 – Formations and Marching. Reference Exercise #1 – Matching. Have students complete the exercise and discuss their answers in a Think-Pair-Share.
- **Gather:** Assign squad drill topics to student teams to research. Rotate the student teams through stations around the room where senior students demonstrate squad drill commands while students' try responding to the commands.
- **Process:** Provide chart paper, markers, and Thinking Map® samples for students to show the purpose, commands, and responses of their assigned topics from the Gather Phase.
- **Apply:** students complete the Squad 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 will write a 150 word reflection utilizing the following prompt: What is the function of using squad formations in drill? How does squad drill help to increase teamwork skills? How are various squad formations and marching steps performed?

Chapter 4: Decision Making

Decision Making introduces students to a process and system for addressing goals and handling conflict, both internal and with others.

Chapter 4 Assignments:

Part 1:

- **Quick Write:** Students write their responses to the Essential Question. How can you make positive decisions and achieve your goals?
- **Inquire:** Students will reflect and write on the decision-making process activity highlighted in the textbook.
- **Gather:** Students will go through a series of short, intermediate, and long-term goals creation and reflection writings. They will be led through the steps of creating, evaluating, and applying life goals.
- **Process.** (Group Work) View Video #1 – Conflict 1 and Video #2 – Conflict 2. The videos show a conflict, but we don't know what is being said. Students will discuss the following questions: The two videos start with a similar action. Why do you think they end differently? Describe what you think is happening in each video. Why are you able to make guesses about each situation, even though you don't know what the people are saying to each other?

- **Quick Write:** Students write their responses to the Essential Question. How can you manage and resolve conflicts to maintain healthy relationships?
- **Inquire:** Students participate in a class survey about how they react to conflict. Students discuss the results of the survey. Process 1: Students complete Exercise #1 – Types of Conflict and review answers with the class. Process 2: Students Complete Exercise #2 – What Would You Do. students read the student text section on Communication Skills and take notes. Process 3: students view an animation about cleaning your room and discuss the power of “I” statements. students Complete Exercise #3 – Stop the Smoker and discuss their responses.
- **Reflection:** Students will write a 100 word reflection summary about using conflict resolution techniques in a real or hypothetical conflict.
- **Quick Write:** Students write their responses to the Essential Question. How can you manage and resolve conflicts to maintain healthy relationships?
- **Inquire:** students participate in a class survey about how they react to conflict. students discuss the results of the survey.
- **Gather:** students listen to a briefing about conflict and take notes.
- **Process:** students complete Exercise #1 – Types of Conflict and review answers with the class.
- **Quick Write:** Students write their responses to the Essential Question. How can you manage anger using healthy strategies?
- **Gather:** students listen to a briefing about the options and consequences for dealing with conflict. students Complete Exercise #2 – What Would You Do. students read the student text section on Communication Skills and take notes.
- **Process:** students view an animation about cleaning your room and discuss the power of “I” statements. students Complete Exercise #3 – Stop the Smoker and discuss their responses.
- **Gather:** students listen to a briefing about the conflict resolution process. students refresh their knowledge of Winning Colors® in a What’s Your Color quiz game. students read the student text section on Using Winning Colors® in Conflicts.
- **Process:** students create a Double Bubble Map comparing the conflict resolution process to the strategies for managing anger. students make a Double T-Chart using the communication features of the three Winning Colors® they are least like.
- **Apply:** students complete the Resolving Conflicts Performance Assessment Task and complete the key words review. students reflect on the learning by re-addressing the lesson’s Essential Question.
- **Reflect.** Students will write a 100 word reflection summary about using conflict resolution techniques in a real or hypothetical conflict.
- **Reflection:** Students will write a 150 word reflection utilizing the following prompt: Why is it important to manage your anger? Do you know people who are “hotheads”? Do you think you can cope with them in a better way after learning about anger?

Part 2:

- **Quick Write.** Students write their responses to the Essential Question. Do you think it is harder to argue with someone who uses “I” statements? Explain. Give examples of non-verbal communication in your conversations with friends and family.
- **Gather:** Students listen to a briefing about the conflict resolution process. Students refresh their knowledge of Winning Colors® in a What’s Your Color quiz game. Students read the student text

section on Using Winning Colors® in Conflicts.

- **Process:** Students create a Double Bubble Map comparing the conflict resolution process to the strategies for managing anger. students make a Double T-Chart using the communication features of the three Winning Colors® they are least like.
- **Apply:** Students complete the Resolving Conflicts Performance Assessment Task and complete the key words review. Students reflect on the learning by re-addressing the lesson's Essential Question.
- **Reflect.** Students will write a 100 word reflection in their journal. Can you imagine how any of the conflicts in Exercise #1 – Types of Conflict could have been prevented or resolved? When two people are having a conflict, do you think it is easier for a third person to resolve it? Why or why not? Do you think you have the skills needed to manage conflict?
- **Inquire.** Reference Exercise #2 – What Would You Do ? Students will complete the exercise with a partner. Allow 5-10 minutes to complete the task, and then call on students to share their answers. Discuss student answers to the presentation slide that asks: Would your answers to Exercise #2 – What Would You Do, be different if you had asthma, and being around smoke made it hard to breathe?
- **Reflection:** Students will write a 150 word reflection utilizing the following prompt: What similarities did you notice in the two strategies? What role do emotions play in a conflict? Do you think it is possible to resolve a conflict when one person is very angry and the other is remaining calm?

Chapter 5: Health and Fitness

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

Chapter 5 Assignments:

- **Quick Write:** Students write their responses to the Essential Question: How can you improve your level of physical fitness?
- **Inquire:** Students participate in the Test Your Fitness Knowledge game to test their knowledge about the benefits of exercise.
- **Gather:** Students listen to a briefing on the benefits of physical activity and increasing their levels of fitness. Students view Interactive Animation #1 – Benefits of Exercise. Students read the “Elements of Fitness” section in their student text.
- **Process:** Students complete Exercise #1 – What Motivates You? to determine their best personal approach toward exercise.
- **Gather:** Students listen to a briefing on setting and monitoring fitness goals.
- **Process:** Students complete Exercise #2 – My Fitness Goals and Exercise #3 – Obstacles to Exercise.
- **Apply:** Students complete Exercise #4 – Scheduling Activities and Exercise #5 – My Exercise Schedule. Review Exercise #2 – My Fitness Goals and Handout #1 – Exercise Tracking. students complete the Benefits of Physical Activity Performance Assessment Task and complete the key words review. Students reflect on the learning by re-addressing the lesson's Essential Question.
- **Apply:** Each student will use the handout (parts 3 & 4) to record their activities for a period

determined by the instructor and collect data regarding those activities. They will begin assessing individual needs to start making their personal exercise program.

- **Inquire:** Students examine their fitness logs that they have completed over the past few days and determine if they have been doing easy, moderate, or vigorous activities. They then select two activities; one from the easy category and one from the moderate or vigorous category. students record these two activities on the Heart Rate Log handout along with their resting heart rate that was determined during class.
- **Gather:** Students measure their heart rates after participating in the two activities chosen in class and written down on the Heart Rate Log. They record their heart rate 1-2 minutes after completing the activities and complete a bar graph that shows their resting heart rate, the easy activity heart rate and the moderate/vigorous heart rate. students complete the activity by answering the questions about heart rate on the log sheet
- **Reflect:** Students will write a 50 word reflection utilizing the following prompt: Why is it important to know your starting time/score for each physical activity? Why will practice improve your time/score?
- **Quick Write:** Students write their responses to the Essential Question: How can you cope effectively with stress?
- **Inquire:** students participate in a class survey on positive and negative stress.
- **Gather:** students listen to a briefing on how the body responds to stress. View Animation #1 – The Alarm Response. students read the text section in their student text on Prolonged Stress and Your Health and answer the reinforcing questions
- **Process:** students complete Exercise #1 – How Stressed Are You? students participate in a class survey on the results of Exercise #1 – How Stressed Are You? and answer the Reflection Questions.
- **Gather:** students listen to a briefing about positive ways to manage stress, as they take notes on strategies in Exercise #2 – Positive Stress Management Strategies.
- **Process:** students review their responses to Exercise #1 – How Stressed Are You? and identify high stress items that they might have control over.
- **Apply:** students complete the Understanding and Controlling Stress Performance Assessment Task and complete the key words review. students reflect on the learning by re-addressing the lesson’s Essential Question.
- **Inquire:** Students will keep the food diary for one week and then answer the food diary handout questions.
- **Process:** Students describe how they meet the nutrient guidelines described in this lesson. Have them discuss the six nutrients and how they are or are not included in their diet. Be sure to discuss carbohydrates, fats (saturated and unsaturated) vitamins, and minerals. What dietary goals do they have to eat healthier? What things are they doing well now?
- **Process:** Copy and distribute the Dietary Guidelines Goal Sheet. Ask students to rate themselves for each of the nine guidelines.
- **Gather:** Students will complete the Understanding and Controlling Stress handout.
- **Reflect:** Students will write a 100 word reflection utilizing the following prompt: What does the survey say about the stress level of our class? Were you surprised by the area that was most stressful for the class? What do you think “Other Stressful Events” includes?
- **Lesson Reflect:** Students will write a 100 word reflection utilizing the following prompt: Do you have control over some of your stress? What stress management strategies do you think you are most

likely to use? Why? Do you think you have the tools you need to control how to cope with stress effectively?

Chapter 6: Service Learning

Service Learning is a required element of the JROTC program. In LET 1, students learn the features and benefits of service learning for the community, one's self, and the JROTC program. The service learning project is similarly known in the education realm as project based learning and contains the same elements.

Chapter 6 Assignments:

Part 1:

- **Quick Write:** Students will write their responses to the Essential Question: How can we help our community as a school or as students?
- **Inquire:** Guide students to preview the Student Learning Plan. Have small teams of students brainstorm different service activities of which they have been a part. Discuss which activities may match with JROTC lessons.
- **Gather:** Prepare to play Video #1 – Introduction to Service Learning and/or Animation #1 – Orientation to Service Learning. Guide students to list the attributes of service learning and community service in a Double Bubble Map using Exercise #1 – What is Service Learning? and their text as a guide.
- **Process:** Reference Exercise #2 – Service Learning Scenarios. Have students determine if these service learning scenarios meet the guidelines for an effective service learning project and create a Multi-Flow Map illustrating the causes and effects of each project that does meet the guidelines for a service learning project.
- **Apply:** students complete the Orientation to Service Learning Performance Assessment Task and complete the key words review. students reflect on the learning by re-addressing the lesson's Essential Question.
- **Reflect:** Students will write a 100 word reflection utilizing the following prompt: What do you see as necessary to accomplish service learning? Explain your answer.

Part 2:

- **Quick Write:** Students will write their responses to the Essential Question: How can participating in service learning make a difference to me and others?
- **Inquire:** students preview the Student Learning Plan information. Post a Tree Map example. students sequence steps and classify information required to plan a service learning project. Discuss team member roles and expectations.
- **Gather:** students view Animation #1 – Preparing for Service Learning about planning a service learning project. students create a KWL Chart to determine what they know and need to learn about team roles.
- **Process:** students examine Exercise #2 – Service Learning Project Plan. students discuss the steps they will need to complete in their selected service learning project. Use Exercise #3 – Service Learning Project Plan Sample and discuss the kinds of decisions that need to be made as part of the planning process and the kinds of information that needs to be included in each section.
- **Apply:** students complete the Preparing for Service Learning Performance Assessment Task and

complete the key words review. students reflect on the learning by re-addressing Essential Questions.

- **Reflect.** Students will write a 100 word reflection in their journal using the following prompt: What expectations or anxieties do you have about the project? What are the reasons you want to participate in this project?
- **Essay Assignment.** Students reflect on the lesson by writing a 400 word reflection using the following prompt: Students will write a reflection essay based on their experience with the service learning project. The outline will follow a structured essay format with an introduction and what the students' part was in the project. For the main body students will write what they did to help in the project. For the conclusion, should students focus on any recommendations to better the project or something they might do differently if they were able to do it again.

Writing Assignments (REQUIRED):

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

Assignments in JROTC I include a numerous amount of quick write responses and many written reflections that allow the student critical analysis of the lessons taught. Some writing examples include:

Chapter 1.

- **Quick Write:** Students quick-write their responses to the Essential Question: How does the chain of command facilitate the operations of a large structured organization?
- **Process:** students put together their assigned uniform and receive feedback from other students on their success. students complete Exercise #2 – Student Appearance and Grooming Standards.
- **Reflect.** Write a 150 word reflection on learning using the following prompts: How do the pyramid of authority and the unit organization chart graphically show the concept of span of control?
- **Reflect.** Write a 100 word reflection on learning using the following prompts: Why are there different classes of uniforms? What does it take to maintain the uniform?
- **Quick Write:** Students quick write their responses to the Essential Question: How does the chain of command facilitate the operations of a large structured organization?
- **Reflect.** Write a 100 word reflection on learning using the following prompts: How can personal awards help you achieve the battalion position you would like to achieve?
- **Reflect.** Students will reflect and write a list of characteristics that they feel an employer would value in an employee. Once they have a list, they compare that list to the list of employability skills and traits provided. What are the similarities and differences between the two lists? Do you think one list has more value than the other, and if so, explain why? Please write a 200 word reflection comparing the two lists.
- **Quick Write:** Students quick-write their responses to the Essential Question: Why are social etiquette and manners important?
- **Reflect.** Write a 100 word reflection on learning using the following prompts: How comfortable would you be participating in a formal receiving line? Explain your answer. How comfortable would you be at a formal dinner gathering? Explain. What information about the dining table and formal dinner manners and courtesies were new to you?

Chapter 2.

- **Quick Write:** Students quick write their responses to the Essential Question: Display Animation #1 – Self Portraits Animation of artist self-portraits. Question prompts: What is the artist doing or communicating about him or herself in this portrait? How do you see yourself versus what others see in you? When you look in the mirror, what do you see?
- **Write.** Students will write a 150 word reflection on the following prompt: “Describe the personality traits of a good leader.”
- **Write.** Question prompt: What leadership style does your teacher use? Write a 250 word minimum short response about your favorite teacher using the terms and leadership styles discussed in class today. The first paragraph should describe the type of leader that they are. The second paragraph should discuss how their leadership style affects how much you learn in their class? Then identify your individual leadership style and the benefits of that style, as well as what challenges that style may encounter.
- **Reflect.** Write a 150 word reflection on learning using the following prompts: What role do you think communication plays in leadership? Students reflect about a leader who they feel has integrity and people who you think who do not. What distinguishes one from the other? Who gets more attention in the media and why? How can valuing the various behavior preferences of others help your team effectively meet goals and solve problems?
- **Quick Write:** Students write their responses to the Essential Question: How can valuing the various behavior preferences of others help your team effectively meet goals and solve problems?
- **Reflect.** Write a 150 word reflection on learning using the following prompts: Who do you “value” or “appreciate” in your life and why? Can you appreciate someone who is completely different than yourself—in dress, academics, hobbies, or interests? Explain.
- **Quick Write:** Students write their responses to the Essential Question: How can you improve your thinking and learning skills?
- **Reflect.** Write a 150 word reflection on learning using the following prompts: What kind of thinking/viewpoints do you use most in your school subjects? In the rest of your life? What did you learn from creating these scenarios and playing the Thinking-Types Quiz game? Do you think creating these scenarios and playing this game helped you to think about how/when to use the different types of thinking in situations other than your school subjects? Why or why not?

Chapter 3 Assignments:

- **Quick Write:** Students write their responses to the Essential Question. Prompt: How do you accurately perform the stationary movements and specific steps used during drill?
- **Reflection:** Students will write a 100 word reflection utilizing the following prompt: Were you surprised at the level of detail required in executing stationary commands? If so, why? How do you think a squad becomes proficient in executing stationary movements?
- **Quick Write:** Students write their responses to the Essential Question. Prompt: How was drill important in America’s past and how can it impact your life today?
- **Reflection:** Students will write a 150 word reflection utilizing the following prompt: What is the role of drill in developing teamwork and everyday life skills?
- **Quick Write:** Students write their responses to the Essential Question. Prompt: How are the various squad formations and marching steps performed?
- **Reflection:** Students will write a 150 word reflection utilizing the following prompt: What is the function of using squad formations in drill? How does squad drill help to increase teamwork skills?

How are various squad formations and marching steps performed?

Chapter 4 Assignments:

- **Quick Write:** Students write their responses to the Essential Question. How can you make positive decisions and achieve your goals?
- **Quick Write:** Students write their responses to the Essential Question. How can you manage and resolve conflicts to maintain healthy relationships?
- **Reflection:** Students will write a 100 word reflection summary about using conflict resolution techniques in a real or hypothetical conflict.
- **Quick Write:** Students write their responses to the Essential Question. How can you manage and resolve conflicts to maintain healthy relationships?
- **Quick Write:** Students write their responses to the Essential Question. How can you manage anger using healthy strategies?
- **Reflect.** Students will write a 100 word reflection summary about using conflict resolution techniques in a real or hypothetical conflict.
- **Reflection:** Students will write a 150 word reflection utilizing the following prompt: Why is it important to manage your anger? Do you know people who are “hotheads”? Do you think you can cope with them in a better way after learning about anger?
- **Quick Write.** Students write their responses to the Essential Question. Do you think it is harder to argue with someone who uses “I” statements? Explain. Give examples of non-verbal communication in your conversations with friends and family.
- **Reflect.** Students will write a 100 word reflection in their journal. Can you imagine how any of the conflicts in Exercise #1 – Types of Conflict could have been prevented or resolved? When two people are having a conflict, do you think it is easier for a third person to resolve it? Why or why not? Do you think you have the skills needed to manage conflict?
- **Reflection:** Students will write a 150 word reflection utilizing the following prompt: What similarities did you notice in the two strategies? What role do emotions play in a conflict? Do you think it is possible to resolve a conflict when one person is very angry and the other is remaining calm?

Chapter 5 Assignments:

- **Quick Write:** Students write their responses to the Essential Question: How can you improve your level of physical fitness?
- **Reflect:** Students will write a 50 word reflection utilizing the following prompt: Why is it important to know your starting time/score for each physical activity? Why will practice improve your time/score?
- **Quick Write:** Students write their responses to the Essential Question: How can you cope effectively with stress?
- **Reflect:** Students will write a 100 word reflection utilizing the following prompt: What does the survey say about the stress level of our class? Were you surprised by the area that was most stressful for the class? What do you think “Other Stressful Events” includes?
- **Lesson Reflect:** Students will write a 100 word reflection utilizing the following prompt: Do you have control over some of your stress? What stress management strategies do you think you are most likely to use? Why? Do you think you have the tools you need to control how to cope with stress

effectively?

Chapter 6 Assignments:

- **Quick Write:** Students will write their responses to the Essential Question: How can we help our community as a school or as students?
- **Reflect:** Students will write a 100 word reflection utilizing the following prompt: What do you see as necessary to accomplish service learning? Explain your answer.
- **Quick Write:** Students will write their responses to the Essential Question: How can participating in service learning make a difference to me and others?
- **Reflect.** Students will write a 100 word reflection in their journal using the following prompt: What expectations or anxieties do you have about the project? What are the reasons you want to participate in this project?
- **Essay Assignment.** Students reflect on the lesson by writing a 400 word reflection using the following prompt: Students will write a reflection essay based on their experience with the service learning project. The outline will follow a structured essay format with an introduction and what the students' part was in the project. For the main body students will write what they did to help in the project. For the conclusion, should students focus on any recommendations to better the project or something they might do differently if they were able to do it again.

INSTRUCTIONAL MATERIALS (REQUIRED)

Textbook #1

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

Edition:

Author: Headquarters, Department of the Army

ISBN:

Publisher: Pearson Learning Solutions

Publication Date: 2015

Usage:

- Primary Text
- Read in entirety or near

Textbook #2

Title:

Edition:

Author:

ISBN:

Publisher:

Publication Date:

Usage:

- Primary Text
- Read in entirety or near

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

Access to studentportfolio.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	Description of Additional Costs: All costs are covered by the Department of the Army.
Additional costs:\$0	
Total cost per class set of instructional materials:	\$0

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

There are several key assignments that include: formative assessments, summative assessments and an Essay Competition during the first Unit.

Major formative assessments include lesson quizzes and several hands on checklists for drill commands. Examples of formative assessments used include:

Formative: The following checklist for Chapter 3, Team Building, Stationary Movements lesson is an example of such key formative assessment:

- | | | |
|---|-------------|-----------|
| 1) Student properly conducted the command "Attention" | Go or No Go | Feedback: |
| 2) Student properly conducted the command "Parade Rest" | Go or No Go | Feedback: |
| 3) Student properly conducted the command "Present Arms" | Go or No Go | Feedback: |
| 4) Students properly conducted the command "Left face". | Go or No Go | Feedback: |
| 5) Students properly conducted the command "Right Face". | Go or No Go | Feedback: |
| 6) Students properly conducted the command "Rest". | Go or No Go | Feedback: |
| 7) Students properly conducted the command "At Ease". | Go or No Go | Feedback: |
| 8) Students properly conducted the command "About Face". | Go or No Go | Feedback: |
| 9) Students properly conducted the command "Half Right Face". | Go or No Go | Feedback: |
| 10) Students properly conducted the command "Half Left Face". | Go or No Go | Feedback: |

The following quiz is for Chapter 1, JROTC Foundations, and is an example of formative assessment used for the lesson: Students will have to write out the answer each question:

1. What does JROTC stand for?
2. What is the mission of JROTC?
3. What is the motto for JROTC?
4. How many parades does JROTC attend in the School year?
5. What is the uniform called that you will be required to wear on Wednesdays?

Summative: There are two major summative assessments that will be completed during each semester. One is a 32 question multiple choice test with two short essay questions. And the second is a hands-on commands test that each student must complete individually.

Questions for the first semester multiple choice test include:

12. What are three commands when leading a squad in Drill and Ceremony?

- a. Fall in, Rear Face, Fall out
- b. Fall in, About Face, Half left Step March
- c. Fall in, Parade Rest, Squad Counter Column
- d. Fall in, Parade Rest, Squad Attention

13. What is the definition of the term "command of execution"?

- a. A part of a drill command that tells when the movement is to be carried out.
- b. A properly given command said in a tone that is understood by everyone.
- c. A series of steps followed in a regular, definite order.
- d. The act or process of making something ready for use or service.

14. When marching forward from a stationary position what foot do you step off with?

- a. Left
- b. Right
- c. Both
- d. Neither

15. What is the definition of the term "preparatory command"?

- a. A part of a drill command that tells when the movement is to be carried out.
- b. A series of steps followed in a regular, definite order.
- c. A properly given command said in a tone that is understood by everyone.
- d. An alert command meant to prepare everyone for a command of execution.

The two short essay questions may include:

- 1) What is the historical purpose of drill and ceremony? How is it relevant in the present day?
- 2) If you are assigned as a squad leader, describe how you would march a squad of eight students. Ensure you describe the commands that will be used, the position and description of each command given.

Summative II. The second summative assessment is the "hand on test", where students must demonstrate all marching commands learned throughout the unit. The test will consist of a checklist with a rubric that will be given to each student at least two weeks prior to the final assessment. Students will be given a command by the instructor and will be required to demonstrate that command to correctly and to standard. Each command will be given a score of 2-5 depending on the quality of the command according to the established rubric.

The rubric will include the following:

- 5 Performs the command to a high standard in a precise and sharp manner.
- 4 Performs the command with the required elements to standard. No errors

- 3 Missing one or more parts of the required command. Minor error.
- 2 Does not recall the command or demonstrates the wrong command.

Essay Competition: Students will write a 300 word essay as a major assignment during Unit 1. The prompt will be: Write about the history of drill and ceremony in the United States Army and how drill is still relevant today in school, sports and our community. The top three essay winners will receive the “Superior student Award,” an award that recognizes excellence.

Instructional Methods and/or Strategies (REQUIRED):

Please list specific instructional methods that will be used.

- 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.