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PROGRAM CONCENTRATION:	**Government & Public Safety**
CAREER PATHWAY:	**JROTC - Army**
COURSE TITLE:	**Leadership Education 1**

Course Description: Junior Reserve Officer Training Corps (JROTC) is a leadership education program. This program will help students build a strong knowledge base of self discovery and leadership skills applicable to many leadership and managerial situations. Mastery of these standards through project-based learning, service learning and leadership development activities will prepare students for 21st Century leadership responsibilities.

This laboratory course is designed to introduce students to the history, customs, traditions and purpose of the Army JROTC program. It teaches students strategies to maximize their potential for success through learning and self-management. Basic leadership skills to include leadership principles, values and attributes and communications skills are integrated throughout the course.

High schools students develop an understanding of learning style preferences, multiple intelligences, emotional intelligence and study skills. These self- assessments will enable students to be self-directed learners. The JROTC curriculum is enhanced through physical fitness activities, extracurricular and co-curricular activities that support the core employability skills standards and McRel academic standards.

CITIZENSHIP IN ACTION-Foundations of Army JROTC and Getting Involved

PS-LE1-1. Students will demonstrate how Army JROTC can impact their future.
   a.   Explain the mission of Army JROTC
   b.   Identify the challenges and opportunities in the Army JROTC program
   c.   Define key terminology relevant to the curriculum
   d.   Compose a summary incorporating how the JROTC mission and program can help achieve personal goals.

Academic Standard(s):

ELA10RL5. The student understands and acquires new vocabulary and uses it correctly in reading and writing.

c. Uses general dictionaries, specialized dictionaries, thesauruses, or related references as need to increase learning.

PS-LE1-2. Students will analyze purpose of the Army JROTC.

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   a.   Describe the U.S. congressional act that created JROTC
   b.   Identify the JROTC program outcomes
   c.   Explain significant historical events that combined military training and education
   d.   Define key words: conflict resolution, cultural diversity, National Defense Act, leadership
   e.   Compose a short essay on why JROTC is an important high school leadership career pathway

Academic Standard(s):

SSCG10 The student will describe the legislative process, including the roles played by committees and leadership.

a. Explain the steps in the legislative process.
b. Explain the function of various leadership positions within the legislature.

PS-LE1-3. Students will illustrate the rank and structure of Army JROTC.
   a.   Identify Army JROTC enlisted and officer insignia
   b.   Correlate cadet ranks to positions on the JROTC cadet battalion organization diagram
   c.   Correlate duties and responsibilities with positions in an Army JROTC cadet battalion
   d.   Evaluate how the organization supports the operation of the Army
   e.   Define key words: battalion, company, enlisted, platoons, specialists, squads, subordinate, succession, and team
   f.   Interpret the organizational structure of your school's cadet battalion

Academic Standard(s):

ELA10RL5. The student understands and acquires new vocabulary and uses it correctly in reading and writing.

c. Uses general dictionaries, specialized dictionaries, thesauruses, or related references as need to increase learning.

SSSocC3 Students will analyze social structure and interaction within society.

a. Explain the components of social structure; include status, role and social institutions.

c. Categorize groups within a society by comparing primary and secondary groups, in and out groups, reference groups, and social networks.

PS-LE1-4. Students will determine which signs of success they plan to accomplish within JROTC.
   a.   Compare the three types of unit decorations
   b.   Classify the components of individual award categories

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   c.   Classify the four institutional award categories
   d.   Define award criteria
   e.   Define the key words: academic awards, athletic awards, commitment, decorations, individual awards, initiative, military awards, miscellaneous awards, motivation, responsibility, unit awards
   f.   Create a Tree Map that illustrates the awards the student plans to achieve in JROTC

Academic Standard(s):

ELA10RL5. The student understands and acquires new vocabulary and uses it correctly in reading and writing.

c. Uses general dictionaries, specialized dictionaries, thesauruses, or related references as need to increase learning.

PS-LE1-5. Students will demonstrate proper cadet appearance.
   a.   Identify components of a JROTC Class A, Class B, and Battle Dress Uniform
   b.   Evaluate the appropriate occasions for wearing each uniform
   c.   Identify factors important to personal appearance
   d.   Determine guidelines for proper personal appearance in uniform
   e.   Describe proper maintenance of uniforms
   f.   Describe the uniform-wearing guidelines
   g.   Demonstrate placement of uniform awards, insignias and decorations
   h.   Conduct a uniform pre-inspection
   i.   Prepare for uniform inspection
   j.   Define key words: align, Army Combat Uniform (ACU), bisecting, Class A and B uniforms, Chevron, fads, ferrule, fitted neck tab, formal inspections, Garrison Cap, Gig Line, hemmed, insignia, nap, non-subdued, precedence, pre-inspection, shoulder marks, tarnished
   k.   Evaluate a fellow cadet's uniform and appearance

Academic Standard(s):

MM1P4. Students will make connections among mathematical ideas and to other disciplines.

   a. Recognize and use connections among mathematical ideas.
   c. Recognize and apply mathematics in contexts outside of mathematics.

PS-LE1-6. Students will demonstrate protocol to show respect for and handle the US Flag.
   a.   Explain the history of the United States flag

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b. Explain the symbolism of the various parts and colors on the flag
c. Classify the size and use of each basic type of United States flag
d. Demonstrate how to show respect for the United States flag
e. Compare the rules for displaying flag in different situations
f. Describe the correct way to fold the United States flag
g. Define key words: color(s), ensign, garrison flag, half-staff, halyard, pennant, post flag, staff, standard, storm flag, and union
h. Perform the correct folding, displaying and saluting of the US Flag

Academic Standard(s):

SSSocC1 students will explain the process of socialization.

a. Identify and describes the roles and responsibilities of an individual in society.

d. Evaluate the factors that socialize the individual; include family, peers, education, media, and religion.

PS-LE1-7. Students will demonstrate courtesies during the playing of the National Anthem.
a. Explain the history of the National Anthem
b. Describe cadet courtesies when the National Anthem is played
c. Explain the history of the official National March
d. Define key words: anthems, bombardment, national march, and symbol, "The Star-Spangled Banner," under arms
e. Demonstrate appropriate courtesies during the singing of the National Anthem indoors and outdoors, and in and out of uniform

Academic Standard(s):

SSSocC1 students will explain the process of socialization.

a. Identify and describes the roles and responsibilities of an individual in society.

d. Evaluate the factors that socialize the individual; include family, peers, education, media, and religion.

PS-LE1-8. Students will explore the purpose of military traditions, customs, and courtesies.
a. Distinguish among the types of personal salutes
b. Relate Army ranks to their proper titles
c. Determine situations requiring a salute
d. Identify forms of respect to senior officers

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   e.   Define key words: cannon salutes, courtesies, customs, dress, espirit de corps, mess, position of honor, reporting, ruffles and flourishes, salutes, self-propelled, traditions, uncasing, uncovered

   f.   Demonstrate proper respect toward JROTC cadre, fellow cadets and school staff

Academic Standard(s):

MLI.CU1. The students develop an awareness of perspectives, practices, and products of the cultures where the target language is spoken.

   c.   Describe customs and traditions of the cultures such as greetings, celebrations and courtesies.

LEADERSHIP THEORY AND APPLICATION-Being a Leader

PS-LE1-9. Students will identify their leadership strengths and opportunities for improvement

   a.   Analyze leader behaviors that create the desire to follow

   b.   Explore leader behaviors related to purpose, direction, and motivation

   c.   Identify ways to develop leadership behaviors

   d.   Define key words: behaviors, direction, leadership, motivation, purpose

   e.   Compose a summary of individual leadership behavior and suggestions for improvement

Academic Standard(s):

ELA10RL5. The student understands and acquires new vocabulary and uses it correctly in reading and writing.

SSSocC3 Students will analyze social structure and interaction within society.

a. Explain the components of social structure; include status, role and social institutions.

c. Categorize groups within a society by comparing primary and secondary groups, in and out groups, reference groups, and social networks.

d. Analyze the components, varieties, and functions of group dynamics; include such factors as group size, leadership and authority, and such processes as bystander effect and groupthink.

PS-LE1-10. Students will compare leadership styles

   a.   Describe how leadership has evolved

   b.   Compare different approaches to leadership

   c.   Discuss what leadership styles work best in different situations

   d.   Define key words: approach

   e.   Compose a summary describing the three styles of leadership

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Academic Standard(s):

SSCG10. The student will describe the legislative process, including the roles played by committees and leadership.
  b.   Explain the function of various leadership positions within the legislature.

SSSocC3 Students will analyze social structure and interaction within society.

a. Explain the components of social structure; include status, role and social institutions.

c. Categorize groups within a society by comparing primary and secondary groups, in and out groups, reference groups, and social networks.

d. Analyze the components, varieties, and functions of group dynamics; include such factors as group size, leadership and authority, and such processes as bystander effect and groupthink.

PS-LE1-11. Students will develop a personal code of ethics, comparing the values it represents with the Army Values
  a.   Describe the values that leaders possess
  b.   Assess how attitudes affect a person's actions
  c.   Explore how life experiences affect a person's values
  d.   Evaluate how the similarities and differences in people's values can impact how they interact with others
  e.   Relate individual values to the seven Army Values
  f.   Define key words: beliefs, bribery, coercion, dilemma, ethics, favoritism, norms, prejudices, selfless service, tenets, tunnel vision, unethical, values
  e.   Compose a personal code of ethics and compare them with the Army Values

Academic Standard(s):

ELA10RC2.   The student participates in discussions related to curricular learning in all areas

SSSocSC4 Students will analyze the function of social institutions as agents of social control across differing societies and times.

b. Evaluate the strengths and weaknesses of various social institutions.

PS-LE1-12. Students will develop a plan for using the 11 principles of leadership to improve leadership abilities

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a. Identify the 11 principles of leadership
b. Describe the BE, KNOW, and DO attributes of a leader
c. Identify how a cadet can demonstrate leadership character and competence
d. Define key words: attributes, censure, convictions, diversified, doctrine, introspection,philosophy, recrimination, and self-evaluation
e. Create an individual Leadership Development Plan

Academic Standard(s):

SSCG10. The student will describe the legislative process, including the roles played by committees and leadership.
b.   Explain the function of various leadership positions within the legislature.

SSSocC1 students will explain the process of socialization.

a. Identify and describes the roles and responsibilities of an individual in society.

d. Evaluate the factors that socialize the individual; include family, peers, education, media, and religion.

PS-LE1-13. Students will take action to prevent and/or stop sexual harassment and assault.
a.   Predict the potential consequences of sexual harassment/assault for the individuals involved
b.   Assess the role of individual point of view in determining what constitutes sexual harassment
c.   Locate resources for assisting victims of sexual harassment or assault
d.   Define key words: date rape, perpetrator, sexism, sexual harassment, vulnerable
e.   Develop a Sexual Harassment Prevention Plan for your JROTC battalion.

Academic Standard(s):

SSCG21 The student will demonstrate knowledge of criminal activity.

a. Examine the nature and causes of crimes.
b. Explain the effects criminal acts have on their intended victims.
c. Categorize different types of crimes.
d. Explain the different types of defenses used by perpetrators of crime.

SSPSP1 The student will analyze the impact of the social environment on behaviors and attitudes.

a. Explain phenomena that result from the influence of the social environment on the individual and vice versa; include obedience, social facilitation, social loafing, bystander apathy, conformity, groupthink, group polarization, and deindividualization.

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LEADERSHIP THEORY AND APPLICATION-Leadership Skills

PS-LE1-14. Students will explain the importance of drill in military discipline.
   a.   Summarize the origin of drill dating back to the Continental Army of the United States
   b.   Identify five purposes of drill in times of war and peace
   c.   Compare the qualities of discipline instilled in the Continental Army to what military drill develops today
   d.   Define key words: discipline, drill, maneuver, precision, unison
   e.   Compose a summary describing the origins of drill and its purpose in JROTC

Academic Standard(s):

SSUSH4 The student will identify the ideological, military, and diplomatic aspects of the American Revolution.
     c.   Analyze George Washington as a military leader including the creation of a professional military and the life of a common soldier, crossing the Delaware River, and Valley Forge.

PS-LE1-15. Students will demonstrate effectual command voice in drill.
   a.   Evaluate the responsibilities of a follower and leader in drill
   b.   Identify the types of drill commands
   c.   Describe the elements of a proper command voice
   d.   Define key words: cadence, column, command of execution, inflection, interval, preparatory command, rhythmic, selfless, snap, supplementary command, tone
   e.   Demonstrate the proper drill commands and the use of command voice

Academic Standard(s):

SSUSH4 The student will identify the ideological, military, and diplomatic aspects of the American Revolution.
     c.   Analyze George Washington as a military leader including the creation of a professional military and the life of a common soldier, crossing the Delaware River, and Valley Forge.

PS-LE1-16. Students will analyze personal strengths and weaknesses as a drill leader.
   a.   Describe the preparation of a drill leader before a drill
   b.   Sequence the procedure a drill leader takes to teach a drill
   c.   Identify five characteristics of a capable drill leader
   d.   Define key words: command of execution, command voice, preparation, procedure
   e.   Compose a summary describing the characteristics and responsibilities of drill leaders

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Academic Standard(s):

ELA10RL5. The student understands and acquires new vocabulary and uses it correctly in reading and writing.

c. Uses general dictionaries, specialized dictionaries, thesauruses, or related references as need to increase learning.

FOUNDATIONS FOR SUCCESS-Know Yourself-Socrates

PS-LE1-17. Students will determine their behavioral preferences.
  a.   Explain the four clusters of behavior in the Winning Colors® framework
  b.   Illustrate individual behavioral preferences using the four Winning Colors®
  c.   Identify strengths for each behavior cluster
  d.   Express appreciation for individual/self uniqueness
  e.   Define key words: assessment, cluster, differentiate, and introspection
  f.   Construct a Self-Awareness Matrix using the Winning Colors behavior model

Academic Standard(s):

MLIV.CU1 The students understand, describe, and discuss perspectives, practices, and products of the cultures studied and how they are interrelated. The students:
  b.   Discuss cultural patterns of behavior.

SSSocC3 Students will analyze social structure and interaction within society.

a. Explain the components of social structure; include status, role and social institutions.

c. Categorize groups within a society by comparing primary and secondary groups, in and out groups, reference groups, and social networks.

d. Analyze the components, varieties, and functions of group dynamics; include such factors as group size, leadership and authority, and such processes as bystander effect and groupthink.

PS-LE1-18. Students will apply an appreciation of diversity to interpersonal situations.
  a.   Identify key characteristics for each Winning Colors® behavior cluster: Builder, Planner, Adventurer, and Relater
  b.   Determine factors that impact the behavior of others
  c.   Evaluate factors that impact how others perceive individual behavior
  d.   Select behaviors that promote success in a variety of situations
  e.   Define key words: comfort zone, natural, and preference

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   f.   Compose a reflective essay on recognizing and appreciating diversity

Academic Standard(s):

ELA10RL5. The student understands and acquires new vocabulary and uses it correctly in reading and writing.

c. Uses general dictionaries, specialized dictionaries, thesauruses, or related references as need to increase learning.

PS-LE1-19. Students will develop a plan for personal growth.
   a.   Identify and assess key emotional skills to the relevant skill dimensions
   b.   Develop strategies for growth in two emotional skill areas
   c.   Plan self-directed development activities
   d.   Define key words: adaptability, assertion, change orientation, deference, emotional intelligence, intrapersonal, persistence
   e.   Create a Personal Growth Plan

Academic Standard(s):

MM1A1. Students will explore and interpret the characteristics of functions, using graphs, tables, and simple algebraic techniques.

e. Relate to a given context the characteristics of a function, and use graphs and tables to investigate its behavior.

SSPSP1 The student will analyze the impact of the social environment on behaviors and attitudes.

a. Explain phenomena that result from the influence of the social environment on the individual and vice versa; include obedience, social facilitation, social loafing, bystander apathy, conformity, groupthink, group polarization, and deindividualization.

PS-LE1-20. Students will determine the thinking/learning skills necessary for improving active learning
   a.   Identify the thinking types and related viewpoints necessary to address typical active learner questions
   b.   Distinguish between traits and activities of critical and creative thinkers
   c.   Compare and contrast the difference between objective and subjective thinking
   d.   Distinguish between active learner and passive learner traits

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e. Define key words: active, classify, creative, critical, generalize, objective, passive, predict, subjective, visualize
f. Create and execute an Active Learning Action Plan

Academic Standard(s):

ELA10RL5. The student understands and acquires new vocabulary and uses it correctly in reading and writing.

c. Uses general dictionaries, specialized dictionaries, thesauruses, or related references as need to increase learning.

SSPBC2 The student will analyze key concepts associated with information processing.

a. Describe the components of the human information system; include working memory, long term memory, sensory memory, and attention.

FOUNDATIONS FOR SUCCESS- Learning to Learn

PS-LE1-21. Students will relate the structure and function of the brain to the learning process.
   a. Identify key areas and functions of the midbrain/limbic system
   b. Associate major regions of the brain to their functions
   c. Explain the function of a neuron
   d. Explain the three elements involved in transmitting stimulus from outside the body to the brain
   e. Assess the process required to enhance brain power
   f. Define Key Words: axon, brain stem, cerebral hemisphere, cortex, dendrite, Limbic System, neural plasticity, neurons, neurotransmitter, sensory flooding, sensory gating, and synapse
   g. Construct a jigsaw puzzle of the brain

Academic Standard(s):

SAP1 Students will analyze anatomical structures in relationship to their physiological functions.
   a.   Apply correct terminology when explaining the orientation of body parts and regions.
   b.   Investigate the interdependence of the various body systems to each other and to the body as a whole.

SSPBF1 The student will explain the development, structure, and function of biological systems and their role in behavior, cognition, and emotion.

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a. Discuss the major divisions and sub-divisions of the nervous system and their role in behavior; include central (brain and spinal cord) and peripheral (autonomic, sympathetic and parasympathetic and somatic).

PS-LE1-22. Students will explain how learning styles and preferences can impact learning
   a.   Assess the uniqueness of individual learning styles and preferences
   b.   Distinguish among the three sensory (perceptual) systems
   c.   Explain the essential elements of the learning process
   d.   Contrast an automatic and purposeful response to stimuli
   e.   Explain the five phases of learning in the Dunn and Dunn learning model
   f.   Explore how to expand beyond your current preferences
   g.   Define key words: auditory, kinesthetic, mobility, mode, motivation, perception, persistence, reflex, schema, sensory, sociological, and tactile
   h.   Interpret the essential elements of the learning process and individuals' learning styles

Academic Standard(s):

SAP3 Students will assess the integration and coordination of body functions and their dependence on the endocrine and nervous systems to regulate physiological activities.
   a.   Interpret interactions among hormones, senses, and nerves which make possible the coordination of   functions of the body.
   b.   Investigate the physiology of electrochemical impulses and neural integration and trace the pathway of an impulse, relating biochemical changes involved in the conduction of the impulse.
   c.   Describe how the body perceives internal and external stimuli and responds to maintain a stable internal environment, as it relates to biofeedback.

SSPBF1 The student will explain the development, structure, and function of biological systems and their role in behavior, cognition, and emotion.

a. Discuss the major divisions and sub-divisions of the nervous system and their role in behavior; include central (brain and spinal cord) and peripheral (autonomic, sympathetic and parasympathetic and somatic).

PS-LE1-23. Students will use their intellectual strengths to improve academic performance
   a.   Assess Gardner's impact on the understanding of intelligence
   b.   Identify the eight types of intelligences
   c.   Distinguish between inter- and intra-personal intelligence
   d.   Examine how to strengthen intelligence
   e.   Define key words: Bodily/Kinesthetic intelligence, Logical/Mathematical intelligence, Intrapersonal intelligence, Interpersonal intelligence, Musical/Rhythmical intelligence, Naturalist intelligence, Visual/Spatial intelligence, Verbal/Linguistic intelligence

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    f.   Document application of the multiple intelligences to improve learning

Academic Standard(s):

ELA10RL5. The student understands and acquires new vocabulary and uses it correctly in reading and writing.

c. Uses general dictionaries, specialized dictionaries, thesauruses, or related references as need to increase learning.

SSPVB1 The student will analyze concepts related to the measurement and nature of intelligence.

a. Differentiate between general and multiple intelligences

FOUNDATIONS FOR SUCCESS-Study Skills

PS-LE1-24. Students will use Thinking Maps to enhance learning
    a.   Identify the types of thinking processes
    b.   Relate thinking to learning
    c.   Correlate thinking processes to the eight Thinking Maps
    d.   Select the appropriate Thinking Maps to visually depict a learning objective
    e.   Define key words: analogy, Brace Map, Bridge Map, Circle Map, Bubble Map, Double-bubble Map, Flow Map, Multi-Flow Map, Relating Factor, and Tree Map

Academic Standard(s):

MM1A1. Students will explore and interpret the characteristics of functions, using graphs, tables, and simple algebraic techniques.

e. Relate to a given context the characteristics of a function, and use graphs and tables to investigate its behavior.

PS-LE1-25. Students will select reading comprehension strategies to enhance learning
    a.   Identify the purposes of reading
    b.   Distinguish among reading comprehension strategies
    c.   Distinguish among the types of context clues readers use to determine word meaning
    d.   Recognize how to apply vocabulary strategies to enhance vocabulary context
    e.   Relate vocabulary in context strategies to reading comprehension
    e.   Define key words: analogy, antonym, appositive, comprehension, concept, context, hypothesis,   inventory, mood, prediction, properties, purpose, strategy, synonym
    g.   Apply vocabulary building and reading comprehension strategies to assigned readings

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Academic Standard(s):

ELA10RC4. The student establishes a context for information acquired by reading across subject areas.
  a.   Explores life experiences related to subject area content.
  c.   Determines strategies for finding content and contextual meaning for unfamiliar words or concepts.

ELAALRL5. The student understands and acquires new vocabulary and uses it correctly in reading and writing.
  a.   Identifies and correctly uses idioms, cognates, words with literal and figurative meanings, and patterns of word changes that indicate different meanings or functions.
  b.   Uses knowledge of mythology, the Bible, and other works often alluded to in American literature to understand the meanings of new words.
  c.   Uses general dictionaries, specialized dictionaries, thesauruses, or related references as needed to increase learning.

PS-LE1-26. Students will develop personal study and test-taking strategies
  a.   Relate personal learning preferences to study habits
  b.   Identify effective study skill strategies
  c.   Evaluate test preparation strategies
  d.   Distinguish among various note-taking tips and strategies
  e.   Define the key words: allocate, aural/auditory, compare, contrast, efficient, enumerate, inference, interpret, justify, paraphrase, prove
  f.   Develop individualized personal study and test-taking strategies

Academic Standard(s):

MA2D4. Students will understand the differences between experimental and observational studies by posing questions and collecting, analyzing, and interpreting data.

ELA9LSV1 The student participates in student-to-teacher, student-to-student, and group verbal interactions.
  a.   Initiates new topics and responds to adult-initiated topics.
  b.   Asks relevant questions.
  c.   Responds to questions with appropriate information.
  d.   Actively solicits another person's comments or opinions.
  i.   Employs group decision-making techniques such as brainstorming or a problem-solving sequence (e.g., recognizes problem, defines problem, identifies possible solutions, selects optimal solution and implements.
  j.   Divides labor to achieve the overall group goal efficiently.

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FOUNDATIONS FOR SUCCESS-Communication Skills

PS-LE1-27. Students will demonstrate how the communication process affects interaction between individuals
   a.   Describe the communication model for interpersonal interactions
   b.   Compare verbal and nonverbal means of communication
   c.   Explain how to avoid mixed messages
   d.   Evaluate your communication style
   e.   Define key words: audience analysis, channel, feedback, mixed messages, noise, nonverbal, receiver, setting, and verbal
   f.   Demonstrate the communication process in a team role play situation

Academic Standard(s):

ELA10RL5. The student understands and acquires new vocabulary and uses it correctly in reading and writing.

c. Uses general dictionaries, specialized dictionaries, thesauruses, or related references as need to increase learning.

PS-LE1-28. Students will use active listening strategies
   a.   Explain how barriers prevent effective listening
   b.   Compile a list of trigger words
   c.   Identify four tips to improve effective listening skills
   d.   Define key words: hearing, listening, thought speed, trigger words
   e.   Demonstrate active listening skills and complete an Active Listening Task Summary in the cadet portfolio

Academic Standard(s):

ELA10RC4. The student establishes a context for information acquired by reading across subject areas.
   c.   Determines strategies for finding content and contextual meaning for unfamiliar words or concepts.

   a.   Identifies and correctly uses idioms, cognates, words with literal and figurative meanings, and patterns of word changes that indicate different meanings or functions.

SSPBC2 The student will analyze key concepts associated with information processing.

a. Describe the components of the human information system; include working memory, long term memory, sensory memory, and attention.

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b. Evaluate strategies that enhance memory; include mnemonics, rehearsal, and elaboration.

FOUNDATIONS FOR SUCCESS-Conflict Resolution
Builds essential skills cadets need to maximize learning potential and future success, and lays the groundwork for service learning.

PS-LE1-29. Students will determine causes of conflict
   a.   Recognize the impact of conflict on relationships
   b.   Describe the four basic causes of conflict
   c.   Analyze five different types of conflicts
   d.   Use "I" statements to facilitate effective communication
   e.   Define key words: active listening, conflict, effective speaking, frustration, harassment, hostility, miscommunication, relationships, solutions, territorial, understanding
   f.   Create a Conflict Multi-Flow Map illustrating the causes and effects of a specific conflict

Academic Standard(s):

ELA10RC4. The student establishes a context for information acquired by reading across subject areas.
   a.   Explores life experiences related to subject area content.
   c.   Determines strategies for finding content and contextual meaning for unfamiliar words or concepts.

PS-LE1-30. Students will apply conflict resolution techniques
   a.   Apply awareness of differences in behavior preferences (Winning Colors®) to conflict situations and resolution
   b.   Evaluate the steps to managing conflict
   c.   Assess personal conflict management skills
   d.   Recognize different hot buttons and the behavior style they indicate
   e.   Evaluate the pros and cons of alternatives to determine potential solutions to conflict
   f.   Define key words: apologize, compromise, mediation, negotiation, resolution
   g.   Apply conflict resolution techniques to conflicts in your life

Academic Standard(s):

ELA10RC4. The student establishes a context for information acquired by reading across subject areas.
   a.   Explores life experiences related to subject area content.
   c.   Determines strategies for finding content and contextual meaning for unfamiliar words or concepts.

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SSPBF3 The student will discuss the components of stress.

a. Categorize and explain the different physiological and psychological reactions to stress.

b. Identify strategies to deal with stress that promote health; include coping strategies and behavior modification.

FOUNDATIONS FOR SUCCESS-NEFE High School Financial Planning Program

PS-LE1-31. Students will determine personal financial goals
   a.   Differentiate between needs and wants
   b.   Describe how values can influence decisions
   c.   Compare SMART (Specific, Measurable, Achievable, Reasonable & Time Bound) goals
   d.   Discuss how goals impact actions
   e.   Define key words: delayed gratification, goal, needs, SMART goals, values, wants
   f.   Develop a Personal Financial Goal Plan

Academic Standard(s):

SSEPF1 The student will apply rational decision to the making of personal spending and savings choices.

a. Explain that people respond to positive and negative incentives in predictable ways.
b. Use a rational decision making model to select one option over another.
c. Create a savings or financial investment plan for a future goal.

FOUNDATIONS for SUCCESS – CADET CHALLENGE

PS-LE2- 37. Students will develop a personal exercise program and learn to take responsibility for their actions and choices.

a. Compare the Cadet Challenge to the Presidential Physical Fitness Award
b. Participate in the Cadet Challenge fitness assessment and appropriate health related activities.
c. Use fitness assessment results to establish individual goals for all five health related fitness components.
d. Develop a personal fitness plan to attain individual goals.
e. Assess personal fitness outcomes following a period of training.
f. Create a personal fitness plan that promotes health related fitness, stress reduction and weight control in school and non school settings.
g. Define the key words: aerobic, anaerobic, calisthenics, cardio respiratory, isokinetic, isometric, isotonic, obesity and tone.

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Academic Standard(s):

MM1A1. Students will explore and interpret the characteristics of functions, using graphs, tables, and simple algebraic techniques.

e. Relate to a given context the characteristics of a function, and use graphs and tables to investigate its behavior.

SAP2 Students will analyze the interdependence of the integumentary, skeletal, and muscular systems as these relate to the protection, support and movement of the human body.

 b. Explain how the skeletal structures provide support and protection for tissues, and function together with the muscular system to make movements possible.

SCSh4 Students will use tools and instruments for observing, measuring, and manipulating scientific equipment and materials.

a. Develop and use systematic procedures for recording and organizing information.
b. Use technology to produce tables and graphs.

Reading Across the Curriculum

Reading Standard Comment
After the elementary years, students engage in reading for learning. This process sweeps across all disciplinary domains, extending even to the area of personal they experience text in all genres and modes of discourse. In the study of various disciplines of learning (language arts, mathematics, science, social studies), students must learn through reading the communities of discourse of each of those disciplines. Each subject has its own specific vocabulary, and for students to excel in all subjects, they must learn the specific vocabulary of those subject areas in context.

Beginning with the middle grades years, students begin to self-select reading materials based on personal interests established through classroom learning. Students become curious about science, mathematics, history, and literature as they form contexts for those subjects related to their personal and classroom experiences. As students explore academic areas through reading, they develop favorite subjects and become confident in their verbal discourse about those subjects.

Reading across curriculum content develops both academic and personal interests in students. As students read, they develop both content and contextual vocabulary. They also build good habits for reading, researching, and learning. The Reading Across the Curriculum standard focuses on the academic and personal skills students acquire as they read in all areas of learning.

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Students will enhance reading in all curriculum areas by:
  a. Reading in all curriculum areas
   - Read a minimum of 25 grade-level appropriate books per year from a variety of subject disciplines and participate in discussions related to curricular learning in all areas.
   - Read both informational and fictional texts in a variety of genres and modes of discourse.
   - Read technical texts related to various subject areas.
  b. Discussing books
   - Discuss messages and themes from books in all subject areas.
   - Respond to a variety of texts in multiple modes of discourse.
   - Relate messages and themes from one subject area to messages and themes in another area.
   - Evaluate the merit of texts in every subject discipline.
   - Examine author's purpose in writing.
   - Recognize the features of disciplinary texts.
  c. Building vocabulary knowledge
   - Demonstrate an understanding of contextual vocabulary in various subjects.
   - Use content vocabulary in writing and speaking.
   - Explore understanding of new words found in subject area texts.
  d. Establishing context
   - Explore life experiences related to subject area content.
   - Discuss in both writing and speaking how certain words are subject area related.
   - Determine strategies for finding content and contextual meaning for unknown words.

CTAE Foundation Skills

The Foundation Skills for Career, Technical and Agricultural Education (CTAE) are critical competencies that students pursuing any career pathway should exhibit to be successful. As core standards for all career pathways in all program concentrations, these skills link career, technical and agricultural education to the state's academic performance standards.

The CTAE Foundation Skills are aligned to the foundation of the U. S. Department of Education's 16 Career Clusters. Endorsed by the National Career Technical Education Foundation (NCTEF) and the National Association of State Directors of Career Technical Education Consortium (NASDCTEc), the foundation skills were developed from an analysis of all pathways in the sixteen occupational areas. These standards were identified and validated by a national advisory group of employers, secondary and postsecondary educators, labor associations, and other stakeholders. The Knowledge and Skills

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provide learners a broad foundation for managing lifelong learning and career transitions in a rapidly changing economy.

CTAE-FS-1 Technical Skills: Learners achieve technical content skills necessary to pursue the full range of careers for all pathways in the program concentration.

CTAE-FS-2 Academic Foundations: Learners achieve state academic standards at or above grade level.

CTAE-FS-3 Communications: Learners use various communication skills in expressing and interpreting information.

CTAE-FS-4 Problem Solving and Critical Thinking: Learners define and solve problems, and use problem-solving and improvement methods and tools.

CTAE-FS-5 Information Technology Applications: Learners use multiple information technology devices to access, organize, process, transmit, and communicate information.

CTAE-FS-6 Systems: Learners understand a variety of organizational structures and functions.

CTAE-FS-7 Safety, Health and Environment: Learners employ safety, health and environmental management systems in corporations and comprehend their importance to organizational performance and regulatory compliance.

CTAE-FS-8 Leadership and Teamwork: Learners apply leadership and teamwork skills in collaborating with others to accomplish organizational goals and objectives.

CTAE-FS-9 Ethics and Legal Responsibilities: Learners commit to work ethics, behavior, and legal responsibilities in the workplace.

CTAE-FS-10 Career Development: Learners plan and manage academic-career plans and employment relations.

CTAE-FS-11 Entrepreneurship: Learners demonstrate understanding of concepts, processes, and behaviors associated with successful entrepreneurial performance.