

Implementation date
Fall 2010

PROGRAM CONCENTRATION:
CAREER PATHWAY:
COURSE TITLE:

Government & Public Safety
JROTC - Army
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.

Implementation date
Fall 2010

DRAFT

- 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

Implementation date
Fall 2010

DRAFT

- 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

Implementation date

DRAFT

Fall 2010

- 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

Implementation date
Fall 2010

DRAFT

- e. Define key words: cannon salutes, courtesies, customs, dress, esprit 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

Implementation date
Fall 2010

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

Implementation date
Fall 2010

DRAFT

- 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 deindividuation.

Implementation date
Fall 2010

DRAFT

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

Implementation date
Fall 2010

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

Implementation date
Fall 2010

DRAFT

- 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 deindividuation.

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

Implementation date
Fall 2010

DRAFT

- 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.

Implementation date
Fall 2010

DRAFT

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

Implementation date
Fall 2010

DRAFT

- 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

Implementation date

Fall 2010

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.

Implementation date
Fall 2010

DRAFT

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.

Implementation date
Fall 2010

DRAFT

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.

Implementation date
Fall 2010

DRAFT

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.

Implementation date
Fall 2010

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.

Implementation date
Fall 2010

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

Implementation date
Fall 2010

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

Implementation date
Fall 2010

DRAFT

concepts, processes, and behaviors associated with
successful entrepreneurial performance.

PROGRAM CONCENTRATION: Government & Public Safety
CAREER PATHWAY: JROTC - Army
COURSE TITLE: Leadership Education 2

Course Description: This laboratory course is designed to build on the self discovery skills sets taught in JROTC 1. As self directed learners, students study the fundamentals citizenship skills, the foundation of the American political system and our Constitution. Personal responsibility and wellness is reinforced by diet, nutrition and physical fitness activities. Drug and alcohol awareness and prevention are reinforced. Students are placed in leadership roles that enable them to demonstrate an understanding of basic leadership principles, values and attributes.

The Junior ROTC curriculum is enhanced through physical fitness activities, extracurricular and co-curricular activities that support the core employability skills standards and McRel academic standards.

ARMY JROTC – LEADERSHIP EDUCATION TRAINING

WELLNESS, FITNESS AND FIRST AID - ACHIEVING A HEALTHY LIFESTYLE

PS-LE2-1 Students will evaluate how diet impacts life.

- a. Analyze how calories consumed versus calories used affects body weight
- b. Identify the daily - required food and portions
- c. Research the possible effects of a diet high in fat and cholesterol
- d. Evaluate sources and benefits of fiber in your diet

Academic Standard(s):

SB1 Students will analyze the nature of the relationships between structures and functions in living cells.

- c. Identify the function of the four major macromolecules (i.e., carbohydrates, proteins, lipids, nucleic

Implementation date
Fall 2010
acids).

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.

PS-LE2-2 .Students will analyze how well they meet nutritional guidelines.

- a. Explain the six nutrients your body requires
- b. Compare and contrast saturated and unsaturated fats
- c. Describe the role fat and cholesterol play in body functioning
- d. Identify food sources of vitamins and minerals
- e. Compare the functions of vitamins, carbohydrates, fats and proteins

Academic Standard(s):

SB1 Students will analyze the nature of the relationships between structures and functions in living cells.

- c. Identify the function of the four major macromolecules (i.e., carbohydrates, proteins, lipids, nucleic acids).

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.

WELLNESS, FITNESS AND FIRST AID – FIRST AID FOR EMERGENCY AND NON EMERGENCY SITUATIONS

PS-LE2-3 Students will assess first aid situations.

- a. Explain the significance of the Good Samaritan law
- b. Identify the steps of first aid intervention
- c. Evaluate an accident victim and perform first aid
- d. Determine the essential information needed when calling an emergency

Academic Standard(s):

Implementation date
Fall 2010

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.

PS-LE2-4 Students will demonstrate life-saving skills in an emergency situation.

- a. Demonstrate the correct procedures to perform rescue breathing
- b. Perform the proper procedures for Cardiac Pulmonary Resuscitation
- c. Analyze how CPR can keep a victim's heart and brain alive
- d. Sequence the steps for performing the Heimlich maneuver

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.

PS-LE2-5 Students will determine first aid procedures for bleeding victim

- a. Describe the three types of bleeding and the best way to control bleeding
- b. Distinguish between direct pressure, pressure points and a tourniquet to control bleeding
- c. Describe the procedure to clean wounds
- d. Evaluate the importance of following Universal Precautions when dealing with blood and other body fluids
- e. Define key words: arteries, dressing, elevated, hemorrhage, pressure bandage, pressure points,

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

Implementation date
Fall 2010
whole.

PS-LE2-6 Students will determine the first aid treatment for shock, fractures, strains and sprains

- a. Explain causes and effects of shock
- b. Identify the signs of shock
- c. Demonstrate treatment for shock victims
- d. Distinguish between closed and open fractures
- e. Identify procedures for immobilizing fractures using splints and slings
- f. Distinguish between strains and sprains

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.

PS-LE2-7 Students will determine first aid treatment for burns

- a. Characterize degrees of burns
- b. Demonstrate the appropriate treatment for first, second, and third-degree heat burns
- c. Demonstrate the appropriate treatment for electrical burns
- d. Demonstrate the appropriate treatment for chemical burns to the eyes and skin

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.

PS-LE2-8 Students will determine first aid treatment for wounds, bruises and poisoning

Implementation date
Fall 2010

DRAFT

- a. Identify the causes and symptoms of poisoning
- b. Evaluate and treat a poison victim
- c. Distinguish between the four types of wounds
- d. Demonstrate the appropriate treatment for minor wounds and bruises

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.

PS-LE2-9 Students will determine first aid treatment for heat related injuries

- a. Evaluate the cause and effect of heat injuries
- b. Associate the symptoms of the three types of heat injuries
- c. Describe the symptoms of heat cramps, heat exhaustion and heatstroke
- d. Determine the appropriate treatment for heat cramps, heat exhaustion and heatstroke

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.

PS-LE2-10 Students will determine first aid treatment for cold weather injuries

- a. Describe factors to consider in cold weather situations
- b. Explain causes and effects of cold weather injuries
- c. Identify symptoms of cold weather injuries
- d. Determine the appropriate treatment for frostbite, immersion foot/trench foot, hypothermia and snow blindness
- e. Define key words: dehydration, frostbite, hypothermia, insulate, precipitation, subcutaneous, superficial

Implementation date
Fall 2010

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.

PS-LE2-11 Students will determine first aid treatment for bites, stings and poisonous hazards

- a. Identify types of venoms as they relate to types of snakes.
- b. Evaluate the effects of animal and human bites
- c. Identify the symptoms of insect bites and stings
- d. Associate the types of poisonous plants to the reactions they cause
- e. Determine the appropriate treatment for contact with poisonous plants
- f. Define key words: allergic reaction, antivenin, calamine, discoloration, rabies, tetanus, venom

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.

PS-LE2-12 Students will assess the impact of drug and substance abuse on life today

- a. Identify commonly abused substances
- b. Recognize the difference between drug use, misuse and abuse
- c. Evaluate reasons why people might use, misuse or abuse alcohol or drugs
- d. Identify the risks associated with alcohol and various drugs
- e. Predict the consequences of alcohol and drug use, misuse and abuse to life

Academic Standard(s):

PS-LE2-13 Students will respond to substance use and abuse situations

Implementation date
Fall 2010

DRAFT

- a. Compare and contrast the external and internal factors that influence decisions about substance abuse
- b. Apply the F-I-N-D-S Decision Process
- c. Formulate substance abuse prevention strategies
- d. Evaluate Interpersonal and Enforcement interventions
- e. Recognize signs of substance abuse
- f. Summarize reasons for substance abuse and strategies to remain drug, alcohol, and tobacco-free
- g. Identify ways to approach/help someone you suspect has a drug problem

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.

GEOGRAPHY, MAP SKILL AND ENVIRONMENTAL AWARENESS - MAP SKILLS

PS-LE2-14 Students will use map reading skills

- a. Identify symbols, colors, and features on standard road maps and locations on a city and state map
- b. Determine directions to specified sites using a city and state map
- d. Define key words: bar scale, contrast, elevation, intermittent, landforms, legend, man-made, marginal information, orient, prominent, relief, terrain, and topographic maps

Academic Standard(s):

SSWG1 The student will explain the physical aspects of geography.

- a. Describe the concept of place by explaining how physical characteristics such as landforms, bodies of water, climate, soils, natural vegetation, and animal life are used to describe a place.

CITIZENSHIP IN AMERICAN HISTORY AND GOVERNMENT

PS-LE2-15 Students will examine the Preamble to the American Constitution

Implementation date
Fall 2010

DRAFT

- a. Classify the components of the Preamble to the United States Constitution
- b. Explain the goals of the Preamble
- c. Connect the principles of the Preamble to the United States Constitution to personal values
- d. Define key words: preamble, beneficiaries, goals, responsible parties

Academic Standard(s):

SSCG3 The student will demonstrate knowledge of the United States Constitution.

- b. Analyze the purpose of government stated in the Preamble of the United States Constitution.

PS-LE2-16 Students will hypothesize what our country would be like without the seven citizenship skills

- a. Define the seven “You the People” citizenship skills
- b. Correlate the seven “You the People” citizenship skills to the Preamble of the Constitution
- c. Analyze the relationship between the citizenship skills and effective teamwork
- d. Define key words: balance, cooperation, fairness, patience, respect, self-improvement, strength

Academic Standard(s):

|

SSCG3 The student will demonstrate knowledge of the United States Constitution.

- b. Analyze the purpose of government stated in the Preamble of the United States Constitution.
- c. Explain the fundamental principles upon which the United States Constitution is based including the rule of law, popular sovereignty, separation of powers, checks and balances, and federalism.

PS-LE2-17 Students will use the small group meeting process in decision-making situations

- a. Compare and contrast simple majority and consensus decision-making processes
- b. Explain the impact of the small group meeting agenda
- c. Summarize “You the People” ground rules
- d. Identify and explain the small group meeting roles and processes
- e. Formulate a process for role rotations

Academic Standard(s):

SSCG3 The student will demonstrate knowledge of the United States Constitution.

Implementation date
Fall 2010

DRAFT

c. Explain the fundamental principles upon which the United States Constitution is based including the rule of law, popular sovereignty, separation of powers, checks and balances, and federalism.

PS-LE2-18 Students will participate in a Representative Group Session

- a. Identify the responsibilities of a small group representative
- b. Analyze the impact of the representative group session agenda
- c. Sequence the representative group session process

Academic Standard(s):

SSCG3 The student will demonstrate knowledge of the United States Constitution.

c. Explain the fundamental principles upon which the United States Constitution is based including the rule of law, popular sovereignty, separation of powers, checks and balances, and federalism.

SSCG5 The student will demonstrate knowledge of the federal system of government described in the United States Constitution.

- b. Define the difference between enumerated and implied powers.
- c. Describe the extent to which power is shared.

PS-LE2-19 Students will explore the Chief Justice process for debating constitutional and contemporary issue

- a. Examine the purpose of the Chief Justice game
- b. Explore the rules of the Chief Justice game
- c. Determine the process required to render a verdict in a case

Academic Standard(s):

SSCG22 The student will demonstrate knowledge of the criminal justice process.

- a. Analyze the steps in the criminal justice process.
- b. Explain an individual's due process rights.
- c. Describe the steps in a criminal trial or civil suit.
- d. Examine the different types of sentences a convicted person can receive.

PS-LE2-20 Students will examine how the Founders' ideas of government were designed to protect the natural rights of citizens

Implementation date
Fall 2010

DRAFT

- a. Identify how and why the natural rights philosophers used an imaginary state of nature to think about the basic problems of governments
- b. Analyze the basic ideas of the natural rights philosophy, including state of nature, law of nature, natural rights, social contract and consent
- c. Determine the purpose of government based on the natural rights philosophy
- d. Describe how the natural rights philosophy uses the concepts of consent and social contract to explain the formation of government
- e. Analyze the influence of the natural rights philosophy on the Founders
- f. Evaluate the concepts of constitution and constitutional government
- g. Determine the essential characteristics of constitutional government that differentiate them from autocratic or dictatorial governments
- h. Explain the essential characteristics of a constitution or higher law

Academic Standard(s):

SSCG2 The student will analyze the natural rights philosophy and the nature of government expressed in the Declaration of Independence.

- a. Compare and contrast the Declaration of Independence to the Social Contract Theory.
- b. Evaluate the Declaration of Independence as a persuasive argument.

PS-LE2- 21 Students will trace how the American ideas of individual rights developed

- a. Examine how classical republicanism ideas influenced the Founders' concept of government
- b. Distinguish between classical republicanism and the natural rights philosophy
- c. Evaluate how the ideas and traditions of historical eras supported the Founders' thinking about natural rights and classical republicanism
- d. Explore how James Madison refined the ideas of classical republicanism to meet the needs of the new Americans

Academic Standard(s):

SSUSH5 The student will explain specific events and key ideas that brought about the adoption and implementation of the United States Constitution.

- b. Evaluate the major arguments of the anti-Federalists and Federalists during the debate on ratification of the Constitution put forth in the Federalists Papers concerning form of government, factions, checks and balances and the power of the executive including the roles of Alexander Hamilton and James Madison.
- d. Analyze how the Bill of Rights serves as a protector of individual and states rights.

Implementation date
Fall 2010

PS-LE2- 22 Students will show how the Founders built on the principles of British representative government

- a. Examine how the nature of the British constitution emerged from struggles between royalty, nobility and the church
- b. Identify how parliamentary government changed and began to represent the interests of all people
- c. Assess how the constitutional principles in the English Bill of Rights impacted the U.S. Bill of Rights
- d. Defend a position on the importance of specific rights such as habeas corpus and trial by jury and on what limitations, if any, should be placed on them

Academic Standard(s):

SSUSH5 The student will explain specific events and key ideas that brought about the adoption and implementation of the United States Constitution.

- d. Analyze how the Bill of Rights serves as a protector of individual and states rights.

SSCG6 The student will demonstrate knowledge of civil liberties and civil rights.

- a. Examine the Bill of Rights with emphasis on First Amendment freedoms.
- d. Explain how government seeks to maintain the balance between individual liberties and the public interest.
- e. Explain every citizen's right to be treated equally under the law.

SSCG1 The student will demonstrate knowledge of the political philosophies that shaped the development of United States constitutional government.

- a. Analyze key ideas of limited government and the rule of law as seen in the Magna Carta, the Petition of Rights, and the English Bill of Rights.

PS-LE2- 23 Students will form an opinion about how the Declaration of Independence reflects your ideas about the purpose of government and protection of individual rights

- a. Explain how differences between colonial America and Europe affected the Founders' beliefs about government and individual rights
- b. Evaluate how you, as a citizen today, would view the limitation of many rights to white, male, property owners
- c. Determine how the Declaration of Independence justified the arguments for

Implementation date
Fall 2010

DRAFT

- separation of the colonies from Great Britain
- d. Examine what the Declaration of Independence says about the purpose of government and protection of individual rights

Academic Standard(s):

SSCG6 The student will demonstrate knowledge of civil liberties and civil rights.

- a. Examine the Bill of Rights with emphasis on First Amendment freedoms.
- d. Explain how government seeks to maintain the balance between individual liberties and the public interest.
- e. Explain every citizen's right to be treated equally under the law.

PS-LE2- 24 Students will examine the first states' constitutional ideals for protecting their rights

- a. Explain the basic ideas of natural rights, republicanism, and constitutional government contained in the early state constitutions
- b. Compare and contrast the differences between the Massachusetts constitution and other state constitutions
- c. Explain the purpose of the state declarations of rights
- d. Describe the main components of the Virginia Declaration of Rights
- e. Defend positions on legislative supremacy

Academic Standard(s):

SSCG3 The student will demonstrate knowledge of the United States Constitution.

- c. Explain the fundamental principles upon which the United States Constitution is based including the rule of law, popular sovereignty, separation of powers, checks and balances, and federalism.

SSCG4 The student will demonstrate knowledge of the organization and powers of the national government.

- a. Describe the structure and powers of the legislative, executive, and judicial branches.
- b. Analyze the relationship between the three branches in a system of checks and balances and separation of powers

PS-LE2- 25 Students will determine why the Founders created a weak national government under the Articles of Confederation and the problems that resulted

Implementation date
Fall 2010

DRAFT

- a. Determine why Americans needed a national government after the colonies declared independence from Great Britain
- b. Explain why the Founders created their first constitution and the Articles of Confederation
- c. Describe the problems of the United States under the Articles of Confederation and how the Founders' concerns led to a proposal to revise the Articles
- d. Compare and contrast the advantages and disadvantages of the Articles of Confederation
- e. Define key word: factions, loyalists, majority rule, and national government

Academic Standard(s):

SSUSH5 The student will explain specific events and key ideas that brought about the adoption and implementation of the United States Constitution.

- a. Explain how weaknesses in the Articles of Confederation and Daniel Shays' Rebellion led to a call for a stronger central government.
- b. Evaluate the major arguments of the anti-Federalists and Federalists during the debate on ratification of the Constitution put forth in the Federalists Papers concerning form of government, factions, checks and balances and the power of the executive including the roles of Alexander Hamilton and James Madison.

PS-LE2- 26 Students will explain how the Philadelphia Convention and the Virginia Plan helped create the Constitution

- a. Sequence the steps leading to the calling of the Philadelphia Convention and the initial purpose of the Convention
- b. Identify the characteristics of the Framers who attended the Convention
- c. Describe the Framers' agreement on how to conduct the business of the Convention
- d. Defend positions on how the constitution should be developed - by Congress or by a special national convention
- e. Compare and contrast the basic elements of the Virginia Plan and the New Jersey Plan

Academic Standard(s):

SSCG5 The student will demonstrate knowledge of the federal system of government described in the United States Constitution.

- a. Explain the relationship of the state governments to the national government.
- b. Define the difference between enumerated and implied powers.
- c. Describe the extent to which power is shared.

Implementation date
Fall 2010

PS-LE2- 27 Students will categorize the powers granted to the legislative, judicial and executive branches of government

- a. Explain how and why the Framers developed the present system of representation in Congress and the advantages and disadvantages of this system
- b. Describe how Article 1 of the Constitution delegates explicit powers to the Congress and limits the powers of both the national and state governments
- c. Explain the “three-fifths clause” and the “fugitive slave clause” and the issues they were intended to resolve
- d. Defend positions on disagreements at the Philadelphia Convention over representation and slavery
- e. Describe the basic organization of the executive and judicial branches set forth in Articles II and III of the Constitution
- f. Explain the limitations on the powers of the executive and judicial branches
- g. Determine why the Framers developed the electoral college as the method for selecting the president
- h. Defend positions on the influence of the presidency over legislation

Academic Standard(s):

SSCG3 The student will demonstrate knowledge of the United States Constitution.

c. Explain the fundamental principles upon which the United States Constitution is based including the rule of law, popular sovereignty, separation of powers, checks and balances, and federalism.

SSCG4 The student will demonstrate knowledge of the organization and powers of the national government.

- a. Describe the structure and powers of the legislative, executive, and judicial branches.
- b. Analyze the relationship between the three branches in a system of checks and balances and separation of powers

PS-LE2-28 Students will compare positions on capital punishment to rights protected in the Fifth through Eighth Amendments

- a. Identify how provisions in the Fifth Amendment protect your rights after arrest
- b. Explain how the Sixth Amendment is intended to provide fair hearing for accused criminals
- c. Examine issues and controversies over the Right to Counsel
- d. Compare and contrast historic and current positions pertaining to types of punishment

Implementation date
Fall 2010

e. Define key words: acquitted, bail, capital punishment, cruel and unusual punishment, double jeopardy, felony, indicted, right to counsel

Academic Standard(s):

SSCG6 The student will demonstrate knowledge of civil liberties and civil rights.

- b. Analyze due process law expressed in the 5th and 14th Amendments.
- d. Explain how government seeks to maintain the balance between individual liberties and the public interest.
- e. Explain every citizen's right to be treated equally under the law.

SSCG22 The student will demonstrate knowledge of the criminal justice process.

- a. Analyze the steps in the criminal justice process.
- b. Explain an individual's due process rights.
- c. Describe the steps in a criminal trial or civil suit.
- d. Examine the different types of sentences a convicted person can receive.

PS-LE2-29 Students will justify the differences between the military and civilian justice systems

- a. Identify the four factors that determine whether a crime is service-connected
- b. Determine the rights of an accused person under the military justice system
- c. Explain the procedures for administering and imposing non-judicial punishment under Article 15 of the Uniformed Code of Military Justice
- d. Differentiate between the three levels of court-martial as they pertain to court composition and the types of cases heard by each level
- e. Define key words: admissible, admonition, Article 15, censure, coerced, General Court-Martial, Special Court-Martial, Summary Court-Martial, Uniformed Code of Military Justice

Academic Standard(s):

SSCG22 The student will demonstrate knowledge of the criminal justice process.

- a. Analyze the steps in the criminal justice process.
- b. Explain an individual's due process rights.
- c. Describe the steps in a criminal trial or civil suit.
- d. Examine the different types of sentences a convicted person can receive.

Implementation date
Fall 2010

PS-LE2- 30. Students will determine their role as a citizen of a constitutional democracy

- a. Explain the relationship between self-interest and the common good
- b. Describe the differences between citizens and resident aliens
- c. Compare and contrast how citizenship in a constitutional democracy differs from citizenship in a totalitarian state
- d. Show how citizens can exercise their rights and responsibilities in a Constitutional democracy

Academic Standard(s):

SSCG17 The student will demonstrate knowledge of the organization and powers of state and local government described in the Georgia Constitution.

- d. Analyze the relationship among state and local governments.
- e. Evaluate direct democracy by the initiative, referendum, and processes.

PS-LE2- 31 Students will predict how increased diversity, technological changes, closer international relationships, and current constitutional issues are likely to affect life as an American citizen over the next 10 years

- a. Analyze developments taking place in the world that may impact the future of American citizenship
- b. Evaluate the impact of increased diversity in society on the political system
- c. Assess the potential impact of increasingly sophisticated technology on representative democracy
- d. Determine how changes in the complexity of American society create new constitutional issues
- e. Research constitutional issues currently being raised in American society
- f. Describe unenumerated rights and the controversies raised by the Ninth Amendment

Academic Standard(s):

SSCG7 The student will describe how thoughtful and effective participation in civic life is characterized by obeying the law, paying taxes, serving on a jury, participating in the political process, performing public service, registering for military duty, being informed about current issues, and respecting differing opinions

Implementation date
Fall 2010

SSCG17 The student will demonstrate knowledge of the organization and powers of state and local government described in the Georgia Constitution.

- e. Evaluate direct democracy by the initiative, referendum, and processes.

PS-LE2- 32 Students will illustrate similarities and differences between the American view of human rights and the views held by other constitutional governments

- a. Describe the influence of American ideas about government and individual rights have had on other nations of the world
- b. Compare and contrast how constitutional democracy in other nations differs from constitutional democracy in the United States
- c. Compare and contrast the differences between the Bill of Rights and the Universal Declaration of Human Rights and between negative and positive rights
- d. Defend positions on what rights, if any, in the Universal Declaration of Human Rights should be established in the United States

Academic Standard(s):

SSCG1 The student will demonstrate knowledge of the political philosophies that shaped the development of United States constitutional government.

- a. Analyze key ideas of limited government and the rule of law as seen in the Magna Carta, the Petition of Rights, and the English Bill of Rights.

FOUNDATIONS for SUCCESS- MAKING A DIFFERENCE WITH SERVICE LEARNING

PS-LE2- 33.Students will prepare for a service learning project

- a. Identify the steps needed in conduct a service learning experience
- b. Identify the essential components of a service learning project
- c. Assess the role of teamwork in completing a service learning project
- d. Develop a service learning project plan
- e. Define key words: experiential learning, exploratory project, field education, problem-based learning, training

Academic Standard(s):

Implementation date
Fall 2010

DRAFT

SSCG7 The student will describe how thoughtful and effective participation in civic life is characterized by obeying the law, paying taxes, serving on a jury, participating in the political process, performing public service, registering for military duty, being informed about current issues, and respecting differing opinions

PS-LE2- 34. Students will evaluate the effectiveness of a service learning project

- a. Relate the projected goals of a service learning project to the project results
- b. Assess the role of structured reflection in extending learning
- c. Evaluate a service learning experience using the four quadrant model
- d. Define key words: advocacy service, after action review, analysis, direct service, indirect service, integration, observation, placement, project

Academic Standard(s):

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.
- c. Use technology to develop, test, and revise experimental or mathematical models.

MM1P5. Students will represent mathematics in multiple ways.

- c. Use representations to model and interpret physical, social, and mathematical phenomena.

FOUNDATIONS for SUCCESS – CADET CHALLENGE

PS-LE2- 35. 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.

Implementation date
Fall 2010

Academic Standard(s):

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.

SC6 Students will understand the effects motion of atoms and molecules in chemical and physical processes.

b. Collect data and calculate the amount of heat given off or taken in by chemical or physical processes.

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.

Implementation date
Fall 2010

DRAFT

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.

Students will enhance reading in all curriculum areas by:

- c. 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.
- d. 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.
- e. 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.
- f. 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

Implementation date
Fall 2010

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 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.

Implementation date
Fall 2010

DRAFT

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.

PROGRAM CONCENTRATION: Government & Public Safety
CAREER PATHWAY: JROTC - Army
COURSE TITLE: Leadership Education 3

This laboratory course is designed to build on the leadership experiences developed during JROTC Army 1 and 2. Basic command and staff principles are introduced and include an overview of organizational roles and responsibilities. Leadership strategies, managing conflict, leading others, planning and communications skills are evaluated to improve organizational effectiveness. Career planning is investigated.

The Junior ROTC curriculum is enhanced through physical fitness activities, extracurricular and co-curricular activities that support the core employability skills standards and McRel academic standards.

ARMY JROTC – LEADERSHIP EDUCATION TRAINING

CITIZENSHIP IN Action– Foundations of Army JROTC and Getting Involved

PS-LE3-1. Students will demonstrate command and staff principles while performing the duties of an earned leadership position within the cadet battalion organization.

- a. Compare and contrast staff responsibilities and evaluate three common procedures used to coordinate staff actions
- b. Classify the three types of staffs and evaluate their relationship to the commander
- c. Sequence the nine-steps of command and staff actions
- d. Clarify the scope and purpose of the commander's estimate
- e. Perform assigned leadership duties
- e. Define key words: coordinating staff, course of action, echelon, personal staff, special staff

Academic Standard(s):

Implementation date
Fall 2010

DRAFT

SSEF2 The student will give examples of how rational decision making entails comparing the marginal benefits and the marginal costs of an action.

b. Explain that rational decisions occur when the marginal benefits of an action equal or exceed the marginal costs.

MC4P3. Students will communicate mathematically.

- a. Organize and consolidate their mathematical thinking through communication.
- b. Communicate their mathematical thinking coherently and clearly to peers, teachers, and others.
- c. Analyze and evaluate the mathematical thinking and strategies of others.
- d. Use the language of mathematics to express mathematical ideas precisely

.MM3P5. Students will represent mathematics in multiple ways.

- a. Create and use representations to organize, record, and communicate mathematical ideas.
- b. Select, apply, and translate among mathematical representations to solve problems.
- c. Use representations to model and interpret physical, social, and mathematical phenomena

MLIII.CU1 The students understand and discuss perspectives, practices, and products of the cultures studied and how they are interrelated. The students:

- a. Participate in real or simulated cultural events.
- b. Discuss patterns of behavior typically associated with culture(s).

ELA11LSV2 The student formulates reasoned judgments about written and oral communication in various media genres. The student delivers focused, coherent, and polished presentations that convey a clear and distinct perspective, demonstrate solid reasoning, and combine traditional rhetorical strategies of narration, exposition, persuasion, and description.

c. Analyzes effective speeches made for a variety of purposes and prepares and delivers a speech containing these same features.

SSSocC3 Students will analyze social structure and interaction within society.

- 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.
- e. Analyze the strengths and weaknesses of formal organizations and bureaucracies.

Implementation date
Fall 2010

DRAFT

LEADERSHIP THEORY AND APPLICATION: Leadership Strategies

PS-LE3- 2 Students will employ strategies for neutralizing the impact of personal prejudices and stereotypes on relationships with others

- a. Analyze how people display prejudice toward others
- b. Identify reasons for discrimination and stereotyping
- c. Induce ways a leader can guide diverse groups to work together as a team
- d. Create a personal plan of action to counteract prejudices, stereotypes and misconceptions about others
- e. Define key words: culture, discrimination, ethnic, impartial, inclusionary, minority, stereotype, synergy

Academic Standard(s):

SSWG2 The student will explain the cultural aspects of geography

- d. Explain the how the development of customs and traditions help to define a culture and a people.

MLVIII.CU1 The students understand, describe, and discuss perspectives, practices, and products of the culture(s) studied and how they are interrelated on topics related to philosophy, social issues, regionalisms, and traditions. The students:

- b. Recognize target culture influences on the products and practices of the target culture(s).
- c. Recognize the target culture's influences on the products and practices of culture(s).

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

PS-LE3- 3 Students will formulate a developmental counseling plan

- a. Summarize performance indicators used to assess leadership skills
- b. Assess the qualities and skills of an effective counselor
- c. Research effective assessment and counseling strategies
- d. Demonstrate effective counseling skills in a variety of leadership situations
- e. Define key words: communication, counseling, development, evaluation, flexibility, purpose, support

Academic Standard(s):

SSEF2 The student will give examples of how rational decision making entails comparing the marginal benefits and the marginal costs of an action.

Implementation date
Fall 2010

DRAFT

b. Explain that rational decisions occur when the marginal benefits of an action equal or exceed the marginal costs.

PS-LE3- 4 Students will negotiate a win/win solution for a given situation

- a. Evaluate how trust and betrayal affects relationships
- b. Compare and contrast the effects of competition and collaboration in relationships
- c. Analyze the effects of win-lose, win-win, and lose-lose strategies in negotiations
- d. Summarize the strategies used during the negotiation process
- e. Define key words: negotiation, principled negotiation

Academic Standard(s):

SSEF2 The student will give examples of how rational decision making entails comparing the marginal benefits and the marginal costs of an action.

b. Explain that rational decisions occur when the marginal benefits of an action equal or exceed the marginal costs.

SCSh3 Students will identify and investigate problems scientifically.

- a. Suggest reasonable hypotheses for identified problems.
- b. Develop procedures for solving scientific problems.
- c. Collect, organize and record appropriate data.
- d. Graphically compare and analyze data points and/or summary statistics.
- e. Develop reasonable conclusions based on data collected.
- f. Evaluate whether conclusions are reasonable by reviewing the process and checking against other available information.

SSSocSC1 Students will explain the process of socialization

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

PS-LE3- 5 Students will solve a problem using the seven-step problem-solving process

- a. Sequence the seven-step problem-solving process
- b. Summarize the decision-making process
- c. Evaluate behaviors that contribute to or block efforts to solve a group problem
- d. Identify the problem solving and decision making process in a given case study

Implementation date
Fall 2010

DRAFT

e. Define key words: cohesive, contingencies, improving, influencing, intuitions, non-judgments, objectively, operating

Academic Standard(s):

ELA11LSV2 The student formulates reasoned judgments about written and oral communication in various media genres. The student delivers focused, coherent, and polished presentations that convey a clear and distinct perspective, demonstrate solid reasoning, and combine traditional rhetorical strategies of narration, exposition, persuasion, and description.

c. Analyzes effective speeches made for a variety of purposes and prepares and delivers a speech containing these same features.

SSSocC3 Students will analyze social structure and interaction within society

e. Analyze the strengths and weaknesses of formal organizations and bureaucracies

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.

LEADERSHIP THEORY AND APPLICATION: LEADING OTHERS

PS-LE3- 6 Students will execute platoon drills

- a. Determine the correct response to the commands when forming and marching a platoon element
- b. Compare and contrast platoon level drill with squad level drill
- c. Demonstrate proficiency in drill commands while performing in a platoon formation
- d. Evaluate drill performance and provide constructive feedback
- d. Define key words: cover, flank, formations, interval, line, pivot

Academic Standard(s):

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.

Implementation date
Fall 2010

PS-LE3- 7 Students will perform the duties of a team leader, squad leader, platoon sergeant, or platoon leader

- a. Classify the duties and responsibilities of the different leadership positions within a platoon
- b. Evaluate the four steps leaders should use when assuming a new leadership position
- c. Identify a leadership position and summarize individual qualifications to serve
- d. Define key words: implement, observe, plan

Academic Standard(s):

SSSocC3 Students will analyze social structure and interaction within society

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

ELA11LSV2 The student formulates reasoned judgments about written and oral communication in various media genres. The student delivers focused, coherent, and polished presentations that convey a clear and distinct perspective, demonstrate solid reasoning, and combine traditional rhetorical strategies of narration, exposition, persuasion, and description.

- c. Analyzes effective speeches made for a variety of purposes and prepares and delivers a speech containing these same features.

Foundations for Success: Presenting Skills

PS-LE3- 8 Students will organize writing for a specific purpose

- a. Identify situations where writing is an appropriate form of communication
- b. Evaluate various writing techniques
- c. Determine how to use writing to express your needs
- d. Explain how to effectively organize writing assignments

Academic Standard(s):

ELA9LSV2 The student formulates reasoned judgments about written and oral communication in various media genres. The student delivers focused, coherent, and polished presentations that convey a clear and distinct perspective, demonstrate solid reasoning, and combine traditional rhetorical strategies of narration, exposition, persuasion, and description.

Implementation date
Fall 2010

Critical Component: When responding to written and oral texts and media (e.g., television, radio, film productions, and electronic media), the student:

- a. Assesses the ways language and delivery affect the mood and tone of the oral communication and impact the audience.
- b. Analyzes the types of arguments used by the speaker, including argument by authority, emotion, and logic.
- c. Formulates judgments about ideas under discussion and supports those judgments with convincing evidence.
- e. Creates an appropriate scoring guide to prepare, improve, and assess presentations.
- f. Develops and applies criteria for assessing the effectiveness of the presentation, style, and content of films and other forms of electronic communication.
- h. Identifies differences between the voice, tone, and diction used in media presentations (e.g., documentary films, news broadcasts, taped interviews) and informal speech.

PS-LE3- 9 Students will write a speech for a specific purpose

- a. Identify ways to create interesting speech introductions
- b. Compare and contrast different types of speeches and occasions for which speeches are used
- c. Describe how to organize effective speeches
- d. Define key words: articulate, commemorative, demographic, descriptive, dramatic statement, eye contact, impromptu, logical, modulation, operational, persuasive, tone, statement, vocal qualities, volume

Academic Standard(s):

ELA10W1 The student produces writing that establishes an appropriate organizational structure, sets a context and engages the reader, maintains a coherent focus throughout, and signals closure. The student

- a. Establishes a clear, distinctive, and coherent thesis or perspective and maintains a consistent tone and focus throughout.
- b. Selects a focus, structure, and point of view relevant to the purpose, genre expectations, audience, length, and format requirements.
- c. Constructs arguable topic sentences, when applicable, to guide unified paragraphs.
- d. Uses precise language, action verbs, sensory details, appropriate modifiers, and active rather than passive voice.
- e. Writes texts of a length appropriate to address the topic or tell the story.
- f. Uses traditional structures for conveying information (e.g., chronological order, cause and effect, similarity and difference, and posing and answering a question).

Implementation date
Fall 2010

DRAFT

g. Supports statements and claims with anecdotes, descriptions, facts and statistics, and specific examples.

PS-LE3-10 Students will present a speech for a specific purpose

- a. Identify ways to improve speaking skills
- b. Develop a plan a plan to improve speaking ability by avoiding common mistakes
- c. Develop coping strategies for stressful speaking situations
- d. Utilize visual aids to support the speech
- d. Define key words: constructive criticism, coping strategy

Academic Standard(s):

ELA11W1 The student produces writing that establishes an appropriate organizational structure, sets a context and engages the reader, maintains a coherent focus throughout, and signals a satisfying closure. The student

- a. Establishes a clear, distinctive, and coherent thesis or perspective and maintains a consistent tone and focus throughout.
- b. Selects a focus, structure, and point of view relevant to the purpose, genre expectations, audience, length, and format requirements.
- c. Constructs arguable topic sentences, when applicable, to guide unified paragraphs.
- d. Uses precise language, action verbs, sensory details, appropriate modifiers, and active rather than passive voice.
- e. Writes texts of a length appropriate to address the topic or tell the story.
- f. Uses traditional structures for conveying information (e.g., chronological order, cause and effect, similarity and difference, and posing and answering a question).
- g. Supports statements and claims with anecdotes, descriptions, facts and statistics, and specific examples.

Foundations for Success: MANAGING CONFLICT

PS-LE3-11 Students will apply anger management strategies

- a. Determine the common causes and effects of anger in interpersonal relationships
- b. Select strategies for controlling anger
- c. Research the role of empathy in reducing anger
- d. Create an individualized anger management plan
- e. Define key words: aggression, anger management, assertion, change orientation, deference, empathy

Implementation date
Fall 2010

Academic Standard(s):

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 behavioral modification

ELA9LSV2 The student formulates reasoned judgments about written and oral communication in various media genres. The student delivers focused, coherent, and polished presentations that convey a clear and distinct perspective, demonstrate solid reasoning, and combine traditional rhetorical strategies of narration, exposition, persuasion, and description.

- b. Analyzes the types of arguments used by the speaker, including argument by authority, emotion, and logic.

PS-LE3- 12 Students will develop strategies for resolving conflict in a diverse, multi-cultural setting

- a. Assess how age, race, ethnicity, gender, and other aspects of diversity impact perceptions of self and others
- b. Compare and contrast two or more points of view and the reasons behind them
- c. Clarify particular points of disagreement and agreement
- d. Formulate appropriate intervention guidelines
- e. Analyze techniques for reducing conflict within a diverse population
- f. Define key words: stereotype, prejudice, discrimination, scapegoating, bigotry, racism, anti-Semitism

Academic Standard(s):

SSSocIC1 Students will analyze forms of social inequality

Analyze the sources and effects of stratification on the basis of social class; race and ethnicity; gender; age; and emotional, mental, and physical disabilities

SSWG2 The student will explain the cultural aspects of geography

- d. Explain the how the development of customs and traditions help to define a culture and a people

Implementation date
Fall 2010

DRAFT

PS-LE3- 13 Students will apply mediation techniques to resolve conflict

- a. Differentiate between arbitration and mediation
- b. Determine the role of a mediator and the qualities required to fulfill that role
- c. Create ground rules for the mediation process
- d. Facilitate the steps in the mediation process
- e. Adapt active listening skills to the mediation process
- f. Mediate a situation requiring conflict resolution
- g. Define key words: arbitration, empathy, mediation, anger management, violence prevention

Academic Standard(s):

SSCG7 The student will describe how thoughtful and effective participation in civic life is characterized by obeying the law, paying taxes, serving on a jury, participating in the political process, performing public service, registering for military duty, being informed about current issues, and respecting differing opinions

SSSocC3 Students will analyze social structure and interaction within society

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 group think

PS-LE3- 14 Students will apply strategies to prevent violence

- a. Differentiate between violent and non-violent responses to anger
- b. Compare and contrast violence prevention techniques
- c. Evaluate strategies for preventing violence
- d. Create an individualized Violence Prevention Action Plan
- e. Define key words: violence, prevention, decision-point

Academic Standard(s):

SSCG7 The student will describe how thoughtful and effective participation in civic life is characterized by obeying the law, paying taxes, serving on a jury, participating in the political process, performing public service, registering for military duty, being informed about current issues, and respecting differing opinions

Implementation date
Fall 2010

DRAFT

SAP3 Students will assess the integration and coordination of body functions and their dependence on the endocrine and nervous systems to regulate physiological activities.

c. Describe how the body perceives internal and external stimuli and responds to maintain a stable internal environment, as it relates to biofeedback.

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

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, group think, group polarization, and deindividuation

Foundations for Success: Making a Difference with Service Learning.

PS-LE3- 15 Students will prepare a service learning project.

- a. Identify the steps needed to conduct a service learning project .
- b. Identify the essential components of a service learning project.
- c. Assess the role of teamwork in completing a service learning project.
- d. Develop a service learning plan.
- e. Define key words

PS-LE3-16 Students will evaluate the effectiveness of a service learning project .

- a. Relate the projected goal of a service learning project to the project results.
- b. Assess the role of structured reflection in extending learning.
- c. Evaluate a service learning experience using the four quadrant model.
- d. Define key words: Advocacy Service, After Action Review, Analysis, Direct Service, Indirect Service, Indirect Service, Integration, Observation, Placement, Project.

Academic Standard(s):

SSCG7 The student will describe how thoughtful and effective participation in civic life is characterized by obeying the law, paying taxes, serving on a jury, participating in the political process, performing public service, registering for military duty, being informed about current issues, and respecting differing opinions

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.
- c. Use technology to develop, test, and revise experimental or mathematical models.

Implementation date
Fall 2010

DRAFT

MM1P5. Students will represent mathematics in multiple ways.

- c. Use representations to model and interpret physical, social, and mathematical phenomena.

Foundations for Success: Career Planning

PS-LE3-17 Students will investigate a career

- a. Evaluate personal strengths and interests and link them to possible career paths
- b. Research jobs/careers of interest
- c. Explore the difference between a job and a career.
- d. Determine qualifications and education/training necessary for desired career.
- e. Discuss the effects of education and training on a career
- f. Identify the steps in developing a career exploration strategy
- g. Analyze future job trends
- h. Define key words: advancement, attitude, career, employee, entrepreneur, internship, job, job posting, mentor, occupation, profession, promotion, telecommuting, virtual worker, vocation

Academic Standard(s):

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.

MM1P5. Students will represent mathematics in multiple ways.

- c. Use representations to model and interpret physical, social, and mathematical phenomena.

PS-LE3- 18 Students will create a personalized career portfolio

- a. Explain the importance of developing and maintaining a career portfolio
- b. Identify components to include in a career portfolio
- c. Determine what best represents personal achievements and goals
- d. Evaluate documents to include in a career portfolio
- e. Define key words: employment application, interview, networking, portfolio, resume, success

Implementation date
Fall 2010

Academic Standard(s):

ELA11W1 The student produces writing that establishes an appropriate organizational structure, sets a context and engages the reader, maintains a coherent focus throughout, and signals a satisfying closure. The student

- b. Selects a focus, structure, and point of view relevant to the purpose, genre expectations, audience, length, and format requirements.
- e. Writes texts of a length appropriate to address the topic or tell the story.

PS-LE3- 19 Students will relate the military to individual career goals

- a. Determine the difference between three career paths available in the U.S. Armed Forces
- b. Classify four ways to become a commissioned officer
- c. Research basic enlistment qualifications and process to enter the military
- d. Assess benefits provided to enlisted members of the military
- e. Summarize the purpose of the Selective Service
- f. Define key words: active duty, commissary, counterparts, enlistment, exchange, prerequisite, recruiter, reserves

Academic Standard(s):

MM3P4. Students will make connections among mathematical ideas and to other disciplines.

- a. Recognize and use connections among mathematical ideas.
- b. Understand how mathematical ideas interconnect and build on one another to produce a coherent whole.
- c. Recognize and apply mathematics in contexts outside of mathematics.

PS-LE3- 20 Students will create a College Preparation Action Plan

- a. Research different types of colleges
- b. Sequence the admissions process
- c. Explore ways to finance college
- d. Identify educational institutions and majors that fit personal needs
- e. Define key words: academic, admissions, aptitude tests, college, distance education, financial aid, grants, registration, scholarships, tuition, university

Academic Standard(s):

Implementation date
Fall 2010

DRAFT

MM3P4. Students will make connections among mathematical ideas and to other disciplines.

- a. Recognize and use connections among mathematical ideas.
- b. Understand how mathematical ideas interconnect and build on one another to produce a coherent whole.
- c. Recognize and apply mathematics in contexts outside of mathematics.

Foundations for Success: Planning Skills and Social Responsibility

PS-LE3- 21 Students will apply effective decision-making process to personal situations

- a. Relate how decision-making impacts life
- b. Distinguish between decision-making and problem solving
- c. Distinguish among effective and ineffective decision-making strategies
- d. Identify the features and benefits of the decision-making processes
- e. Develop an individualized action plan
- f. Define key words: Criteria Filter, idleness, intuition, Routinization

Academic Standard(s):

SSSocSC1 Students will explain the process of socialization

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

MM3P4. Students will make connections among mathematical ideas and to other disciplines.

- a. Recognize and use connections among mathematical ideas.
- b. Understand how mathematical ideas interconnect and build on one another to produce a coherent whole.
- c. Recognize and apply mathematics in contexts outside of mathematics.

PS-LE3- 22 Students will develop a personal goals action plan

- a. Define goals
- b. Differentiate between short-, medium-, and long-term goals
- c. Analyze goals to determine what makes goals meaningful
- d. Identify the criteria for well-defined goals

Implementation date
Fall 2010

DRAFT

e. Define key words: goals, goal-setting, long-term goal, mid-term goal, short-term goal

Academic Standard(s):

SSEF2 The student will give examples of how rational decision making entails comparing the marginal benefits and the marginal costs of an action.

b. Explain that rational decisions occur when the marginal benefits of an action

PS-LE3-23 Students will develop a personal time management plan

- a. Distinguish between time efficiencies and wasters
- b. Relate time management to personal goals
- c. Develop daily, weekly and quarterly time management plans
- d. Define key words: agenda, procrastination, time management, time wasters

Academic Standard(s):

SSEF2 The student will give examples of how rational decision making entails comparing the marginal benefits and the marginal costs of an action.

b. Explain that rational decisions occur when the marginal benefits of an action

PS-LE3- 24 Students will apply the rules of etiquette in social situations

- a. Prepare invitations and thank-you notes
- b. Exhibit appropriate etiquette when making introductions
- c. Demonstrate proper dining etiquette
- d. Define key words: comradeship, curtly, dining in, dining out, etiquette, martial, monopolize, palate, place cards, protocol, receiving line, repast, sorbet, stag, stilted, tines

Academic Standard(s):

MLIV.IP1 The students exchange a variety of oral and written information and ideas in the target language on topics related to contemporary events and issues, utilizing cultural references where appropriate. The students:

a. Express needs and desires.

Implementation date
Fall 2010

DRAFT

- b. Share emotions and preferences.
- c. Elicit and express opinions and information.

Foundations for Success: NEFE High School Financial Planning Program.

PS-LE3- 25 Students will create a personal financial plan.

- a. Outline a plan to meet personal financial goals.
- b. Identify short-term, intermediate-term, and long –term financial goals.
- c. Analyze an individual Personal Spending Record.
- d. Assess currency and accuracy of goals.
- b. Create a plan to meet individual financial goals.
- f. Monitor and modify a personal financial plan.

PS-LE3- 26 Students will create a personal budget.

- a. Itemize income and expenses.
- b. Evaluate personal and financial goals with spending habits.
- c. Prepare a budget utilizing spreadsheet software.

PS-LE3- 27. Students will create a personal saving and investing plan.

- a. Chart a plan for future savings and investments.
- b. Forecast the potential growth of at least three income and growth investments.
- c. Align savings and investments plans with financial goals.
- d. Create a spreadsheet that displays the plan.

Academic Standard(s):

SSEF2 The student will give examples of how rational decision making entails comparing the marginal benefits and the marginal costs of an action.

- b. Explain that rational decisions occur when the marginal benefits of an action equal or exceed the marginal costs.

MC4P3. Students will communicate mathematically.

- a. Organize and consolidate their mathematical thinking through communication.
- b. Communicate their mathematical thinking coherently and clearly to peers, teachers, and others.

MM3P5. Students will represent mathematics in multiple ways.

- a. Create and use representations to organize, record, and communicate mathematical ideas.

Implementation date

Fall 2010

- b. Select, apply, and translate among mathematical representations to solve problems.
- c. Use representations to model and interpret physical, social, and mathematical phenomena

CITIZENSHIP IN AMERICAN HISTORY AND GOVERNMENT- Critical Thinking in Citizenship

PS-LE3-28 Students will investigate how leadership choices and decisions can lead to good and/or bad consequences

- a. Assess how the 11 principles of leadership apply to decision making
- b. Apply the decision-making process to leadership decisions
- c. Define key words: After Action Review, contingency

Academic Standard(s):

SSEF2 The student will give examples of how rational decision making entails comparing the marginal benefits and the marginal costs of an action.

- b. Explain that rational decisions occur when the marginal benefits of an action equal or exceed the marginal costs.

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

- d. Explain the phenomena involved in problem solving and decision making; include heuristics, algorithms, biases, expectancies, and mental set.

PS-LE3-29 Students will illustrate how ethical choices and decisions can lead to good and/or bad consequences

- a. Differentiate between ethical and unethical behavior
- b. Examine ethics codes
- c. Explore how circumstances impact an ethical dilemma
- d. Discuss the consequences of ethical and unethical decisions
- e. Define key word: ethical dilemma

Academic Standard(s):

SSEF2 The student will give examples of how rational decision making entails comparing the marginal benefits and the marginal costs of an action.

Implementation date
Fall 2010

DRAFT

b. Explain that rational decisions occur when the marginal benefits of an action equal or exceed the marginal costs.

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

d. Explain the phenomena involved in problem solving and decision making; include heuristics, algorithms, biases, expectancies, and mental set.

SSSocC3 Students will analyze social structure and interaction within society.

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-LE3-30 Students will predict how American choices and decisions can affect those in other countries differently from the way in which they affect Americans

a. Compare and contrast characteristics of developed and developing nations

b. Summarize the main goals of American Foreign Policy

c. Research ways that nations can cooperate to solve global problems

d. Examine ways that American political, military, economic, and humanitarian choices affect other nations

e. Define key words: aggression, deterrence, diplomacy, foreign policy, intelligence, nationalism, sanctions, standard of living, summit meeting, terrorism

Academic Standard(s):

MLIII.CU1 The students understand and discuss perspectives, practices, and products of the cultures studied and how they are interrelated. The students:

a. Participate in real or simulated cultural events.

b. Discuss patterns of behavior typically associated with culture(s).

SSCG20 The student will describe the tools used to carry out United States foreign policy (diplomacy, economic, military and, humanitarian aid, treaties, sanctions, and military intervention).

SSSocIC2 Students will analyze social change processes in a society.

b. Explain the impact of globalization on social change.

Implementation date
Fall 2010

DRAFT

c. Evaluate the impact of technology on social change.

PS-LE3- 31 Students will outline how major decisions (leadership, ethical, or global) have led to significant events in American history

- a. Research ways leadership, ethical, global decisions have impacted history
- b. Relate how historic events have influenced leadership, ethical, and global decisions
- c. Investigate historic actions and decisions that have influenced citizens today
- d. Define key terms: chronological, timeline

Academic Standard(s):

SSCG20 The student will describe the tools used to carry out United States foreign policy (diplomacy, economic, military and, humanitarian aid, treaties, sanctions, and military intervention).

SSSocIC2 Students will analyze social change processes in a society.

- b. Explain the impact of globalization on social change.

FOUNDATIONS for SUCCESS – CADET CHALLENGE

PS-LE3- 32. 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.

Academic Standard(s):

Implementation date
Fall 2010

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.

SC6 Students will understand the effects motion of atoms and molecules in chemical and physical processes.

b. Collect data and calculate the amount of heat given off or taken in by chemical or physical processes.

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.

Implementation date
Fall 2010

Students will enhance reading in all curriculum areas by:

- e. 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.
- f. 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.
- g. 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.
- h. 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

Implementation date
Fall 2010

and postsecondary educators, labor associations, and other stakeholders. The Knowledge and Skills 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.

Implementation date
Fall 2010

DRAFT

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

PROGRAM CONCENTRATION: Government & Public Safety
CAREER PATHWAY: JROTC - Army
COURSE TITLE: Leadership Education 4

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 build on the leadership skills developed in JROTC 3. Students develop an in-depth understanding of the branches of military service. Intermediate leadership skills to include leadership principles, values and attributes and communications skills are integrated throughout the course. Financial planning skills are studied through the National Endowment for Financial Education. Fundamental teaching skills are introduced.

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-Service to The Nation

PS-LE4-1. Students will explore the purpose of the United States Department of Defense

- a. Examine the mission of the Department of Defense
- b. Identify the four major responsibilities inherent to the Department of Defense's mission
- c. Explain civilian control over the military
- d. Determine the relationship between the Joint Chiefs of Staff and the Department of Defense
- e. Define key words: operational commands, specified, strategic, tactical, theater, unified commands
- f. Design a basic organizational chart depicting the Department of Defense

Academic Standard(s):

SSCG15 The student will explain the functions of the departments and agencies of the federal bureaucracy.

Implementation date
Fall 2010

DRAFT

a. Compare and contrast the organization and responsibilities of independent regulatory agencies, government corporations, and executive agencies.

SSSocC3 Students will analyze social structure and interaction within society.

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

PS-LE4-2. Students will relate the role of the Active Army to the United States Army

- a. Explain the mission of the United States Army
- b. Identify the organizational components of the Army
- c. Classify the four types of Army operations
- d. Distinguish between the different elements of combat power
- e. Describe the three components of offensive maneuver
- f. Explain the three elements of combined arms tactics
- g. Define key words: major commands, tactically self-contained, division, branch, offensive operations, defensive operations, stability operations, support operations, maneuver, linear battlefield, decisive operations, shaping operations, sustaining operations, combined arms, maneuver forces, fire support elements, mobility and survivability elements

Academic Standard(s):

SSCG15 The student will explain the functions of the departments and agencies of the federal bureaucracy.

a. Compare and contrast the organization and responsibilities of independent regulatory agencies, government corporations, and executive agencies.

PS-LE4-3. Students will distinguish among the Reserve Components of the United States Army

- a. Identify the components of the Total Force
- b. Distinguish between the National Guard and Reserves
- c. Research the significance of the Posse Comitatus
- d. Determine the important roles of Department of Defense civilians
- e. Define key words: citizen-soldier, combatant, militia, mobilize, reserve corps

Academic Standard(s):

SSCG20 The student will describe the tools used to carry out United States foreign policy (diplomacy, economic, military and, humanitarian aid, treaties, sanctions, and military intervention).

SSCG15 The student will explain the functions of the departments and agencies of the federal

Implementation date
Fall 2010
bureaucracy.

- a. Compare and contrast the organization and responsibilities of independent regulatory agencies, government corporations, and executive agencies.
- b. Explain the functions of the Cabinet.

SSCG15 The student will explain the functions of the departments and agencies of the federal bureaucracy.

- a. Compare and contrast the organization and responsibilities of independent regulatory agencies, government corporations, and executive agencies.

LEADERSHIP THEORY & APPLICATION-Leadership Principles

PS-LE4-4. Students will outline a personal plan to build strong relationships with team members

- a. Research the different types of power and influence
- b. Determine the appropriate application of power and influence
- c. Evaluate how individual and system power can be used to increase performance
- d. Define key words: coercive power, defensive, developmental, expert power, legitimate power, referent power, relinquishing, reward power

Academic Standard(s):

SSEF2. The student will give examples of how rational decision making entails comparing the marginal benefits and the marginal costs of an action.

- b. Explain that rational decisions occur when the marginal benefits of an action equal or exceed the marginal costs.

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.

Implementation date
Fall 2010

DRAFT

PS-LE4-5. Students will assess personal leadership style.

- a. Describe different styles of leadership
- b. Evaluate which leadership styles are best suited for different situations
- c. Determine ways to improve management skills
- d. Define key words: directing, delegating, participating, leadership style

Academic Standard(s):

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 deindividuation.

PS-LE4-6. Students will assess personal management skills

- a. Identify five management principles
- b. Compare and contrast management skills and leadership skills
- c. Define key words: management, mandatory, procrastinate, resources, visualize

Academic Standard(s):

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

- c. Explain the function of various leadership positions within the legislature.

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 deindividuation.

PS-LE4-7. Students will adapt communication to give direction and provide feedback to others

- a. Determine how communication is important for effective leadership
- b. Explain the basic flow and purpose of informal communication
- c. Research the major elements of a communication model

Implementation date
Fall 2010

DRAFT

- d. Formulate how to overcome barriers of effective communication
- e. Define key words: communication, decodes, emotional intelligence, encodes, feedback, message, transference, transmitted

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.
- e. Analyze how individuals are socialized by gender and race/ethnicity.

ELA9LSV2. The student formulates reasoned judgments about written and oral communication in various media genres. The student delivers focused, coherent, and polished presentations that convey a clear and distinct perspective, demonstrate solid reasoning, and combine traditional rhetorical strategies of narration, exposition, persuasion, and description.

- a. Assesses the ways language and delivery affect the mood and tone of the oral communication and impact the audience.
- f. Develops and applies criteria for assessing the effectiveness of the presentation, style, and content of films and other forms of electronic communication.

PS-LE4-8. Students will employ motivation strategies that inspire others to achieve goals

- a. Determine how individual performance within a group is influenced by expectations, ability, and motivation
- b. Research the 14 Principles of Motivation
- c. Define key words: alleviate, complement, intangible, prejudicial

Academic Standard(s):

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 deindividuation.

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

Implementation date
Fall 2010

DRAFT

d. Explain the phenomena involved in problem solving and decision making; include heuristics, algorithms, biases, expectancies, and mental set.

FOUNDATIONS FOR SUCCESS-NEFE High School Financial Planning Program

PS-LE4-9. Students will appraise personal credit worthiness

- a. Determine the advantages of using credit
- b. Identify the various costs related to credit
- c. Compare and contrast common sources for building credit
- d. Discuss the factors to consider when establishing credit
- e. Define key words: annual fee, annual percentage rate (APR), bankruptcy, credit, credit history, credit report, debt, finance charge, grace period, interest, loan term

Academic Standard(s):

SSEPF4 The student will evaluate the costs and benefits of using credit.

- a. List factors that affect credit worthiness.
- b. Compare interest rates on loans and credit cards from different institutions.
- c. Explain the difference between simple and compound interest rates.

MM1P1. Students will solve problems (using appropriate technology).

- b. Solve problems that arise in mathematics and in other contexts.
- c. Apply and adapt a variety of appropriate strategies to solve problems.

PS-LE4-10. Students will relate insurance to current and future personal needs

- a. Determine how insurance works
- b. Classify general types of insurance, including health, property, life, disability, and liability
- c. Research the costs associated with insurance coverage
- d. Define key words: deductible, insurance, insurance premium, risk management

Academic Standard(s):

SSEPF5 The student will describe how insurance and other risk-management strategies protect against financial loss.

Implementation date
Fall 2010

- a. List various types of insurance such as automobile, health, life, disability and property.
- b. Explain the costs and benefits associated with different types of insurance.

FOUNDATIONS FOR SUCCESS-Teaching Skills

PS-LE4-11. Students will prepare to teach.

- a. Describe five critical elements you need to consider in preparing to teach
- b. Write effective learning outcomes
- c. Create at least six tips for planning a lesson
- d. Define key words: competency, learning objective, learning outcomes, lesson plan, measurable, prerequisite, training aids

Academic Standard(s):

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

PS-LE4-12. Students will develop a lesson plan.

- a. Explain the purpose of a lesson plan
- b. Describe the four-phases of a lesson plan
- c. Relate teaching and learning to the four-phase lesson plan model
- d. Relate learning activities to learning objectives
- e. Associate active learning principles to effective lesson plan development
- f. Define key words: Energizer, facilitator, focus, Gather, Inquire, Process, reflection

Academic Standard(s):

ELA10W1. The student produces writing that establishes an appropriate organizational structure, sets a context and engages the reader, maintains a coherent focus throughout, and signals closure.

- f. Uses traditional structures for conveying information (e.g., chronological order, cause and effect, similarity and difference, and posing and answering a question).

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

Implementation date

Fall 2010

- a. Describe the components of the human information system; include working memory, long term memory, sensory memory, and attention.
- b. Evaluate strategies that enhance memory; include mnemonics, rehearsal, and elaboration.
- d. Explain the phenomena involved in problem solving and decision making; include heuristics, algorithms, biases, expectancies, and mental set.

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

- a. Differentiate between general and multiple intelligences.

PS-LE4-13. Students will use effective teaching methods to deliver instruction.

- a. Compare lesson objectives to learning objectives
- b. Distinguish among the seven teaching methods
- c. Identify the five types of practice exercises
- d. Define key words: brainstorming, case study, coach-pupil exercises, conference, demonstration, discussion, gaming, group performance, independent exercises, lecture, practical exercises, role-play, and team practical exercises

Academic Standard(s):

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

- a. Differentiate between general and multiple intelligences.

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

PS-LE4-14. Students will incorporate a variety of strategies into a lesson plan.

- a. Assess the benefits of using cooperative learning strategies in the classroom.
- b. Identify cooperative learning strategies that encourage team building
- c. Determine cooperative learning strategies that requires students to respond to questions posed in the lesson

Implementation date
Fall 2010

- d. Research cooperative learning strategies that help learners gather, share, and learn a great deal of material in a short amount of time
- e. Explain how incorporating a variety of learning styles and multiple intelligences benefit learners in a classroom
- f. Define key words: cooperative learning strategy, team-building exercise

Academic Standard(s):

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

PS-LE4-15. Students will use Thinking Maps® and Graphic Organizers as tools for teaching others

- a. Identify the factors associated with brain-based learning
- b. Describe the benefits of graphic organizers to the learner
- c. Compare and contrast different types of graphic organizers
- d. Match thinking processes in learning to Thinking Maps®
- e. Define key words: Bridge Map: analogies, Circle Map: defining in context, Bubble Map: describing, Multi-Flow Map: cause and effect, Tree Map: classifying, Double Bubble Map: comparing and contrasting, Brace Map: part-whole relationships, Flow Map: sequencing, thinking process

Academic Standard(s):

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.
- b. Evaluate strategies that enhance memory; include mnemonics, rehearsal, and elaboration.
- d. Explain the phenomena involved in problem solving and decision making; include heuristics, algorithms, biases, expectancies, and mental set.

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

- a. Differentiate between general and multiple intelligences.

Implementation date
Fall 2010

DRAFT

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.

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

PS-LE4-16. Students will use feedback to enhance learning in the classroom.

- a. Describe the purpose of feedback in the classroom
- b. Explain four ways that feedback can be effective
- c. Identify the five characteristics or conditions of effective feedback
- d. Identify the basic ground rules and tips for giving effective feedback
- e. Define key words: acceptability, clarify, comprehensive, constructive, conviction, criteria, feedback, flexibility, jargon, modify, objectivity, preconceived, rapport, reinforce

Academic Standard(s):

ELA9LSV2. The student formulates reasoned judgments about written and oral communication in various media genres. The student delivers focused, coherent, and polished presentations that convey a clear and distinct perspective, demonstrate solid reasoning, and combine traditional rhetorical strategies of narration, exposition, persuasion, and description.

a. Assesses the ways language and delivery affect the mood and tone of the oral communication and impact the audience.

f. Develops and applies criteria for assessing the effectiveness of the presentation, style, and content of films and other forms of electronic communication.

SSSocC3 Students will analyze social structure and interaction within society.

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.

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.

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

Implementation date
Fall 2010

d. Explain the phenomena involved in problem solving and decision making; include heuristics, algorithms, biases, expectancies, and mental set.

FOUNDATIONS for SUCCESS – CADET CHALLENGE

PS-LE4- 17. 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.

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.

Students will enhance reading in all curriculum areas by:

- g. 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.
- h. 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.
- i. 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.
- j. Establishing context

Implementation date
Fall 2010

- 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 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.

Implementation date
Fall 2010

DRAFT

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.

PROGRAM CONCENTRATION: Government & Public Safety
CAREER PATHWAY: JROTC - Army
COURSE TITLE: Leadership Education 5

Course Description: JROTC Army 5

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 allows students to investigate the interrelationships of the different branches of the service while it continues to build student leadership development and decision making skills. Goal setting, leadership supervision and meetings incorporated into project based learning and service learning opportunities. Geography, map reading and the practical application of land navigation and orienteering are introduced.

Implementation date
Fall 2010

DRAFT

The Junior ROTC curriculum is enhanced through physical fitness activities, extracurricular and co-curricular activities that support the core employability skills standards and McRel academic standards.

Citizenship: Service to the Nation

PS-LE5-1. Students will explore the organization and mission of the U.S. Navy.

- a. Explain the mission of the U.S. Navy.
- b. Describe the organization of the U.S. Navy.
- c. Distinguish between the Shore Establishment and Operating Forces.
- d. Determine how the U.S. Navy is able to maintain a global presence.
- e. Classify the three standard force packages of the U.S. Navy.
- f. Analyze the Elements of Naval Power.
- g. Evaluate the Navy's role in nuclear deterrence.
- h. Compare and contrast the use of Composite Warfare and Command by Negation.
- i. Define key words: Battle Space, Command by Negation, Forward from the Sea, Numbered Fleets, Officer in Tactical Command, Operating Forces, Principle Warfare Commanders, Shore Establishment, Task Force, Underway Replacement.

PS-LE5-2. Students will explore the organization and mission of the U.S. Air Force.

- a. Explain the mission of the U.S. Air Force.
- b. Describe the organization of the U.S. Air Force
- c. Evaluate the purpose of Strategic Attack.
- d. Distinguish between Numbered Air Forces and Air Expeditionary Forces.
- e. Distinguish between Counter land and Counter sea missions.
- f. Classify U.S. Air Force space missions.
- g. Evaluate the Air Force's role in nuclear deterrence.
- h. Define key words: Air Expeditionary Force, Air Expeditionary Wing, Air Superiority, Air Wing, Counterland, Countersea, Numbered Air Force, Strategic Attack, Strategic Triad.

PS-LE5-3. Students will explore the organization and mission of the U.S. Marine Corps

- a. Explain the mission of the U.S. Marine Corps.
- b. Describe the organization of the U.S. Marine Corps.
- c. Identify the Marine Corps Element of Combat Power..
- d. Compare and contrast the two operational specialties of the U.S. Marines.
- e. Define key words: Marine Air Ground Task Force, Marine Expeditionary Unit, Marine Expeditionary Brigade, Marine Expeditionary Force, Noncombatant Evacuation Operation, Vertical Envelopment, Operational Maneuver from the Sea.

PS-LE5-4. Students will explore the organization and mission of the U.S. Coast Guard and Merchant Marine

Implementation date
Fall 2010

DRAFT

- a. Describe the organization of the U.S. Coast Guard.
- b. Classify the five major missions of the U.S. Coast Guard.
- c. Evaluate how the Coast Guard is unique among the uniform services.
- d. Explain the composition of the U.S. Merchant Marine.
- e. Compare and contrast the role of the Merchant Marine in peacetime and war.
- f. Define key words: Commerce, Cutter, Ecosystem, Flagged, Intermodel, Logistic, Maritime, Operations Plan, Sealift, Strategic.

PS-LE5-5. Students will explore the purpose and structure of the Peace Corps.

- a. Explain the mission and goals of the Peace Corps.
- b. Evaluate the backgrounds and requirements of Peace Corps volunteers.
- c. Research the types and locations of projects performed by Peace Corps volunteers.
- d. Assess the educational benefits available to Peace Corps volunteers.
- e. Determine how other countries benefit from the Peace Corps.
- f. Define key words: Partnership, Service-Learning, Volunteer.

PS-LE5-6. Students will explore the purpose and structure of AmeriCorps.

- a. Explain the mission and goals of AmeriCorps.
- b. Sequence how AmeriCorps projects are funded.
- c. Classify groups and organizations supported by AmeriCorps.
- d. Research the types of programs sponsored by AmeriCorps.
- e. Deduce the personal and community benefits of an AmeriCorps project.
- f. Define key words: Community, Financial Grant, Nonprofit Group.

Academic Standard(s):

SSCG12 The student will analyze the various roles played by the President of the United States including Commander-in-Chief of the Armed Forces, Chief Executive, Chief Agenda Setter, Representative of the Nation, Chief of State, Foreign Policy Leader, and Party Leader.

SSCG20 The student will describe the tools used to carry out United States foreign policy (diplomacy, economic, military and, humanitarian aid, treaties, sanctions, and military intervention).

LEADERSHIP THEORY AND APPLICATION: Leader Development

PS-LE5-7. Students will create a plan of action to develop leadership skills through the Leadership Development program.

- a. Evaluate the components of the Leadership Development Program.
- b. Examine leadership opportunities
- c. Categorize the five components of the Leadership Development Program
- c. Define key words: Assess, Conceptual Skills, Executing, Interpersonal Skills, Technical Skills.

Implementation date
Fall 2010

DRAFT

PS-LE5-8. Students will establish performance goals.

- a. Determine the value of good goal setting for task achievement.
- b. Predict how a positive leadership role motivates others.
- c. Analyze how goal setting affects achievement and motivation.
- d. Deduce the feelings and outcomes of winning and losing.
- e. Define key words: Goals, Priority, Tangible.

PS-LE5-9. Students will prepare for meeting.

- a. Sequence the steps to plan for a meeting.
- b. Establish the general rules for leading and participating in effective meetings.
- c. Define key words: Agenda, Attendee, Conclude, Facilitate.

PS-LE5-10. Students will demonstrate the components of leadership.

- a. Appraise the role of discipline in leadership.
- b. Depict examples of effective supervisory skills.
- c. Define key words: Correction, Discipline, Motivation, Supervising, Teaching.

Academic Standard(s):

SSCG15 The student will explain the functions of the departments and agencies of the federal bureaucracy.

- a. Compare and contrast the organization and responsibilities of independent regulatory agencies, government corporations, and executive agencies.

SSSocC3 Students will analyze social structure and interaction within society.

- 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.

Leadership Theory and Application: Management Skills

PS-LE5-11. Students will assess personal management skills.

- a. Interpret management principles.
- b. Compare and contrast management and leadership skills.
- c. Define key words: Management, Mandatory, Procrastinate, Resources, Visualize.

Academic Standard(s):

Implementation date
Fall 2010

DRAFT

SSCG15 The student will explain the functions of the departments and agencies of the federal bureaucracy.

a. Compare and contrast the organization and responsibilities of independent regulatory agencies, government corporations, and executive agencies.

SSSocC3 Students will analyze social structure and interaction within society.

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.

Foundations for Success: Making a Difference with Service Learning.

PS-LE5-12. Students will prepare a service learning project.

- a. Identify the steps needed to conduct a service learning project.
- b. Identify the essential components of a service learning project.
- c. Assess the role of teamwork in completing a service learning project.
- d. Develop a service learning plan.
- e. Define key words: Experiential Learning, Exploratory Project, Field Education, Problem-based Learning, Training.

PS-LE5-13. Students will evaluate the effectiveness of a service learning project .

- a. Relate the projected goal of a service learning project to the project results.
- b. Assess the role of structured reflection in extending learning.
- c. Evaluate a service learning experience using the four quadrant model.
- d. Define key words: Advocacy Service, After Action Review, Analysis, Direct Service, Indirect Service, Indirect Service, Integration, Observation, Placement, Project.

Academic Standard(s):

SSCG7 The student will describe how thoughtful and effective participation in civic life is characterized by obeying the law, paying taxes, serving on a jury, participating in the political process, performing public service, registering for military duty, being informed about current issues, and respecting differing opinions

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.
- c. Use technology to develop, test, and revise experimental or mathematical models.

Implementation date
Fall 2010

DRAFT

MM1P5. Students will represent mathematics in multiple ways.

- c. Use representations to model and interpret physical, social, and mathematical phenomena.

Foundations for Success: NEFE High School Financial Planning Program.

PS-LE5-14. Students will create a personal financial plan.

- a. Examine the value of developing a financial spending plan.
- b. Create personal financial SMART goals.
- c. Analyze how money is received and used.
- d. Create a financial plan using the decision- making process.
- e. Develop guidelines to implement a personal financial plan.
- f. Monitor and modify a personal financial plan.

PS-LE5-15. Students will create a personal budget.

- a. Examine reasons to keep track of personal spending habits.
- b. Summarize the advantages of developing a spending plan.
- c. Identify the various sources of income.
- d. Identify the various types of expenses.
- e. Clarify the purpose of paying yourself first (P.Y.E.)
- f. Demonstrate the budget process.
- g. Analyze forms of record keeping involved with budgeting and cash management.
- h. Illustrate how a budget will change throughout your life cycle.

PS-LE5-16. Students will create a personal saving and investing plan.

- a. Differentiate between saving and investing.
- b. Deduce the time value of money.
- c. Research and evaluate investment options.
- d. Compare and contrast the relationship between risks and returns to savings and investments.
- e. Generate ways to integrate savings and investing strategies into financial planning.

PS-LE5-17. Students will select strategies to use in handling credit and managing debt.

- a. Determine what credit is.
- b. Compare and contrast the advantages and disadvantages of using credit.
- c. Outline the process of applying for credit.
- d. Analyze the importance of credit history.
- e. Show how to manage credit responsibly.
- f. Investigate the consequences of excessive debt and develop a corrective plan.
- g. Research corrective procedures in the event of inaccurate reporting.

PS-LE5-18. Students will demonstrate how to use various financial services.

Implementation date
Fall 2010

DRAFT

- a. Evaluate the various types of financial service providers.
- b. Determine how a savings account works.
- c. Demonstrate the use of a checking account and debit card.
- d. Illustrate how a credit card is used to make purchases.
- e. Explore the features of automated financial services.
- f. Respond to situations involving identity theft and deceptive practices.

PS-LE5-19. Students will create a personal insurance plan that will minimize personal or financial losses.

- a. Research ways to manage/mitigate financial risk.
- b. Illustrate how insurance is used to protect against financial loss.
- c. Define the features and processes related to automobile insurance.
- d. Predict how insurance needs vary from person to person because of lifestyle and life situation.
- e. Assess how insurance fits into financial planning.

PS-LE5-20. Students will examine how a career choices and lifestyle affect your financial plan.

- a. Deduce the relationship between career choice and earning potential.
- b. Predict how education and training affect career choices and earning potential.
- c. Determine the value and cost of career preparation.
- d. Evaluate how employment benefits enhance earning potential.
- e. Research factors that affect earning potential and financial planning.
- f. Compare and contrast the advantages and disadvantages of working for yourself versus working for others.

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 way.
- .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.

SSEPF2 The student will explain that banks and other financial institutions are businesses which channel funds from savers to investors.

- a. Compare services offered by different financial institutions.
- b. Explain reasons for the spread between interest charged and interest earned.
- c. Give examples of the inverse relationship between risk and return.
- d. Evaluate a variety of savings and investment options, including stocks, bonds and mutual funds.

Implementation date
Fall 2010

DRAFT

SSEPF4 The student will evaluate the costs and benefits of using credit.

- a. List factors that affect credit worthiness.
- b. Compare interest rates on loans and credit cards from different institutions.
- c. Explain the difference between simple and compound interest rates.

SSEPF5 The student will describe how insurance and other risk-management strategies protect against financial loss.

- a. Research different types of insurance such as automobile, health, life, disability and property.
- b. Explain the costs and benefits associated with different types of insurance.
- c. Identifies the type of insurance associated with different types of risk (i.e., automobile, personal and professional liability, home and apartment, health, life, long-term care, disability).
- d. Explains why insurance needs change throughout the life cycle.
- e. Identifies various suppliers of insurance (i.e., public and private).
- f. Develops recommended insurance coverage for individuals/families for various risks and different income levels

Foundations for Success: Career Planning

PS-LE5-21. Students will create a college preparation action plan.

- a. Investigate different types of colleges.
- b. Explore ways to finance college.
- c. Sequence the admission process.
- d. Justify educational institutions and majors that fit personal needs.

PS-LE5-22. Students will relate the military to career goals.

- a. Categorize the difference between the three career paths available in the U.S. Armed Forces.
- b. Classify the four ways to become a commissioned officer.
- c. Determine basic enlistment qualifications and the four-step process required to enter the military
- d. Assess the purpose of the Selective Service.

PS-LE5-23. Students will assemble a personalized career portfolio.

- a. Summarize the importance of developing and maintaining a career portfolio.
- b. Identify components to include in a career portfolio.
- c. Determine what best represents personal achievements and goals.
- d. Create a list of documents to include in a career portfolio.

Implementation date
Fall 2010

DRAFT

Academic Standard(s):

MM3P4. Students will make connections among mathematical ideas and to other disciplines.

- a. Recognize and use connections among mathematical ideas.
- b. Understand how mathematical ideas interconnect and build on one another to produce a coherent whole.
- c. Recognize and apply mathematics in contexts outside of mathematics.

Geography, Map Skills and Environmental Awareness: Map Skills

Engages students in the development of global awareness, as they compare physical, political, economic, and cultural elements of continents, region and countries, and examine the global nature of environmental issues.

PS-LE5-24. Students will build map reading and land navigation skills, applying them to the sport of orienteering and air navigation.

- a. Explore the components of a globe.
- b. Demonstrate map reading skills.
- c. Identify the characteristic of a topographic map.
- d. Judge distance using a map.
- e. Demonstrate the use of the grid reference system to locate points anywhere in the world.
- f. Compute distance using a map.
- g. Relate map reading to land navigation.
- h. Plan an air flight.

Academic Standard(s):

MA1G1. Students will investigate properties of geometric figures in the coordinate plane.

- a. Determine the distance between two points.

MM3P5. Students will represent mathematics in multiple ways.

- a. Create and use representations to organize, record, and communicate mathematical ideas.
- b. Select, apply, and translate among mathematical representations to solve problems.
- c. Use representations to model and interpret physical, social, and mathematical phenomena

SSWG1 The student will explain the physical aspects of geography.

- a. Describe the concept of place by explaining how physical characteristics such as landforms, bodies of water, climate, soils, natural vegetation, and animal life are used to describe a place.

Implementation date
Fall 2010

FOUNDATIONS for SUCCESS – CADET CHALLENGE

PS-LE5- 25. 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.

Academic Standard(s):

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.

SC6 Students will understand the effects motion of atoms and molecules in chemical and physical processes.

- b. Collect data and calculate the amount of heat given off or taken in by chemical or physical processes.

Leadership Theory and Application – Cadet Battalion Leadership

Implementation date
Fall 2010

DRAFT

PS-LE5- 26. Students will demonstrate command and staff principles while performing the duties of an earned leadership position within the cadet battalion

- a. Coordinate activities or work in conjunction with the personnel assigned under the assigned leadership position
- b. Determine and evaluate facts by exchanging information and ideas
- c. Solve problems relevant to the leadership position
- d. Coordinate and communicate the effort of the command
- e. Execute the decisions of the battalion leadership

Academic Standard(s):

SSEF2 The student will give examples of how rational decision making entails comparing the marginal benefits and the marginal costs of an action.

- b. Explain that rational decisions occur when the marginal benefits of an action equal or exceed the marginal costs.

MC4P3. Students will communicate mathematically.

- a. Organize and consolidate their mathematical thinking through communication.
- b. Communicate their mathematical thinking coherently and clearly to peers, teachers, and others.
- c. Analyze and evaluate the mathematical thinking and strategies of others.
- d. Use the language of mathematics to express mathematical ideas precisely

.MM3P5. Students will represent mathematics in multiple ways.

- a. Create and use representations to organize, record, and communicate mathematical ideas.
- b. Select, apply, and translate among mathematical representations to solve problems.
- c. Use representations to model and interpret physical, social, and mathematical phenomena

MLIII.CU1 The students understand and discuss perspectives, practices, and products of the cultures studied and how they are interrelated. The students:

- a. Participate in real or simulated cultural events.
- b. Discuss patterns of behavior typically associated with culture(s).

ELA11LSV2 The student formulates reasoned judgments about written and oral communication in various media genres. The student delivers focused, coherent, and polished presentations that convey a clear and distinct perspective, demonstrate solid

Implementation date
Fall 2010

reasoning, and combine traditional rhetorical strategies of narration, exposition, persuasion, and description.

c. Analyzes effective speeches made for a variety of purposes and prepares and delivers a speech containing these same features.

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.

Students will enhance reading in all curriculum areas by:

i. 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.

Implementation date
Fall 2010

- j. 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.
- k. 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.
- l. 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

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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.

Implementation date
Fall 2010

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.

PROGRAM CONCENTRATION:	Government & Public Safety
CAREER PATHWAY:	JROTC - Army
COURSE TITLE:	Leadership Education 6

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

Implementation date
Fall 2010

these standards through project-based learning, service learning and leadership development activities will prepare students for 21st Century leadership responsibilities.

This laboratory course expands on the skills taught in JROTC 5. It focuses on creating a positive leadership situation, team development, project management and the importance of mentoring as a leader or as a follower. Students are given the opportunity to demonstrate leadership potential in an assigned command or staff position within the cadet battalion organizational structure. Interactions between groups of people and how they affect the area's cultural, economic, and political characteristics are included.

ARMY JROTC – Citizenship: Service to the Nation

PS-LE6-1. Students will develop an understanding of the contributions and sacrifices of the Tuskegee Airmen during World War II.

- a. Research the development, training, and accomplishments of the Tuskegee Airman.
- b. Develop a lasting understanding of the contributions made by the Tuskegee Airman.
- c. Compare and contrast the sacrifices made by service members and their families during World War II and the present.
- e. Define key words: Tuskegee Airman, P51 Mustang, Army Air Corps, Desegregation and Congressional Gold Medal

Academic Standard(s):

SSUSH19 The student will identify the origins, major developments, and the domestic impact of World War II, especially the growth of the federal government.

- c. Explain major events including the lend-lease program, the Battle of Midway, D-Day, and the fall of Berlin.
- d. Describe war mobilization, as indicated by rationing, war-time conversion, and the role of women in war industries.

SSUSH22 The student will identify dimensions of the Civil Rights movement 1945-1970.

- a. Explain the importance of President Truman's order to integrate the U.S. military and the federal government.
- e. Describe the causes and consequences of the Civil Rights Act of 1964 and the Voting Rights Act of 1965.

Implementation date
Fall 2010

DRAFT

Leadership: Leadership Planning

PS-LE6-2. Students will create a plan of action to develop leadership skills through the Leadership Development Program.

- a. Classify the components of the Leadership Development Program
- b. Analyze the seven values of leadership.
- c. Evaluate the 15 dimensions of leadership.
- d. Define key words: assess, conceptual skills, executing, interpersonal skills, technical skills.

PS-LE6-3. Students will establish performance goals.

- a. Relate the value of goal setting to task achievement.
- b. Induce how a positive leadership role motivates others.
- c. Relate how goal setting affects achievements and motivation.
- d. Infer feelings and outcomes of winning and losing.
- e. Define key words: goals, priority and tangible.

PS-LE6-4. Students will prepare for a meeting.

- a. Formulate a plan for a meeting.
- b. Outline the general rules for leading and participating in effective meetings.
- c. Define key words: agenda, attendance, conclude, facilitate.

PS-LE6-5. Students understand the components of leadership and explain how learning styles and preferences impact learning.

- a. Investigate the role of discipline in leadership.
- b. Evaluate examples of effective supervisory skills.
- c. Define key words: correction, discipline, motivation, supervising, and teaching.

Geography, Map Skills and Environmental Awareness: Exploring the World

PS-LE6-6. Student will show how geographic characteristics interact to form unique cultures of North America.

- a. Describe principal physical features of the continent of North America.
- b. Summarize the physical and human characteristics of countries and regions in North America.
- c. Predict how the interactions between groups of people in North America affect the area's cultural, economic, and political characteristics.

Implementation date
Fall 2010

DRAFT

- d. Define Key Words: Catholic, Cay, Collective, Columbian Exchange, Commonwealth, Continental Divide, Coral, Cordillera, Dominion, Drainage Basin, Fragmented State, Hurricane, Hydroelectric Power, Isthmus, Literacy, Plural State, Postindustrial, Prairie, Protestant, Semiautonomous, Standard of Living, Tributaries, Tundra.

PS-LE6-7. Student will show how geographic characteristics interact to form unique cultures of South America.

- a. Describe principal physical features of the continent of South America
- b. Summarize the physical and human characteristic of South American countries and regions.
- c. Predict how the interactions between groups of people in South America can affect the area's cultural, economic, and political characteristic.
- d. Characterize places in South America based on common characteristics and recognize the distribution of those characteristics across the earth's surface.
- e. Define key words: Basin, Canopy, El Nino, Mestizo, and Savanna.

PS-LE6-8. Student will show how geographic characteristics interact to form unique cultures of Europe.

- a. Describe principal physical features of the continent of Europe.
- b. Summarize the physical and human characteristics of the countries.
- c. Characterize places in Europe based on common characteristics of the earth's surface.
- g. Define key words: Celtic, Clans, Fjords, Geysers, Gulf Stream, Orthodox Church, Slavs.

PS-LE6-9. Student will explore the unique geographic characteristics of Asia.

- a. Describe principal physical features of the continent of Asia.
- b. Summarize the physical and human characteristics of Asian countries and regions.
- c. Predict how the interactions between groups of people in Asia affect the area's cultural, economic, and political characteristic.
- d. Define Key Words: Atheist, Buddhist, Confucianism, Homogenous, Monsoon, Sultanate.

PS-LE6-10. Student will show how geographic characteristics interact to form unique cultures of Africa.

- a. Describe principal physical features of the continent of Africa.
- b. Summarize the physical and human characteristics of countries and regions of Africa.
- c. Characterize places in Africa based on characteristics across the earth's surface.
- d. Research current events in Africa.

Implementation date
Fall 2010

DRAFT

- e. Define Key Words: Deforestation, Desertification, famine, Nomadic, Oases.

PS-LE6-11. Student will explore the unique geographic characteristics of Australia and Oceania.

- a. Describe principal physical features of Australia and Oceania.
- b. Summarize the physical and human characteristics of countries and regions of Australia and Oceania.
- c. Predict how the interactions between groups of people in Australia/Oceania can affect the areas cultural, economic and political characteristic.
- d. Compare and contrast places in Australia and Oceania to other areas of the earth's surface.
- e. Define Key Words: Coral Reef, Micronesia, Melanesia, Polynesia, Outback, Maritime.

Academic Standard(s):

SSWG1 The student will explain the physical aspects of geography.

- a. Describe the concept of place by explaining how physical characteristics such as landforms, bodies of water, climate, soils, natural vegetation, and animal life are used to describe a place.
- b. Explain how human characteristics including population settlement patterns and human activities such as agriculture and industry can describe a place.
- c. Analyze the interrelationship between physical and human characteristics of a place.

SSWG2 The student will explain the cultural aspects of geography

- a. Describe the concept of place by explaining how the culture of a region is product of the regions physical characteristics.
- b. Explain how cultural characteristics of a place can be used to describe a place.
- c. Analyze how physical factors such as mountains, climate, and bodies of water interact with the people of a region to produce a distinctive culture.
- d. Explain the how the development of customs and traditions help to define a culture and a people

SSWG3 The student will describe the interaction of physical and human systems that have shaped contemporary North Africa/Southwest Asia.

- a. Describe the location of major physical features and their impact on North Africa/Southwest Asia.
- b. Describe the major climates of North Africa/Southwest Asia and how they have affected the development of North Africa/Southwest Asia.
- c. Analyze the impact of natural resources, especially oil have on North Africa/Southwest Asia.
- d. Analyze the impact of water supplies on the growth of population centers.

Implementation date
Fall 2010

DRAFT

- e. Explain the impact of Judaism, Christianity, and Islam on the development of the region's culture.
- f. Explain why this region contains areas on two different continents.
- g. Describe the major ethnic and cultural groups in North Africa/Southwest Asia including major customs and traditions

SSWG4 The student will describe the interaction of physical and human systems that have shaped contemporary Sub-Saharan Africa.

- a. Describe the location of major physical features and their impact on Sub-Saharan Africa.
- b. Describe the major climates of Sub-Saharan Africa and how they have affected the development of Sub-Saharan Africa.
- c. Describe the pattern of population distribution in the countries of Sub-Saharan Africa in relation to urbanization and modernization.
- d. Explain how Sub-Saharan Africa's physical features have impacted the distribution of its population.
- e. Analyze how the migration of people such as the Bantu and Zulu have impacted the economic cultural and political aspects of Sub-Saharan Africa.
- f. Analyze the strengths and weaknesses in the development of Sub-Saharan Africa including factors such as linguistic, tribal, and religious diversity, literacy levels, and the colonial legacy.
- g. Describe the ethnic and religious groups in Sub-Saharan Africa including major customs and traditions.
- h. Analyze the impact of drought and desertification on Sub-Saharan Africa.

SSWG5 The student will describe the interaction of physical and human systems that have shaped contemporary South Asia, Southeastern Asia, and Eastern Asia.

- a. Describe the location of major physical features and their impact on the regions of Asia.
- b. Describe the major climates of each region and how they have affected each region's development.
- c. Analyze the impact of the topography and climate on population distribution in the regions.
- d. Describe the various ethnic and religious groups in the region and the affect of geography on their development and their major customs and traditions.
- e. Analyze the impact of population growth in the region on both the region and on other regions of the world including China, India, and Japan.
- f. Explain the division of the Indian-subcontinent into India and Pakistan and the eventual creation of Bangladesh.
- g. Describe the Pacific Rim and its cultural, political, and economic significance.

SSWG6 The student will describe the interaction of physical and human systems that have shaped contemporary Europe.

- a. Describe the location of major physical features and their impact on Europe.
- b. Describe the major climates of Europe and how they have affected Europe.

Implementation date
Fall 2010

DRAFT

- c. Analyze the importance of Europe's coastal location, climatic characteristics, and river systems regarding population, economic development, and world influence.
- d. Describe the various ethnic and religious groups in Europe and the influence of geography on those groups and their major customs and traditions.
- e. Explain why Europe has a highly integrated network of highways, waterways, railroads, and airline linkages.
- f. Analyze the impact of geography on Russia in terms of population distribution, trade, and involvement in European affairs.
- g. Analyze the environmental issues associated with industrial and natural resource

SSWG7 The student will describe the interaction of physical and human systems that have shaped contemporary Latin America.

- a. Explain why the region is known as Latin America including cultural reasons.
- b. Describe the location of major physical features and their impact on Latin America.
- c. Describe the major climates of Latin America and how they have affected Latin America.
- d. Explain how geographic features and climatic patterns affect population distribution.
- e. Analyze the impact of natural disasters and political instability on economic activity in Latin America.
- f. Describe the various ethnic and religious groups in Latin America including South America, Central America and the Caribbean including major customs and traditions.
- g. Analyze the impact of deforestation on Latin America and explain actions being taken.
- h. Explain how Latin American countries are developing their resources to compete in the global market and develop industry such as Brazil.
- i. Analyze the impact illegal drug production and trade have on Latin America.

SSWG8 The student will describe the interaction of physical and human systems that have shaped contemporary Canada and the United States.

- a. Describe the location of major physical features and their impact on the Canada and the United States.
- b. Describe the major climates of Canada and the United States and how they affect Canada and the United States.
- c. Explain the reasons for the population distribution in Canada and the United States.
- d. Explain how the physical geography of Canada and the United States contributed to regional growth and development.
- e. Describe the ethnic and religious groups in Canada and the United States including major customs and traditions.
- f. Analyze how transportation and communications improvements led to the growth of industry in the United States and the consequences of such growth especially environmentally for both Canada and the United States.

Implementation date
Fall 2010

DRAFT

SSWG9 The student will describe the interaction of physical and human systems that have shaped contemporary Oceania, including Australia, New Zealand, and Antarctica.

- a. Describe the location of major physical features and their impact on the region.
- b. Describe the major climates and their impact on the region.
- c. Analyze the impact isolation has had on the cultural and biological development of the region.
- d. Describe the various ethnic and religious groups including major customs and traditions.
- e. Explain how the migration of diverse ethnic groups and available natural resources has affected the economic and political development.
- f. Explain why it was necessary for world governments involved in the exploration of Antarctica to develop and sign the Antarctic Treaty of 1961.

SSSocIC2 Students will analyze social change processes in a society.

- a. Describe the various forms of collective behavior.
- b. Explain the impact of globalization on social change.

FOUNDATIONS for SUCCESS – CADET CHALLENGE

PS-LE6-12. 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,

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.

Implementation date
Fall 2010

DRAFT

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.**

Foundations for Success: Making a Difference with Service Learning.

PS-LE6-13. Students will prepare a service learning project.

- a. Identify the steps needed to conduct a service learning project.
- b. Identify the essential components of a service learning project.
- c. Assess the role of teamwork in completing a service learning project.
- d. Develop a service learning plan.
- e. Define key words: Experiential Learning, Exploratory Project, Field Education, Problem-based Learning, and Training.

PS-LE6-14. Students will evaluate the effectiveness of a service learning project.

- a. Relate the projected goal of a service learning project to the project results.
- b. Assess the role of structured reflection in extending learning.
- c. Evaluate a service learning experience using the four quadrant model.
- d. Define key words: Advocacy Service, After Action Review, Analysis, Direct Service, Indirect Service, Integration, Observation, Placement, and Project.

Academic Standard(s):

SSCG7 The student will describe how thoughtful and effective participation in civic life is characterized by obeying the law, paying taxes, serving on a jury, participating in the political process, performing public service, registering for military duty, being informed about current issues, and respecting differing opinions

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.

Implementation date
Fall 2010

DRAFT

- b. Use technology to produce tables and graphs.
- c. Use technology to develop, test, and revise experimental or mathematical models.

MM1P5. Students will represent mathematics in multiple ways.

- c. Use representations to model and interpret physical, social, and mathematical phenomena.

Leadership Theory and Application – Cadet Battalion Leadership

PS-LE6- 15. Students will demonstrate command and staff principles while performing the duties of an earned leadership position within the cadet battalion

- a. Coordinate activities or work in conjunction with the personnel assigned under the assigned leadership position
- b. Determine and evaluate facts by exchanging information and ideas
- c. Solve problems relevant to the leadership position
- d. Coordinate and communicate the effort of the command
- e. Execute the decisions of the battalion leadership

Academic Standard(s):

SSEF2 The student will give examples of how rational decision making entails comparing the marginal benefits and the marginal costs of an action.

- b. Explain that rational decisions occur when the marginal benefits of an action equal or exceed the marginal costs.

MC4P3. Students will communicate mathematically.

- a. Organize and consolidate their mathematical thinking through communication.
- b. Communicate their mathematical thinking coherently and clearly to peers, teachers, and others.
- c. Analyze and evaluate the mathematical thinking and strategies of others.
- d. Use the language of mathematics to express mathematical ideas precisely

MM3P5. Students will represent mathematics in multiple ways.

- a. Create and use representations to organize, record, and communicate mathematical ideas.
- b. Select, apply, and translate among mathematical representations to solve problems.
- c. Use representations to model and interpret physical, social, and mathematical phenomena

MLIII.CU1 The students understand and discuss perspectives, practices, and products of the cultures studied and how they are interrelated. The students:

Implementation date
Fall 2010

DRAFT

- a. Participate in real or simulated cultural events.
- b. Discuss patterns of behavior typically associated with culture(s).

ELA11LSV2 The student formulates reasoned judgments about written and oral communication in various media genres. The student delivers focused, coherent, and polished presentations that convey a clear and distinct perspective, demonstrate solid reasoning, and combine traditional rhetorical strategies of narration, exposition, persuasion, and description.

- c. Analyzes effective speeches made for a variety of purposes and prepares and delivers a speech containing these same features.

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.

Students will enhance reading in all curriculum areas by:

- k. 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.

Implementation date
Fall 2010

- Read both informational and fictional texts in a variety of genres and modes of discourse.
- Read technical texts related to various subject areas.
- l. 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.
- m. 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.
- n. 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 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.

Implementation date
Fall 2010

DRAFT

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.

PROGRAM CONCENTRATION: Government & Public Safety
CAREER PATHWAY: JROTC - Army
COURSE TITLE: Leadership Education 7

Implementation date
Fall 2010

DRAFT

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 expands on the skills taught in JROTC 6. It focuses on creating a positive leadership situation, team development, project management and the importance of mentoring as a leader or as a follower. Interactions between groups of people and how they affect the area's cultural, economic, and political characteristics are included. Students are given the opportunity to demonstrate leadership potential in an assigned command or staff position within the cadet battalion organizational structure.

ARMY JROTC – LEADERSHIP EDUCATION TRAINING CITIZENSHIP IN ACTION-Service to the Nation: Contributions of the Military

PS-LE7-1. Students will investigate the significant events leading up to and including the World War II in Europe and evaluate American military contributions.

- a. Identify the major players in the European theater.
- b. Evaluate US responses to the world-wide aggression.
- c. Summarize the major military campaigns and turning points during the war.
- d. Analyze the causes of fascism, National Socialism, and communism in the interwar period.
- e. Explain the collapse of the Versailles Treaty and the League of Nations.
- f. Research the conditions facing America's armed forces during the European campaigns.
- g. Evaluate the wartime aims and strategies created at Allied powers conferences.
- h. Compare and contrast the sacrifices made by service members and their families during WWII with today's military forces.
- i. Define key terms: aggression, aims and strategies, Allied Forces, Axis, Bastogne Campaign, cause and effect, communism, D-Day, democracy, fascism, freedom, Great Depression, interwar period, League of Nations, military campaign, sacrifice, National Socialism, Normandy, The Battle of the Bulge, V-E Day, Versailles Treaty, world power and WWII.

PS-LE7-2. Students will investigate the events leading up to and including the war in the Pacific and the end of Japanese aggression.

- a. Identify the major players in the Pacific theater.
- b. Research key campaigns, conditions, and outcomes of military actions in the Pacific.
- c. Compare and contrast the conditions that our nation faced fighting on two fronts with the conditions facing the opposing forces.
- d. Summarize the reasons that Japan was so willing to make war with the United States.
- e. Relate the sacrifices made by forces in WWII to the seven Army values.

Implementation date
Fall 2010

DRAFT

f. Define key terms: 6th Army Rangers, 442d Infantry Regiment, Admiral Nimitz, Admiral Yamamoto, Bataan Death March, code breakers, Congressional Medal of Honor, Devine Wind, Guadalcanal, Internment, island hopping, Iwo Jima, Kamikaze, Leyte Gulf, Manhattan Project, Midway Island, Okinawa, Pearl Harbor, and Saipan.

PS-LE7-3. Students will develop an understanding of America’s past and present humanitarian efforts in Vietnam.

- a. Evaluate the humanitarian efforts made during and after the war in Vietnam.
- b. Research current humanitarian efforts.
- c. Assess the impact of past and present humanitarian efforts.
- d. Outline the roles and responsibilities of people of faith, medics, and medical evacuation personnel during times of conflict.
- e. Compare and contrast the sacrifices of the American Soldiers during the Vietnam conflict with today’s Armed Forces.
- f. Formulate a persuasive argument that supports the importance of humanitarian efforts.
- g. Define key terms: Congressional Medal of Honor, dustoff, humanitarian, orphan, pacification, refugee, Viet Cong, and Vietnamese.

Academic Standard(s):

SSCG20 The student will describe the tools used to carry out United States foreign policy (diplomacy, economic, military and, humanitarian aid, treaties, sanctions, and military intervention).

SSWH17 The student will be able to identify the major political and economic factors that shaped world societies between World War I and World War II.

- c. Describe the rise of fascism in Europe and Asia by comparing the policies of Benito Mussolini in Italy, Adolf Hitler in Germany, and Hirohito in Japan.
- e. Describe the nature of totalitarianism and the police state that existed in Russia, Germany, and Italy and how they differ from authoritarian governments.
- f. Explain the aggression and conflict leading to World War II in Europe and Asia including the Italian invasion of Ethiopia, the Spanish Civil War, the rape of Nanjing in China, and the German annexation of the Sudetenland

SSUSH19. The student will identify the origins, major developments, and the domestic impact of World War II, especially the growth of the federal government.

- c. Explain major events including the lend-lease program, the Battle of Midway, D-Day, and the fall of Berlin.

Implementation date
Fall 2010

d. Describe war mobilization, as indicated by rationing, war-time conversion, and the role of women in war industries.

SSUSH20 The student will analyze the domestic and international impact of the Cold War on the United States.

d. Describe the Vietnam War, the Tet offensive and growing opposition to the war.

Geography, Map Skills and Environmental Awareness: Exploring the World

PS-LE7-4. Students will investigate the causes and effects of a local environmental issue.

- a. Identify examples of air and water pollution.
- b. Describe types of waste material.
- c. Research the components that enable modern-day, properly engineered sanitary landfills to meet environmental standards
- d. Determine how communities address environmental issues.
- e. Evaluate recycling processes.
- f. Define key terms: air emissions, ash, combustion, composting, incineration, landfill, leachate, liners, methane, pelletize, pollutants, pollution, recycling, searing, solid waste, source reduction, synthetic, and toxicity.

PS-LE7-5 Students will examine an environmental issue with global impact.

- a. Determine how countries work together to address global environmental problems.
- b. Evaluate the challenges facing the international community with respect to global environmental issues.
- c. Predict potential consequences if no actions are taken regarding global environmental problems.
- d. Compare and contrast differing scientific opinions regarding the causes and solutions to environmental problems.
- e. Define key terms: acid rain, carbon dioxide, deforestation, global warming, nuclear waste, and treaty.

Academic Standard(s):

SB4 Students will assess the dependence of all organisms on one another and the flow of energy and matter within their ecosystems.

- a. Investigate the relationships among organisms, populations, communities, ecosystems, and biomes.
- c. Relate environmental conditions to successional changes in ecosystems.
- d. Assess and explain human activities that influence and modify the environment such as global

Implementation date

Fall 2010

warming, population growth, pesticide use, and water and power consumption.

e. Relate plant adaptations, including tropisms, to the ability to survive stressful environmental conditions.

f. Relate animal adaptations, including behaviors, to the ability to survive stressful environmental conditions.

SSWG1. The student will explain the physical aspects of geography.

a. Describe the concept of place by explaining how physical characteristics such as landforms, bodies of water, climate, soils, natural vegetation, and animal life are used to describe a place.

c. Analyze the interrelationship between physical and human characteristics of a place.

SSWG6. The student will describe the interaction of physical and human systems that have shaped contemporary Europe.

g. Analyze the environmental issues associated with industrial and natural resources.

SSWG7. The student will describe the interaction of physical and human systems that have shaped contemporary Latin America.

g. Analyze the impact of deforestation on Latin America and explain actions being taken.

h. Explain how Latin American countries are developing their resources to compete in the global market and develop industry such as Brazil.

SSWG8. The student will describe the interaction of physical and human systems that have shaped contemporary Canada and the United States.

f. Analyze how transportation and communications improvements led to the growth of industry in the United States and the consequences of such growth especially environmentally for both Canada and the United States.

LEADERSHIP THEORY AND APPLICATION: Leader Development

PS-LE7-6. Students will create a plan of action to develop leadership skills through the Leadership Development Program.

a. Synthesize past, present and future individual leadership opportunities.

b. Formulate a written assessment of individual leadership abilities and potential using the three elements of the Leadership Assessment Process.

c. Relate and model the seven values of leadership.

Implementation date
Fall 2010

DRAFT

- d. Develop and enhance the conceptual, interpersonal and technical skills that support the 15 dimensions of leadership.
- e. Define key words: assess, conceptual skills, executing, interpersonal skills, technical skills.

PS-LE7-7. Students will create a Gantt chart to plan a project.

- a. Sequence project management phases.
- b. Evaluate the critical components needed for successful project management.
- c. Create Gantt and PERT charts to plan a project.
- d. Implement the plan and monitor performance.
- e. Evaluate project results and make recommendations.
- d. Define key terms: Gantt chart, implementation, PERT chart, and project management.

PS-LE7-8. Students will create a mentorship plan.

- a. Research the roles and responsibilities of a mentor.
- b. Determine the seven ways mentors can gain the trust and respect of subordinates and/or mentees.
- c. Sequence the four phases of a mentoring program.
- d. Implement an ongoing mentorship plan within the cadet battalion leadership program.
- e. Define key words: bias, mentee, mentoring, socioeconomic, and stereotypes.

PS-LE7-9. Students will demonstrate command and staff principles while performing the duties of an earned leadership position within the cadet battalion.

- a. Fulfill roles and responsibilities of assigned leadership position.
- b. Collect information and advise the commander.
- c. Develop courses of action with recommendations to the commander.
- d. Translate decisions and plans into orders and translate orders to elements.
- e. Supervise execution of plans and orders.
- f. Take actions to carry out commander's intentions.
- g. Apply regulations and policies to the cadet organization.
- h. Define Key words: Coordinating staff, course of action, echelon, personal staff, and special staff.

Academic Standard(s):

SSEF2. The student will give examples of how rational decision making entails comparing the marginal benefits and the marginal costs of an action.

- b. Explain that rational decisions occur when the marginal benefits of an action equal or exceed the marginal costs.

MC4P3. Students will communicate mathematically.

- a. Organize and consolidate their mathematical thinking through communication.
- b. Communicate their mathematical thinking coherently and clearly to peers, teachers, and others.

Implementation date
Fall 2010

DRAFT

- c. Analyze and evaluate the mathematical thinking and strategies of others.
- d. Use the language of mathematics to express mathematical ideas precisely

.MM3P5. Students will represent mathematics in multiple ways.

- a. Create and use representations to organize, record, and communicate mathematical ideas.
- b. Select, apply, and translate among mathematical representations to solve problems.
- c. Use representations to model and interpret physical, social, and mathematical phenomena

MLIII.CU1. The students understand and discuss perspectives, practices, and products of the cultures studied and how they are interrelated. The students:

- a. Participate in real or simulated cultural events.
- b. Discuss patterns of behavior typically associated with culture(s).

ELA11LSV2. The student formulates reasoned judgments about written and oral communication in various media genres. The student delivers focused, coherent, and polished presentations that convey a clear and distinct perspective, demonstrate solid reasoning, and combine traditional rhetorical strategies of narration, exposition, persuasion, and description.

- c. Analyzes effective speeches made for a variety of purposes and prepares and delivers a speech containing these same features.

FOUNDATIONS for SUCCESS – TEACHING SKILLS

PS-LE7-9 Students will teach and co-facilitate Junior ROTC curriculum subjects as student instructors.

- a. Evaluate the importance of motivation, learning outcomes, training aids, lesson plans and content knowledge to teach successfully.
- b. Create effective learning outcomes.
- c. Summarize six essential tips for lesson plan development.
- d. Teach and/or facilitate with targeted competencies and supporting learning objectives.
- d. Define key words: competency, learning objectives, learning outcomes, lesson plan, measurable, prerequisite, and training aids.

Academic Standard(s):

ELA11LSV2. The student formulates reasoned judgments about written and oral communication in various media genres. The student delivers focused, coherent, and

Implementation date
Fall 2010

DRAFT

polished presentations that convey a clear and distinct perspective, demonstrate solid reasoning, and combine traditional rhetorical strategies of narration, exposition, persuasion, and description.

c. Analyzes effective speeches made for a variety of purposes and prepares and delivers a speech containing these same features.

FOUNDATIONS for SUCCESS – CADET CHALLENGE

PS-LE7-10. 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 key words: aerobic, anaerobic, calisthenics, cardio respiratory, isokinetic, isometric, isotonic, obesity and tone.

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.

Implementation date
Fall 2010

DRAFT

b. Use technology to produce tables and graphs.

Foundations for Success: Making a Difference with Service Learning.

PS-LE7-10. Students will prepare a service learning project.

- a. Identify the steps needed to conduct a service learning project.
- b. Identify the essential components of a service learning project.
- c. Assess the role of teamwork in completing a service learning project.
- d. Develop a service learning plan.
- e. Define key words: experiential learning, exploratory project, field education, problem-based learning, and training.

PS-LE7-11. Students will evaluate the effectiveness of a service learning project.

- a. Relate the projected goal of a service learning project to the project results.
- b. Assess the role of structured reflection in extending learning.
- c. Evaluate a service learning experience using the four quadrant model.
- d. Define key words: advocacy service, after-action-review, analysis, direct service, indirect service, integration, observation, placement, and project.

Academic Standard(s):

SSCG7. The student will describe how thoughtful and effective participation in civic life is characterized by obeying the law, paying taxes, serving on a jury, participating in the political process, performing public service, registering for military duty, being informed about current issues, and respecting differing opinions.

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.
- c. Use technology to develop, test, and revise experimental or mathematical models.

MM1P5. Students will represent mathematics in multiple ways.

- c. Use representations to model and interpret physical, social, and mathematical phenomena.

Implementation date
Fall 2010

DRAFT

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.

Students will enhance reading in all curriculum areas by:

- m. 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.
- n. 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.
- o. 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.
- p. Establishing context
 - Explore life experiences related to subject area content.

Implementation date
Fall 2010

- 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 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

Implementation date
Fall 2010

DRAFT

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.

PROGRAM CONCENTRATION: Government & Public Safety
CAREER PATHWAY: JROTC - Army
COURSE TITLE: Leadership Education 8

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 expands on the skills taught in JROTC 7 and reinforces previous leadership experiences. It allows students to continue to build their leadership, management, decision making and negotiating skills by serving in a variety of staff or leadership positions. Students create a career portfolio to plan for college or work. Students are expected to take leadership roles in the battalion and participate in community service or service learning projects based on their level of leadership development.

ARMY JROTC – LEADERSHIP EDUCATION TRAINING
CITIZENSHIP IN ACTION-Service to the Nation: Contributions of the Military

Implementation date
Fall 2010

DRAFT

PS-LE8-1. Students will investigate the significant events leading up to and including the World War II in Europe and evaluate American military contributions.

- a. Describe the major battles in the European Theater.
- b. Illustrate life as a soldier at the front lines.
- c. Compare and contrast eyewitness accounts or narratives by World War II veterans.
- d. Write a news article describing the battle at Carentan, Operation Market Garden or Bastogne.
- e. Write an essay from different points of view describing one of the battles and experiences of American veterans.
- f. Define key terms: Allied Forces, Axis, Bastogne, Carentan, D-Day, Easy Company from the 101st Airborne 506th Parachute Infantry Division, European Theater, front lines, invasion, landing, military campaign, Operation Market Garden, paratrooper, sacrifice, and WWII.

Academic Standard(s):

SSCG20. The student will describe the tools used to carry out United States foreign policy (diplomacy, economic, military and, humanitarian aid, treaties, sanctions, and military intervention).

SSWH17. The student will be able to identify the major political and economic factors that shaped world societies between World War I and World War II.

- c. Describe the rise of fascism in Europe and Asia by comparing the policies of Benito Mussolini in Italy, Adolf Hitler in Germany, and Hirohito in Japan.
- e. Describe the nature of totalitarianism and the police state that existed in Russia, Germany, and Italy and how they differ from authoritarian governments.
- f. Explain the aggression and conflict leading to World War II in Europe and Asia including the Italian invasion of Ethiopia, the Spanish Civil War, the rape of Nanjing in China, and the German annexation of the Sudetenland.

SSUSH19. The student will identify the origins, major developments, and the domestic impact of World War II, especially the growth of the federal government.

- c. Explain major events including the lend-lease program, the Battle of Midway, D-Day, and the fall of Berlin.
- d. Describe war mobilization, as indicated by rationing, war-time conversion, and the role of women in war industries.

LEADERSHIP THEORY AND APPLICATION: Leader Development

Implementation date
Fall 2010

DRAFT

PS-LE8-2. Students will reevaluate leadership strengths and opportunities for improvement.

- a. Identify current leadership strengths and opportunities for improvement.
- b. Describe leader behaviors that create the desire to follow.
- c. Explore leader behaviors related to purpose, direction, and motivation.
- d. Identify ways to develop individual leadership behaviors.
- e. Define key words: behavior, direction, leadership, leadership interaction, motivation, and purpose.

PS-LE8-3. Students will compare leadership styles.

- a. Describe how the individual's leadership has evolved.
- b. Compare and contrast different approaches to leadership.
- c. Examine how different leadership styles work best in different situations.
- d. Define key words: approach, behaviors approach, contingency approach, and traits approach.

PS-LE8-4. 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. Describe how the similarities and differences in people's values can impact how they interact with others.
- e. Compare and contrast your values to Army values.
- f. Define key words: beliefs, bribery, coercion, dilemma, duty, ethics, favoritism, honor, integrity, loyalty, norms, personal courage, prejudices, respect, selfless service, tenets, tunnel vision, unethical, and values.

PS-LE8-5. Students will draft a plan for using the 11 principles of leadership to improve leadership abilities.

- a. Describe the 11 principles of leadership.
- b. Describe the BE, KNOW, and DO attributes of a leader.
- c. Define key words: attributes, censure, convictions, diversified, doctrine, philosophy, recrimination, and self-evaluation.

PS-LE8-6. Students will take action to prevent and/or stop sexual harassment and assault.

- a. Determine the potential consequences of sexual harassment/assault for the individuals involved.
- b. Assess the role of individual points of view in determining what sexual harassment is.
- c. Describe leader behaviors that create the desire to follow.
- d. Locate resources for assisting victims of sexual harassment or assault.
- e. Define key words: date rape, perpetrator, sexism, sexual harassment, and vulnerable.

Implementation date
Fall 2010

DRAFT

PS-LE8-7. Students will create a plan of action to develop leadership skills through the Leadership Development Program.

- a. Identify past, present and future individual leadership opportunities.
- b. Describe benefits of assuming leadership opportunities.
- c. Illustrate how character impacts leadership.
- d. Explain how the five components of the leadership process relate to performance standards.
- e. Give details on how the Leadership Assessment process is used to assess performance and to provide effective assessment.
- f. Create a written assessment of your individual leadership abilities and potential using the elements of the Leadership Assessment Process.
- g. Demonstrate understanding of a formal evaluation using the Leader Development Program.
- h. Select and apply components of the Leader Development Program to subordinates.
- i. Define key words: actions, assess, attributes, character, challenges, conceptual skills, counsel, evaluate, executing, interpersonal skills, leadership opportunity, performance, progress, reevaluate, retrain, technical skills, train, and values.

PS-LE8-8. Students will create a project management chart to plan a project.

- a. Define the stages of project management.
- b. Describe the four stages of project management.
- c. Compare and contrast using PERT charts and Gantt charts for project management.
- d. Select a school or community related project and prepare either a PERT chart or a Gantt chart to monitor performance.
- e. Evaluate project results and make recommendations.
- f. Define key terms: critical path method, expert advice, follow-up, Gantt chart, goals, implementation, objectivity, PERT chart, prevention, project management, recommendations, sequence, sub-divisions, thinking ahead, and time management.

PS-LE8-9. Students will create a mentorship plan with another cadet.

- a. Identify mentor roles and responsibilities, and their positive impact.
- b. Identify seven ways mentors can gain the trust and respect of subordinates and/or mentees.
- c. Participate in a mentor-mentee role-play exercise using effective communication skills.
- d. Describe the four phases of a mentoring program.
- e. Develop a mentoring program in the JROTC battalion.
- f. Implement an ongoing mentorship plan within the cadet battalion leadership program.
- g. Define key words: actions, bias, choices, commitment, development, feedback, goal setting, inspirational, listening, mentee, mentoring, mentoring program, non-judgmental, respect, responsibility, role model, sensitive, socioeconomic, and stereotypes.

PS-LE8-10. Students will demonstrate command and staff principles while performing the duties of an earned leadership position within the cadet battalion.

Implementation date
Fall 2010

DRAFT

- a. Fulfill roles and responsibilities of assigned leadership or administrative position.
- b. Collect information and advise the commander.
- c. Develop courses of action with recommendations to the commander.
- d. Translate decisions and plans into orders and translate orders to elements.
- e. Supervise execution of plans and orders.
- f. Take actions to carry out commander's intentions.
- g. Apply regulations and policies to the cadet organization.
- h. Define Key words: chain of command, coordinating staff, course of action, duties, echelon, grade, personal staff, potential, rank, respect, responsibilities, span of control, special staff, succession, unity of command.

Academic Standard(s):

SSEF2. The student will give examples of how rational decision making entails comparing the marginal benefits and the marginal costs of an action.

- b. Explain that rational decisions occur when the marginal benefits of an action equal or exceed the marginal costs.

MC4P3. Students will communicate mathematically.

- a. Organize and consolidate their mathematical thinking through communication.
- b. Communicate their mathematical thinking coherently and clearly to peers, teachers, and others.
- c. Analyze and evaluate the mathematical thinking and strategies of others.
- d. Use the language of mathematics to express mathematical ideas precisely.

.MM3P5. Students will represent mathematics in multiple ways.

- a. Create and use representations to organize, record, and communicate mathematical ideas.
- b. Select, apply, and translate among mathematical representations to solve problems.
- c. Use representations to model and interpret physical, social, and mathematical phenomena

MLIII.CU1. The students understand and discuss perspectives, practices, and products of the cultures studied and how they are interrelated. The students:

- a. Participate in real or simulated cultural events.
- b. Discuss patterns of behavior typically associated with culture(s).

ELA11LSV2. The student formulates reasoned judgments about written and oral communication in various media genres. The student delivers focused, coherent, and polished presentations that convey a clear and distinct perspective, demonstrate solid

Implementation date
Fall 2010

reasoning, and combine traditional rhetorical strategies of narration, exposition, persuasion, and description.

c. Analyzes effective speeches made for a variety of purposes and prepares and delivers a speech containing these same features.

SSSocC3 Students will analyze social structure and interaction within society.

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.

SSSocC1 students will explain the process of socialization.

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

SSSocIC2 Students will analyze social change processes in a society.

a. Describe the various forms of collective behavior.

FOUNDATIONS for SUCCESS – TEACHING SKILLS

PS-LE8-11. Students will teach and co-facilitate Junior ROTC curriculum subjects as student instructors.

a. Discuss the importance of preparation to teach successfully.

b. Create effective learning outcomes.

c. Illustrate the use of motivation in teaching.

d. Identify the use of action verbs in effective teaching.

e. Demonstrate proper use of training aids.

f. Summarize six essential tips for lesson plan development.

g. Develop a lesson plan.

h. Teach and/or facilitate with targeted competencies and supporting learning objectives.

i. Define key words: curriculum, competency, learning objectives, learning outcomes, lesson plan, measurable, prerequisite, and training aids.

Implementation date
Fall 2010

Academic Standard(s):

ELA11LSV2. The student formulates reasoned judgments about written and oral communication in various media genres. The student delivers focused, coherent, and polished presentations that convey a clear and distinct perspective, demonstrate solid reasoning, and combine traditional rhetorical strategies of narration, exposition, persuasion, and description.

c. Analyzes effective speeches made for a variety of purposes and prepares and delivers a speech containing these same features.

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

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

d. Explain the phenomena involved in problem solving and decision making; include heuristics, algorithms, biases, expectancies, and mental set.

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

a. Differentiate between general and multiple intelligences.

College Preparation (College Options Foundation Instructional DVD)

PS-LE8-12. Students will investigate the components of a college education by exploring admission requirements, the application process, financial aspects, and options available while measuring success for achieving a college education.

a. Investigate the college and admissions selection process.

b. Identify key interview and essay skills.

c. Determine college financial aid and packaging.

d. Research college scholarships.

e. Evaluate creative options for financing college.

f. Create a student planning guide.

g. Compare and contrast military service options.

h. Identify general rules and keys to college success.

i. Define key terms: accreditation, associates degree, audit, bachelor's degree, course number, credit hour, degree, degree plan, doctoral degree, fees, freshman, full-time, GPA, grants, half-time, internship, junior, loans, long session, major, master's degree, mini-mester, minor, non-resident, pre-requisite, private university, public university, registration, resident, rolling admission, scholarships,

Implementation date
Fall 2010

senior, sophomore, summer session, three-quarter time, web-based classes, and work-study program.

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FOUNDATIONS for SUCCESS – CADET CHALLENGE

PS-LE8-13. 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 key words: aerobic, anaerobic, calisthenics, cardio respiratory, isokinetic, isometric, isotonic, obesity and tone.

Academic Standard(s):

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

Implementation date
Fall 2010

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.

Foundations for Success: Making a Difference with Service Learning.

Engages students in building essential skills needed to maximize learning potential and future success.

PS-LE8-14. Students will prepare a service learning project.

a. Identify the steps needed to conduct a service learning project.
b. Identify the essential components of a service learning project.
c. Assess the role of teamwork in completing a service learning project.
d. Develop a service learning plan.
e. Define key words: experiential learning, exploratory project, field education, problem-based learning, and training.

PS-LE8-15. Students will evaluate the effectiveness of a service learning project.

a. Relate the projected goal of a service learning project to the project results.
b. Assess the role of structured reflection in extending learning.
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Implementation date
Fall 2010

DRAFT

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Reading Across the Curriculum

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Implementation date
Fall 2010

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Implementation date
Fall 2010

DRAFT

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