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PROGRAM CONCENTRATION: Government & Public Safety
CAREER PATHWAY: JROTC – Marine Corps
COURSE TITLE: JROTC- Leadership Education I

Course description:

This is the initial course of Marine Corps JROTC. It includes program orientation, classroom instruction, and practical application of instructed skills. The course lays the foundations for subsequent Leadership Education courses by teaching the basics of leadership, citizenship, personal growth, appearance and responsibility, general Marine Corps knowledge, drill, and physical training. Emphasis is on introduction to leadership, citizenship, physical training and drill. Minimum performance requirements for the course are based on successful completion of competencies according to the national Marine Corps JROTC curriculum.

PS-MCLEI-1: Students will know, understand, and apply objectives of leadership and core values.

- a. Explain the Marine Corps definition of leadership
- b. Formulate a personal definition of leadership
- c. Demonstrate the core values: ethics, morals, and values in a leadership situation
- d. Generate examples of honor, courage, and commitment

PS-MCLEI-2: Students will keep up to date with current events, illustrate patriotism, characterize the responsibilities and legal rights of an American citizen, and define requirements to attain U.S. citizenship.

- a. Discuss with supported opinions newsworthy events happening in present time with consideration to relevance, magnitude, unexpectedness, impact, oddity, reference to famous and important people, conflict, reference to negativity, continuity, emotions, and progress
- b. Discuss the importance of keeping up to date with current events
- c. Discriminate between viable and nonviable news sources
- d. Explain patriotism
- e. Differentiate between and characterize rights, responsibilities, and privileges of American citizens
- f. Describe the process of and requirements for attaining U.S. citizenship

Academic Standards:

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 Petitions of Rights, and the English Bill of Rights.

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

- b. Evaluate the Declaration of Independence as a persuasive argument.

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

- c. Explain the fundamental principles upon which the United States Constitution is based; include 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.

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.

SSCG8 The student will demonstrate knowledge of local, state, and national elections.

- b. Describe the nomination and election process.
- d. Analyze the influence of media coverage, campaign advertising, and public opinion polls.

SSCG12 The student will analyze the various roles played by the President of the United States; include 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.

SSCG13 The student will describe the qualifications for becoming President of the United States.

- a. Explain written qualifications for President of the United States.
- b. Describe unwritten qualifications common to past presidents.

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).

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

- c. Explain the key features of the Constitution, specifically the Great Compromise, separation of powers, limited government, and the issue of slavery.
- d. Analyze how the Bill of Rights serves as a protector of individual and state rights

PS-MCLEI-3: Personal Growth and Responsibility: Students will evaluate the importance of physical fitness, physical training, health, hygiene, and nutrition.

- a. Plan and conduct a physical fitness training session
- b. Participate in rigorous physical training
- c. Is evaluated using the Presidential Physical Fitness Test
- d. Is evaluated using the MCJROTC Physical Fitness Test
- e. Compare and contrast requirements for personal hygiene
- f. Distinguish warning signs of potential suicide and identify where to seek assistance
- g. Analyze coping skills for stress management
- h. Interpret health risks, social consequences of, and warning signs of drug and alcohol abuse
- i. Discuss prevention and intervention of drug and alcohol abuse
- j. Relate health risks and tobacco use
- k. Classify food into the five major food groups
- l. Relate nutrition and peak performance

Academic Standards: (To be developed after the Physical Fitness and Health GPS is published)

PS-MCLEI-4: General Military Subjects: Students will identify, understand, and apply basic Marine Corps fundamentals as related to administration, uniforms, customs, courtesies, traditions, rank structure, and chain of command.

- a. Summarize the purpose of Leadership Education and MCJROTC
- b. Explain the MCJROTC unit organization
- c. Evaluate the benefits of MCJROTC
- d. Distinguish policies for promotions and awards
- e. Participate in uniform issue and turn in
- f. Establish cadet records
- g. Maintain and present a professional personal appearance
- h. Properly wear the Utility and Physical Training uniforms
- i. Execute a hand salute
- j. Utilize proper salutations
- k. Demonstrate proper procedure for reporting to an officer
- l. Render honors to colors

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- m. Render honors to the Marine Corps Hymn
- n. Discuss the items comprising the Marine Corps emblem
- o. Relate the significance of the Marine Corps Birthday
- p. Classify individual Marine Corps JROTC ranks and insignia
- q. Classify individual Marine Corps rank and insignia
- r. Explain the purpose of the Chain of Command
- s. Describe the MCJROTC Chain of Command
- t. Describe the CMC Chain of Command

Academic Standards:

SSUSH3 The student will explain the primary causes of the American Revolution.

- b. Explain colonial response to such British actions as the Proclamation of 1763, the Stamp Act, and the Intolerable Acts, as seen in Sons and Daughters of Liberty and Committees of Correspondence

SSUSH4 The student will identify the ideological, military, and diplomatic aspects of the American Revolution.

- a. Explain the language, organization, and intellectual sources of the Declaration of Independence; include the writing of John Locke and Montesquieu, and the role of Thomas Jefferson

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.

- f. Explain the aggression and conflict leading to World War II in Europe and Asia

SSWH18 The student will demonstrate an understanding of the global political, economic, and social impact of World War II.

- a. Describe the major conflicts and outcomes; include Pearl Harbor, El-Alamein, Stalingrad, D-Day, Guadalcanal, the Philippines, and the end of the war in Europe and Asia.
- b. Identify Nazi ideology, policies, and consequences that led to the Holocaust.
- c. Explain the military and diplomatic negotiations between the leaders of Great Britain (Churchill), the Soviet Union (Stalin), and the United States (Roosevelt/Truman) from Teheran to Yalta and Potsdam and the impact on the nations of Eastern Europe.
- d. Explain allied Post-World-War II policies; include formation of the United Nations, the Marshall Plan for Europe, and MacArthur's plan for Japan.

PS-MCLEI-5: Core Military Skills: Students will explain the purposes and objectives of basic drill and Marine ceremonies and demonstrate

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proficiency in teamwork, confidence, pride, alertness, and attention to detail through basic drill.

- a. Manipulate individual positions
- b. Demonstrate stationary movements
- c. Demonstrate facing
- d. Demonstrate hand salute
- e. Demonstrate basic formations as part of a unit
- f. Interpret and react to immediate orders
- g. Participate in Marine Corps Birthday Ceremony
- h. Participate in MCJROTC Change of Command Ceremony

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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:

- 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.

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- 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 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

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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 – Marine Corps
COURSE TITLE: JROTC- Leadership Education II

Course description:

This is the second course of Marine Corps JROTC. It includes classroom instruction and practical application of the tasks instructed. Completion of the LE1 course is prerequisite. The course builds on the foundations attained in LE1 (leadership, citizenship, personal growth and responsibility, and general military subjects) with more emphasis in the area of General Marine Corps subjects. Career exploration, civilian marksmanship, and first aid are introduced. Minimum performance requirements for the course are based on successful

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completion of competencies according to the national Marine Corps JROTC curriculum. In this course, novice leaders begin to develop their relationships in personal and practical situations.

PS-MCLEII-1: Students will identify and demonstrate leadership traits and apply principles of leadership.

- e. Illustrate understanding of introspection and provide examples
- f. Discriminate between all 14 leadership traits

PS-MCLEII-2: Students will keep up to date with current events and determine civic responsibilities.

- e. Discuss with supported opinions newsworthy events happening in present time with consideration to relevance, magnitude, unexpectedness, impact, oddity, reference to famous and important people, conflict, reference to negativity, continuity, emotions, and progress
- f. Discuss the importance of keeping up to date with current events
- g. Discriminate between viable and nonviable news sources
- h. Differentiate between service and volunteering
- i. Identify the positive affects of volunteering in American society
- j. Participate in community, school, and public affairs events

Academic Standards:

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

- c. Explain the fundamental principles upon which the United States Constitution is based; include 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.

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

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

- a. Examine the Bill of Rights with emphasis on the First Amendment freedoms.
- c. Explain selective incorporation of the Bill of Rights.
- e. Explain every citizen's right to be treated equally under the law.

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,

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participating in the political process, performing public service, registering for military duty, being informed about current issues, and respecting differing opinions.

SSCG8 The student will demonstrate knowledge of local, state, and national elections.

- b. Describe the nomination and election process.
- d. Analyze the influence of media coverage, campaign advertising, and public opinion polls.

SSCG12 The student will analyze the various roles played by the President of the United States; include 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.

SSCG13 The student will describe the qualifications for becoming President of the United States.

- b. Explain written qualifications for President of the United States.
- c. Describe unwritten qualifications common to past presidents.

SSCG16 The student will demonstrate knowledge of the operation of the federal judiciary.

- a. Explain the jurisdiction of the federal courts and the state courts.

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).

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 the Japanese attack on Pearl Harbor and the internment of Japanese-Americans, German-Americans, and Italian-Americans.

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

- b. Explain the impact of the new communist regime in China and the outbreak of the Korean War and how these events contributed to the rise of Senator Joseph McCarthy.
- c. Describe the Cuban Revolution, the Bay of Pigs, and the Cuban Missile Crisis.
- d. Describe the Viet Nam War, the Tet offensive, and the growing opposition to the war.

SSUSH25 The student will describe changes in national politics since 1968.

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- a. Describe President Richard M. Nixon's opening of China, his resignation due to the Watergate scandal, changing attitudes toward government, and the Presidency of Gerald Ford.
- g. Analyze the response of President George W. Bush to the attacks of September 11, 2001, of the United States, the war against terrorism, and the subsequent American interventions in Afghanistan and Iraq.

PS-MCLEII-3: Personal Growth and Responsibility: Students will evaluate the importance of physical training and judge proper social skills as well as proper written and oral communication.

- u. Compare and contrast proper manners and dress
- v. Illustrate proper table manners
- w. Distinguish between effective and ineffective study skills
- x. Justify the importance of proper written and oral communication techniques
- y. Choose and demonstrate effective listening skills
- z. Choose and demonstrate effective speaking skills
- aa. Write and deliver an oral presentation
- bb. Participate in rigorous physical training
- cc. Is evaluated using the Presidential Physical Fitness Test
- dd. Is evaluated using the MCJROTC Physical Fitness Test

PS-MCLEII-4: Public Service and Career Exploration: Students will develop a personal portfolio.

- i. Develop and maintain a collection in chronological order of MCJROTC activities

Academic Standards:

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 marginal benefits of an action equal or exceed the marginal cost.

SSEPF1 The student will apply rational decision making to personal spending and saving choices.

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

PS-MCLEII-5: General Military Subjects: Students will identify, understand, and apply basic Marine Corps fundamentals as related to administration, uniforms, Marine Corps history, marksmanship, and first aid.

- e. Participate in uniform issue and turn in

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- f. Compare and contrast school and MCJROTC codes of conduct
- g. Utilize MCJROTC security procedures
- h. Restate the MCJROTC uniform and its history
- i. Properly wear the Service A, B, and C uniforms
- j. Distinguish the history of the Marine Corps to include: origins of the Corps, significant dates, people, and battles
- k. Safely handle a rifle
- l. Describe the four life-saving steps
- m. Relate heat and sickness and explain treatment
- n. Relate cold and sickness and explain treatment

Academic Standards:

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

- c. Analyze the impact natural resources, especially oil, have on North Africa/Southwest Asia.

SSWG5 The student will describe the interaction of the 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 Asia.

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

- a. Describe the location of major physical features and their impact on Europe.
- g. Analyze the environmental issues associated with industrial and natural resource development in Europe including Russia.

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

- a. Describe the location of major physical features and their impact on Latin America.
- e. Analyze the impact of natural disasters and political instability on economic activity in Latin America.
- i. Analyze the impact of illegal drug production and trade have on Latin America.

SSWG8 The student will describe the interaction of the 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 Canada and the United States.
- d. Explain how the physical geography of Canada and the United States contributed to regional growth and development.

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SSUSH3 The student will explain the primary causes of the American Revolution.

- b. Explain colonial response to such British actions as the Proclamation of 1763, the Stamp Act, and the Intolerable Acts, as seen in Sons and Daughters of Liberty and Committees of Correspondence

SSUSH4 The student will identify the ideological, military, and diplomatic aspects of the American Revolution.

- a. Explain the language, organization, and intellectual sources of the Declaration of Independence; include the writing of John Locke and Montesquieu, and the role of Thomas Jefferson
- b. Explain the reason for and the significance of the French Alliance and foreign assistance and the roles of Benjamin Franklin and the Marquis de Lafayette.

SSUSH9 The student will identify key events, issues, and individuals relating to the causes, course, and consequences of the Civil War.

- d. Explain the importance of Fort Sumpter, Antietam, Vicksburg, Gettysburg, and the Battle of Atlanta.

SSUSH14 The student will explain America's evolving relationship with the world at the turn of the twentieth century.

- b. Describe the Spanish-American War, War in the Philippines, and the debate over American Expansionism

SSUSH15 The student will analyze the origins and impact of U.S. involvement in World War I.

- a. Describe the movement from U.S. neutrality to engagement on World War I, with reference to unrestricted submarine warfare.
- c. Explain Wilson's Fourteen Points and the proposed League of Nations.

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

- b. Explain the Japanese attack on Pearl Harbor and the internment of Japanese-Americans, German-Americans, and Italian-Americans.
- c. Explain major events; include the lend-lease program, the Battle of Midway, D-Day, and the fall of Berlin.

SSUSH25 The student will describe changes in national politics since 1968.

- c. Explain the Carter administration's efforts in the Middle East; include the Camp David Accords, his response to the 1979 Iranian Revolution, and the Iranian Hostage Crisis.
- d. Describe domestic and international events of Ronald Regan's presidency; include Reganomics, the Iran-contra scandal, and the collapse of the Soviet Union.

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SSWH16 The student will demonstrate an understanding of long-term causes of World War I and its global impact.

- b. Describe conditions on the war front; include the Battle of Verdun.

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.

- f. Explain the aggression and conflict leading to World War II in Europe and Asia

SSWH18 The student will demonstrate an understanding of the global political, economic, and social impact of World War II.

- a. Describe the major conflicts and outcomes; include Pearl Harbor, El-Alamein, Stalingrad, D-Day, Guadalcanal, the Philippines, and the end of the war in Europe and Asia.
- b. Identify Nazi ideology, policies, and consequences that led to the Holocaust.
- c. Explain the military and diplomatic negotiations between the leaders of Great Britain (Churchill), the Soviet Union (Stalin), and the United States (Roosevelt/Truman) from Teheran to Yalta and Potsdam and the impact on the nations of Eastern Europe.
- d. Explain allied Post-World-War II policies; include formation of the United Nations, the Marshall Plan for Europe, and MacArthur's plan for Japan.

PS-MCLEII-6: Core Military Skills: Students will explain the purposes and objectives of basic drill and Marine Corps Ceremonies and demonstrate proficiency in teamwork, confidence, pride, alertness, and attention to detail through basic drill.

- d. Manipulate individual positions
- e. Demonstrate basic formations as part of a unit
- f. Interpret and react to voice commands
- g. Demonstrate basic weapons manipulation
- h. Demonstrate basic weapons manipulation while marching
- i. Exemplify Espirit De Corps by drilling with confidence
- j. Participate in Marine Corps Birthday Ceremony
- k. Participate in MCJROTC Change of Command Ceremony

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
 - h. 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.
 - i. Read both informational and fictional texts in a variety of genres and modes of discourse.
 - j. Read technical texts related to various subject areas.
- k. Discussing books
 - l. Discuss messages and themes from books in all subject areas.
 - m. Respond to a variety of texts in multiple modes of discourse.
 - n. Relate messages and themes from one subject area to messages and themes in another area.
 - o. Evaluate the merit of texts in every subject discipline.
 - p. Examine author's purpose in writing.
 - q. Recognize the features of disciplinary texts.
- m. Building vocabulary knowledge

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- e. Demonstrate an understanding of contextual vocabulary in various subjects.
- f. Use content vocabulary in writing and speaking.
- g. 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.
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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.

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

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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 – Marine Corps

COURSE TITLE: JROTC- Leadership Education III

Course description:

This is the third course of Marine Corps JROTC. It includes classroom instruction and practical application of instructed skills. The course builds on the foundations developed in the initial courses and begins to develop more advanced leadership skills. Leadership Education courses at this level provide elevated instruction in the basics of leadership, citizenship, personal growth, appearance and responsibility, and additional instruction and practical application general military subjects. An introduction to career awareness is also introduced. Emphasis is on development of leadership skills, citizenship,

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physical training and drill. Minimum performance requirements for the course are based on successful completion of competencies according to the national Marine Corps JROTC curriculum.

PS-MCLE III-1: Students will apply the leadership principles, the objectives of leadership, and understand the application and differences in authority, responsibility, and accountability.

- ee. Differentiate between the 11 leadership principles
- ff. Correlate the 11 leadership principles to the promotion of effective leadership
- gg. Compare and contrast responsibility, authority, and accountability
- hh. Recognize the origins of the Non-Commissioned Officer (NCO) rank
- ii. Discriminate between the five purposes of the NCO
- jj. Characterize the relationship between officers and enlisted Marines

PS-MCLE III-2: Students will keep up to date with current events, discern the basic organization of the U. S. government, and know the requirements and process of becoming an American citizen.

- a. Characterize the major freedom documents of the United States according to their characteristics and content
- b. Compare and Contrast the three branches of Federal Government
- c. Distinguish between the three methods of obtaining citizenship
- d. Identify the qualifications for citizenship
- e. Pass the U.S. Citizenship Test
- f. Discuss with supported opinions newsworthy events happening in present time with consideration to relevance, magnitude, unexpectedness, impact, oddity, reference to famous and important people, conflict, reference to negativity, continuity, emotions, and progress
- g. Discriminate between viable and nonviable news sources

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Academic Standards:

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

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

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

- b. Evaluate the Declaration of Independence as a persuasive argument.

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

- c. Explain the fundamental principles upon which the United States Constitution is based; include 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.

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

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.

SSCG8 The student will demonstrate knowledge of local, state, and national elections.

- c. Analyze the influence of media coverage, campaign advertising, and public opinion polls.

SSCG12 The student will analyze the various roles played by the President of the United States; include 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.

SSCG13 The student will describe the qualifications for becoming President of the United States.

- d. Explain written qualifications for President of the United States.
- e. Describe unwritten qualifications common to past presidents.

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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).

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 state rights

PS-MCLE III-3: Students will evaluate the importance of physical fitness, physical training, health, hygiene, and nutrition; and have a basic knowledge of suicide prevention.

- j. Plan and conduct a physical fitness training session
- k. Participate in rigorous physical training
- l. Are evaluated using the Presidential Physical Fitness Test
- m. Are evaluated using the MCJROTC Physical Fitness Test
- n. Compare and contrast requirements for personal hygiene
- o. Distinguish warning signs of potential suicide and identify where to seek assistance
- p. Analyze coping skills for stress management
- q. Prepare and present an informative speech

Academic Standards: (To be developed after the Physical Fitness and Health GPS is published)

PS-MCLE III-4: Students will understand the job application process and the proper conduct of a job interview.

- o. Explain the importance of a proper job application
- p. Understand the do's and don'ts of job interviews
- q. Participate in community service programs with the ROTC program or with other community service organizations

PS-MCLE III-5: Students will demonstrate proper Marine Corps grooming standards, demonstrate the customs and courtesies associated with the U. S. flag, demonstrate a basic knowledge of sea service terminology, and demonstrate a basic knowledge of early Marine Corps history.

- h. Exhibit proper MCJROTC grooming standards
- i. Use established sea service terms
- j. Distinguish significant symbols of the Marine Corps

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- k. Characterize customs, courtesies and displays of the United States flag
- l. Research notable Marine Corps battles between 1865 and 1916.
- m. State the significance of the Pledge of Allegiance
- n. Describe guard duty
- o. Discriminate between the eleven General Orders
- p. Compare and contrast General Orders and Special Orders

Academic Standards:

SSUSH3 The student will explain the primary causes of the American Revolution.

- b. Explain colonial response to such British actions as the Proclamation of 1763, the Stamp Act, and the Intolerable Acts, as seen in Sons and Daughters of Liberty and Committees of Correspondence

SSUSH4 The student will identify the ideological, military, and diplomatic aspects of the American Revolution.

- a. Explain the language, organization, and intellectual sources of the Declaration of Independence; include the writing of John Locke and Montesquieu, and the role of Thomas Jefferson
- b. Explain the reason for and the significance of the French Alliance and foreign assistance and the roles of Benjamin Franklin and the Marquis de Lafayette.

SSUSH9 The student will identify key events, issues, and individuals relating to the causes, course, and consequences of the Civil War.

- c. Describe the roles of Ulysses Grant, Robert E. Lee, Stonewall Jackson, William T. Sherman, and Jefferson Davis.
- d. Explain the importance of Fort Sumpter, Antietam, Vicksburg, Gettysburg, and the Battle of Atlanta.

SSUSH14 The student will explain America's evolving relationship with the world at the turn of the twentieth century.

- b. Describe the Spanish-American War, War in the Philippines, and the debate over American Expansionism

SSWH16 The student will demonstrate an understanding of long-term causes of World War I and its global impact.

- b. Describe conditions on the war front; include the Battle of Verdun.

SSUSH15 The student will analyze the origins and impact of U.S. involvement in World War I.

SSKH2 The student will identify important *American symbols* and explain their meaning.

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g. Pledge of Allegiance

PS-MCLE III-6: Students will differentiate the purposes and objectives of basic drill and Marine ceremonies and demonstrate proficiency in teamwork, confidence, pride, alertness, and attention to detail through basic drill.

- g. Participate in weekly organized physical training
- h. Participate in weekly discussions of current events
- i. Participate in weekly organized drill practice
- j. Participate in organized marksmanship training
- k. Participate in Marine Corps Birthday Ceremony
- l. Prepare and wear the Blue Dress Uniform as required

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:

- r. Reading in all curriculum areas

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- s. 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.
- t. Read both informational and fictional texts in a variety of genres and modes of discourse.
- u. Read technical texts related to various subject areas.
- v. Discussing books
 - w. Discuss messages and themes from books in all subject areas.
 - x. Respond to a variety of texts in multiple modes of discourse.
 - y. Relate messages and themes from one subject area to messages and themes in another area.
 - z. Evaluate the merit of texts in every subject discipline.
 - aa. Examine author's purpose in writing.
 - bb. Recognize the features of disciplinary texts.
- Building vocabulary knowledge
 - o. Demonstrate an understanding of contextual vocabulary in various subjects.
 - p. Use content vocabulary in writing and speaking.
 - q. Explore understanding of new words found in subject area texts.
- Establishing context
 - l. Explore life experiences related to subject area content.
 - m. Discuss in both writing and speaking how certain words are subject area related.
 - n. 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

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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.

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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

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successful entrepreneurial performance.

PROGRAM CONCENTRATION: Government & Public Safety
CAREER PATHWAY: JROTC – Marine Corps
COURSE TITLE: JROTC- Leadership Education IV

Course description:

This is the fourth course of Marine Corps JROTC. The course builds on the foundations developed in level 3 and continues to introduce advanced leadership instruction with emphasis on motivation and discipline. Leadership Education courses at this level provide elevated instruction in leadership, citizenship, personal growth, appearance and responsibility, career awareness, and general military subjects. Basic instruction on military law and land navigation are also introduced. Expanded instruction on rifle safety and marksmanship techniques build on basic instruction at level 2. Physical fitness is enhanced to include planning and supervision. Minimum performance requirements for the course are based on successful completion of competencies according to the national Marine Corps JROTC curriculum.

PS-MCLEIV-1: Students will demonstrate the principles of motivation and discipline, and understand the role of officers in the chain of command.

- q. Identify the factors that motivate individuals
- r. Explain the principles of motivation.
- s. Explain the effects of high or low morale on a unit
- t. Identify indicators of morale and the techniques to improve morale in your unit
- u. Identify the indicators of discipline and the techniques to improve discipline in your unit
- v. Explain the need for individual practice and individual training.
- w. Describe the purpose of training as a team.
- x. Know and explain the definition of proficiency
- y. Describe the various roles of officers
- z. Understand their responsibilities as leaders

PS-MCLEIV-2: Students will compare and contrast the various political and economic systems of government and differentiate between them.

- Discuss with supported opinions newsworthy events happening in present time with consideration to relevance, magnitude, unexpectedness, impact, oddity, reference to famous and important people, conflict, reference to negativity, continuity, emotions, and progress

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- Differentiate between service and volunteerism
- Distinguish between various forms of political governments including democracy, republic, monarchy, theocracy, and totalitarian and give examples of each.
- Explain the meanings of terms related to Capitalism, Communism, and Socialism.
- Demonstrate an understanding of the differences between Capitalism, Communism, and Socialism
- Identify the significant historical events in the history of the United States Flag
- Explain the significance of the stars, stripes and colors on the U. S. flag.
- Explain the significance of the key figures involved in the development of the United States Flag.
- Recognize the symbols within the Great Seal.
- State what the symbols represent.
- Identify important dates in the history of the Great Seal.
- Name those responsible for the design of the Great Seal.
- State how the Great Seal is officially used.
- Identify the positive effects of volunteerism in American society
- Participate in community, school, and public affairs events

Academic Standards:

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

SSWH15 The student will be able to describe the impact of industrialization, the rise of nationalism and the major characteristics of world-wide imperialism.

- a. Analyze the process and impact of industrialization in England, Germany and Japan, movements for political reform, the writings of Adam Smith and Karl Marx, and urbanization and its impact on women.

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.

- Determine the causes and results of the Russian Revolution from the rise of the Bolsheviks under Lenin to Stalin's first Five Year Plan.
- 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.
- Analyze the rise of nationalism as seen in the ideas of Sun Yat Sen, Mustafa Kemal Attaturk, and Mohandas Ghandi.
- Describe the nature of totalitarianism and the police state that existed in Russia, Germany, and Italy and how they differ from authoritarian governments.

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SSKH2 The student will identify important *American symbols* and explain their meaning.

- d. The national and state flags (United States and Georgia flags)

PS-MCLEIV-3: Cadet will demonstrate appropriate level writing skills through the writing of essays as well as evaluate the skills of other cadets.

- d. Write an essay using effective writing skills
- e. Critique the essay of another cadet
- f. Participate in rigorous physical training
- g. Plan and conduct a physical fitness training session
- h. Are evaluated using the Presidential Physical Fitness Test
- i. Are evaluated using the MCJROTC Physical Fitness Test

Academic Standards: (Additional GPS may be identified and included after the Physical Education and Health GPS is published)

PS-MCLEIV-4: Students will explore potential careers and complete a job application and practice the interview process.

- m. Explore various career possibilities
- n. Complete a job application
- o. Participate in a job interview
- p. Participate in community service programs with the ROTC program or with other community service organizations

Academic Standards:

SSEF1 The student will explain why limited productive resources and unlimited wants result in scarcity, opportunity costs, and tradeoffs for individuals, businesses, and governments.

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

SSEPF1 The student will apply rational decision making to personal spending and saving choices.

PS-MCLEIV-5: Students will demonstrate a knowledge of military customs and courtesies, differentiate the rank insignia of other services and other service JROTC programs, and expand their knowledge of Marine Corps history. At this level, cadets will receive introductory courses in military law and land navigation. Rifle safety will be emphasized during marksmanship qualification.

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- f. Demonstrate proper procedures for entering vehicles and boarding Naval vessels
- g. Identify individual Navy ranks and insignia
- h. Identify individual JROTC ranks and insignia
- i. Identify the causes of World War I and Marine involvement in the war
- j. Know the Marine Corps traditions that resulted from action during World War I
- k. Understand the need and the Uniform Code of Military Justice
- l. Know who is subject to the Uniform Code of Military Justice
- m. Explain the purpose of non-judicial punishment and the circumstances of how it is imposed
- n. Identify the rights listed in an Article 31 warning
- o. Know the 3 types of courts martial
- p. Understand the jurisdiction, composition, and punishments related to types of courts martial
- q. Demonstrate a basic knowledge of Map Reading and land navigation
- r. Understand rules and procedures for safe range operation.
- s. Demonstrate rules for safe firearm handling
- t. Fire the .177 air rifle for qualification

Academic Standards:

SSWG1 The student will explain the physical aspects of geography.

SSUSH15 The student will analyze the origins and impact of U.S. involvement in World War I.

SSUSH16 The student will identify key developments in the aftermath of WW I.

M4M2 Students will understand the concept of angle and how to measure angles.

- k. Use tools, such as a protractor or angle ruler, and other methods, such as paper folding or drawing a diagonal in a square, to measure angles.
- l. Understand the meaning and measure of a half rotation (180°) and a full rotation (360°).

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

- r. Determine the distance between two points.
- s. Determine the distance between a point and a line.
- t. Determine the midpoint of a segment.

PS-MCLEIV-6: Students will discern the purpose and objectives of basic drill and Marine Corps Ceremonies and demonstrate proficiency in teamwork, confidence, pride, alertness, and attention to detail through basic drill.

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- cc. Participate in weekly organized physical training
- dd. Participate in weekly organized drill practice
- ee. Manipulate individual positions
- ff. Demonstrate basic formations as part of a unit
- gg. Interpret and react to voice commands
- hh. Demonstrate basic weapons manipulation
- ii. Demonstrate basic weapons manipulation while marching
- jj. Exemplify Espirit De Corps by drilling with confidence
- kk. Participate in MCJROTC Change of Command Ceremony

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.

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Students will enhance reading in all curriculum areas by:

- kk. Reading in all curriculum areas
 - ll. 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.
 - mm. Read both informational and fictional texts in a variety of genres and modes of discourse.
 - nn. Read technical texts related to various subject areas.

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- oo. Discussing books
 - pp. Discuss messages and themes from books in all subject areas.
 - qq. Respond to a variety of texts in multiple modes of discourse.
 - rr. Relate messages and themes from one subject area to messages and themes in another area.
 - ss. Evaluate the merit of texts in every subject discipline.
 - tt. Examine author's purpose in writing.
 - uu. Recognize the features of disciplinary texts.
- r. Building vocabulary knowledge
 - r. Demonstrate an understanding of contextual vocabulary in various subjects.
 - s. Use content vocabulary in writing and speaking.
 - t. Explore understanding of new words found in subject area texts.
- s. Establishing context
 - o. Explore life experiences related to subject area content.
 - p. Discuss in both writing and speaking how certain words are subject area related.
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CTAE-FS-1 Technical Skills: Learners achieve technical content skills necessary to pursue the full range of careers for all

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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.

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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.

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PROGRAM CONCENTRATION: Government & Public Safety
CAREER PATHWAY: JROTC – Marine Corps
COURSE TITLE: JROTC- Leadership Education V

Course description:

This is the fifth course of Marine Corps JROTC. It includes classroom instruction and practical application of instructed tasks. Completion of the LEI through LEIV course is prerequisite. The course builds, refines and introduces cause and effect relationships dealing with the foundations attained in previous leadership classes (leadership, citizenship, personal growth and responsibility, and general military subjects), with increased emphasis in the area of general Marine Corps subjects and leadership instruction. Career exploration, financial management and responsibility, and relationships with other military services are introduced. Minimum performance requirements for the course are based on successful completion of competencies according to the national Marine Corps JROTC curriculum.

PS-MCLEV-1: Students will acquire skills necessary to conduct individual mentoring and team training.

- a. Identify the roles and responsibilities in a mentoring relationship
- b. Indicate the tools necessary for successful mentoring
- c. Design a Lesson Plan
- d. Identify required items for leadership Training

PS-MCLEV-2: Students will describe the importance of inspections and evaluations.

- a. Explain the difference between an inspection and an evaluation
- b. Describe the purpose of an inspection
- c. Describe the purpose of an evaluation
- d. Explain the importance of standards
- e. Relate inspections and evaluations to personal career growth

PS-MCLEV-3: Students will identify the steps in planning and conducting community, school and public affairs events.

- a. Identify the steps involved and the sequence of planning an event
- b. Create and apply a checklist of planning activities
- c. Evaluate the successes and failures incurred in event planning

PS-MCLEV-4: Students will demonstrate proper service etiquette.

- a. Explain service etiquette
- b. Demonstrate how to properly introduce individuals, using correct titles and military ranks when appropriate
- c. Recognize the information that should be included on an invitation

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- d. Explain the meaning of, and how to respond to R.S.V.P. on an invitation
- e. Employ the guidelines for writing a thank you note
- f. Employ proper saluting practices
- g. Identify the four basic elements included in a military funeral
- h. Describe the sequence of events for rendering honors during an official visit
- i. Describe the basic elements of a dining-in

PS-MCLE V-5: Students will learn to make effective financial decisions.

- a. Explain the steps in the financial planning process, the difference between needs and wants, how values affect needs and wants, how to develop written and meaningful goals and how decisions affect goals
- b. Describe the relationships between career factors (how education and training affect earning potential); identify career options; and demonstrate awareness of future financial decisions affected by career choices
- c. Recognize effective money management.
- d. Explain the benefits of saving and investing

Academic Standards

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

- a. Illustrate by means of a production possibilities curve the trade offs between two options.
- b. Explain that rational decisions occur when the marginal benefits of an action equal or exceed the marginal costs.

SSEPF1 The student will apply rational decision making to personal spending and saving 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.

SSEPF2 The student will explain that banks and other financial institutions are businesses that 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 direct relationship between risk and return.
- d. Evaluate a variety of savings and investment options; include stocks, bonds, and mutual funds.

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SSEPF3 The student will explain how changes in monetary and fiscal policy can have an impact on an individual's spending and saving choices.

- a. Give examples of who benefits and who loses from inflation.
- b. Define progressive, regressive, and proportional taxes.
- c. Explain how an increase in sales tax affects different income groups.

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. 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.

PS-MCLE V-6: Students will identify community service, state and federal service occupations that offer a career path.

- a. Describe community, state and federal services
- b. Identify community, state and federal service occupations
- c. Relate community, state and federal service occupations to their own career goals

Academic Standards:

SSEPF6 The student will describe how the earnings of workers are determined in the marketplace.

- a. Identify skills that are required to be successful in the workplace.
- b. Explain the significance of investment in education, training, and skill development.

PS-MCLEV-7: Students will describe military service benefits.

- a. Explain the meaning of military service
- b. Describe military service benefits

Academic Standards:

SSEPF6 The student will describe how the earnings of workers are determined in the marketplace.

- a. Identify skills that are required to be successful in the workplace.
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development.

PS-MCLEV-8: Students will identify the rank insignia used by the Army, Marine Corps and Air Force of the United States.

- a. Identify commissioned officer, warrant officer and enlisted rank, grade and insignia
- b. Differentiate the rank insignias used in the various services
- c. Identify officer and enlisted rank structure in proper sequence

PS-MCLEV-90: Students will prepare a chronology of Marine Corps activities between 1919 and 1941.

- a. Identify key Marine Corps individuals
- b. Describe events involving Marines in specific locations around the world
- c. Explain terms related to Marine activity during the 1919-1941 period
- d. Explain the development and impact of Marine aviation during the 1919-1941 period

Academic Standards:

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

- b. Explain the Japanese attack on Pearl Harbor and the internment of Japanese-Americans, German-Americans, and Italian-Americans.

SSWH16 The student will demonstrate an understanding of long-term causes of World War I and its global impact.

- c. Explain the major decisions made in the Versailles Treaty; include German reparations and the mandate system that replaced Ottoman control.

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.
- f. Explain the aggression and conflict leading to World War II in Europe and Asia; include the Italian invasion of Ethiopia, the Spanish Civil War, the rape of Nanjing in China, and the German annexation of the Sudetenland.

Reading Across the Curriculum

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Reading Standard Comment

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 - Read both informational and fictional texts in a variety of genres and modes of discourse.
 - Read technical texts related to various subject areas.
- s. 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.
- aa. Building vocabulary knowledge

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- 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.
- bb. Establishing context
- Explore life experiences related to subject area content.
 - Discuss in both writing and speaking how certain words are subject area related.
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CTAE Foundation Skills

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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.

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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 – Marine Corps
COURSE TITLE: JROTC- Leadership Education VI

Course description: This is the sixth course of Marine Corps JROTC. It includes classroom instruction and practical application of instructed tasks. Completion of the LEI through LEV course is a prerequisite. Sequential instruction in the course includes additional study in General Military Subjects. Additional topics covered are leading close order drill activities and marksmanship competition. School and community service activities are also emphasized. Marine Corps participation in World War Two is reviewed and advanced compass and land navigation techniques are introduced. Additional instruction in the Uniform Code of Military Justice is also provided. Minimum performance requirements for the course are based on successful completion of

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competencies according to the national Marine Corps JROTC curriculum. The performance standards of this course are based on the performance standards identified in the course for Marine Corps JROTC.

PS-MCLEVI-1: Students will evaluate and record the performance of subordinates.

- a. Explain how Individual Training Standards (ITS) are used to evaluate performance
- b. Identify elements of an evaluation (fitness report) form

PS-MCLEVI-2: Students will explain various leadership styles.

- a. Describe the authoritarian style
- b. Describe the participative style
- c. Describe the delegative style
- d. Identify each leadership style in practical application

PS-MCLEVI-3: Students will recognize the U.S. role in world affairs and the role of the Naval Services within the U.S. Department of Defense.

- a. Describe how a nation is given the right to declare war
- b. Identify reasons for the creation and maintenance of the U.S. Navy
- c. Explain the conditions, in general, under which a nation may declare war
- d. Identify the five declared wars of the U.S. and the reasons for the declarations of war

Academic Standards:

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

- a. Explain the main ideas in debate over ratification; include those in The Federalist.
- 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; include 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 checks and balances and separation of powers.

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SSCG12 The student will analyze the various roles played by the President of the United States; include 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).

SSUSH6 The student will analyze the nature of territorial and population growth and the impact of this growth in the early decades of the new nation.

- c. Explain major reasons for the War of 1812 and the war's significance on the development of a national identity.
- e. Describe the reasons for and importance of the Monroe Doctrine.

SSUSH14 The student will explain America's evolving relationship with the world at the turn of the twentieth century.

- b. Describe the Spanish-American War, the war in the Philippines, and the debate over American expansionism.
- c. Explain U.S. involvement in Latin America, as reflected by the Roosevelt Corollary to the Monroe Doctrine and the creation of the Panama Canal.

SSUSH15 The student will analyze the origins and impact of U.S. involvement in World War I.

- a. Describe the movement from U.S. neutrality to engagement in World War I, with reference to unrestricted submarine warfare.

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

- b. Explain the impact of the new communist regime in China and the outbreak of the Korean War and how these events contributed to the rise of Senator Joseph McCarthy.
- c. Describe the Cuban Revolution, the Bay of Pigs, and the Cuban missile crisis.
- d. Describe the Vietnam War, the Tet offensive, and growing opposition to the war.

PS-MCLEVI-4: Students will explain and provide examples of the unique relationship that allows the President to employ the U.S. Marine Corps without the consent of Congress.

- a. Explain the rationale underlying the founding father's desire to ensure the power to declare war rested in the hands of Congress

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- b. Discuss at least one example of a President asking Congress to declare war
- c. Explain the purpose of the War Powers Act and the events that led to its passage by Congress
- d. Explain the conditions of the War powers Act that the President is required to meet whenever he introduces forces abroad into hostile situations
- e. Illustrate at least two examples of situations during the 1980s in which the President used U.S. forces without a declaration of war by Congress.

Academic Standards:

SSCG12 The student will analyze the various roles played by the President of the United States; include 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).

PS-MCLEVI-5: Students will complete a college application and now what factors to consider in selecting a college.

- a. Examine whether a college is right for them
- b. Determine how careers and majors are related
- c. Discuss different types of colleges
- d. Describe general admission requirements
- e. Analyze ways to finance college
- f. Identify educational institutions and majors that fit their needs

PS-MCLEVI-6: Students will explain what constitutes professional behavior in the workplace.

- a. Classify professional behavior
- b. Describe professional behavior in the workplace

Academic Standards:

SSEPF6 The student will describe how the earnings of workers are determined in the marketplace.

- a. Identify skills that are required to be successful in the workplace.
- b. Explain the significance of investment in education, training, and skill development.

PS-MCLEVI-6: Students will recognize the requirements for enlisting in the U.S. armed forces.

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- a. Identify basic requirements and qualifications to enlist in the U.S. Marine Corps
- b. Identify Marine Corps enlisted occupational fields
- c. Compare the military to their own career goals

Academic Standards:

SSEPF6 The student will describe how the earnings of workers are determined in the marketplace.

- a. Identify skills that are required to be successful in the workplace.
- b. Explain the significance of investment in education, training, and skill development.

PS-MCLEVI-7: Students will identify the requirements for becoming a Marine Corps officer.

- a. Identify the basic qualifications to becoming a Marine Corps officer
- b. Explain the main pathways to becoming a Marine Corps officer
- c. Compare becoming a Marine Corps officer to their own career goals

Academic Standards:

SSEPF6 The student will describe how the earnings of workers are determined in the marketplace.

- a. Identify skills that are required to be successful in the workplace.
- b. Explain the significance of investment in education, training, and skill development.

PS-MCLEVI-8: Students will describe the combat organization of the Marine Corps.

- a. Describe the official mission of the Marine Corps
- b. Identify the document that defines the Marine Corps mission
- c. Identify the seven elements of the Marine Corps mission
- d. Identify and describe the three principle subdivisions of the Marine Corps organization

Academic Standards:

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).

PS-MCLEVI-9: Students will discuss a chronology of the Marine Corps from 1941-1945.

- a. Locate specific Pacific Islands related to World War II by longitude and latitude
- b. Describe the importance of the battles of Midway, Guadalcanal, Tarawa, Iwo Jima and Okinawa
- c. Complete a time line of activities from 1941-1945

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- d. Explain the military strategy used to win the war in the Pacific
- e. Identify techniques used for the amphibious landings on various islands in the Central Pacific
- f. Explain the military strategies related to the invasions of Iwo Jima, Okinawa and the dropping of the atomic bomb in 1945

Academic Standards:

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

- b. Explain the Japanese attack on Pearl Harbor and the internment of Japanese- Americans, German-Americans, and Italian-Americans.
- c. Explain major events; include the lend-lease program, the Battle of Midway, D-Day, and the fall of Berlin.
- e. Describe Los Alamos and the scientific, economic, and military implications of developing the atomic bomb.

SSWH18 The student will demonstrate an understanding of the global political, economic, and social impact of World War II.

- a. Describe the major conflicts and outcomes; include Pearl Harbor, El-Alamein, Stalingrad, D-Day, Guadalcanal, the Philippines, and the end of the war in Europe and Asia.

PS-MCVI-10: Students will describe the parts of a lensatic compass, determine a current location, determine the location of distant objects, demonstrate the ability to navigate with a compass around obstacles, and to navigate using terrain association and “dead reckoning.”

- a. Identify the specific parts and functions of a lensatic compass
- b. Describe the steps used to preset the lensatic compass
- c. Describe the steps used to determine a magnetic azimuth
- d. Identify one’s position by inspection and resection
- e. Identify a distant point by inspection and intersection
- f. Demonstrate land navigation techniques
- g. Describe the correct procedures for bypassing an obstacle
- h. Discuss “terrain association.”
- i. Describe the five steps used for navigating using terrain appreciation
- j. Employ “dead reckoning” techniques

Academic Standards:

M4M2 Students will understand the concept of angle and how to measure angles.

- a. Use tools, such as a protractor or angle ruler, and other methods, such as paper

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folding or drawing a diagonal in a square, to measure angles.

b. Understand the meaning and measure of a half (180°) and a full rotation.

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

a. Determine the distance between two points.

b. Determine the distance between a point and a line.

c. Determine the midpoint of a segment.

Social Studies Skills Matrices MAP AND GLOBE SKILLS GOAL: The student will use maps to retrieve social studies information. I: indicates when a skill is introduced in the standards and elements as part of the content D: indicates grade levels where the teacher must develop that skill using the appropriate content M: indicates grade level by which student should achieve mastery, the ability to use the skill in all situations A: indicates grade levels where students will continue to apply and improve mastered skills

Map and Globe Skills	9-12
1. use cardinal directions	A
2. use intermediate directions	A
3. use a letter/number grid system to determine location	A
5. use inch to inch map scale to determine distance on map	A
6. use map key/legend to acquire information from, historical, physical, political, resource, product and economic maps	A
8. draw conclusions and make generalizations based on information from maps	A
9. use latitude and longitude to determine location	A
10. use graphic scales to determine distances on a map	A

PS-MCLEVI-11: Students will explain the general provisions of selected punitive articles of the Uniform Code of Military Justice (UCMJ), discuss the forms of punishment authorized by the UCMJ, and identify the five types of discharges.

a. Describe the purpose of selected punishment articles

b. Identify the maximum punishment for selected punitive articles

c. Distinguish between the different types of discharges

Academic Standards:

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

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- a. Examine the Bill of Rights with emphasis on First Amendment freedoms.
- b. Analyze due process law expressed in the 5th and 14th Amendments.
- c. Explain selective incorporation of the Bill of Rights.
- 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.

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:

- t. Reading in all curriculum areas

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- 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.
- u. 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.
- cc. 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.
- dd. 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.

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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.

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

CTAE-FS-11 Entrepreneurship: Learners demonstrate understanding of

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

PROGRAM CONCENTRATION: Government & Public Safety
CAREER PATHWAY: JROTC – Marine Corps
COURSE TITLE: JROTC- Leadership Education VII

Course description:

This is the seventh course of Marine Corps JROTC. It includes classroom instruction and practical application of more advanced tasks included in the training cadets and managing assets. The course emphasizes the application of the skills acquired in the first six Leadership Education courses and provides the cadet with practical experience in leadership experiences. Performance requirements for the course are based on successful completion of competencies according to the national Marine Corps JROTC curriculum. Successful completion of at least three units of credit in the Marine Corps JROTC program qualify the student for advanced placement in a college ROTC program or accelerated promotion in the military services.

PS-MCLEVII-1: The cadet will develop leadership skills required to positively resolve conflicts within a group.

- a. Define conflict
- b. Identify causes of conflict
- c. Describe the role of leadership in conflict resolution
- d. Explain how leadership contributes to conflict
- e. Identify the role of communication skills in conflict resolution

Academic Standards:

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.

PS-MCLEVII-2: The cadet will assess equal opportunity, sexual harassment, and fraternization.

- a. Define equal opportunity, sexual harassment, and fraternization
- b. Compare and contrast the responsibilities of leaders and supervisors, regarding equal opportunity, sexual harassment and fraternization
- c. Explain the Marine Corps policy on fraternization
- d. Summarize the three types of sexual harassment
- e. Discuss the objectives of the Marine Corps Equal Opportunity Program
- f. Use methods for ensuring equal opportunity

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

- b. Evaluate the Declaration of Independence as a persuasive argument.

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.

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

- 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.

SSWH20 The student will examine change and continuity in the world since the 1960s.

- d. Examine the rise of women as major world leaders; include Golda Meir, Indira Gandhi, and Margaret Thatcher.

PS-MCLEVII-3: The cadet will discover noteworthy contributions of selected Americans throughout history.

- a. Recognize the names of select American contributors and explain their accomplishments
- b. Discuss what it means to be a contributor
- c. Give examples of American achievements

Academic Standards:

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.

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

- b. Analyze the relationship between the three branches in a system of checks and balances and separation of powers.

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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.

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).

SSUSH4 The student will identify the ideological, military, and diplomatic aspects of the American Revolution.

- b. Explain the reason for and significance of the French alliance and foreign assistance and the roles of Benjamin Franklin and the Marquis de Lafayette.
- c. Analyze George Washington as a military leader; include the creation of a professional military and the life of a common soldier, and describe the significance of the crossing of the Delaware River and Valley Forge.

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

- e. Describe Los Alamos and the scientific, economic, and military implications of developing the atomic bomb.

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

- a. Describe the creation of the Marshall Plan, U.S. commitment to Europe, the Truman Doctrine, and the origins and implications of the containment policy.

SSUSH21 The student will explain economic growth and its impact on the United States, 1945-1970.

- d. Describe the impact of competition with the USSR as evidenced by the launch of Sputnik I and President Eisenhower's actions.

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.

SSWH18 The student will demonstrate an understanding of the global political, economic, and social impact of World War II.

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- c. Explain the military and diplomatic negotiations between the leaders of Great Britain (Churchill), the Soviet Union (Stalin), and the United States (Roosevelt/Truman) from Tehran to Yalta and Potsdam and the impact on the nations of Eastern Europe.

PS-MCLEVII-4: The cadet will prepare and instruct a period of instruction.

- a. Use the five critical elements in preparing to teach
- b. Explain the three parts of a learning objectives
- c. Describe the use of training aids in instruction
- d. Demonstrate the eight tips for lesson planning
- e. Recognize the four phases of a lesson plan and the three components of each phase
- f. Develop at least three learning activities for each phase
- g. Describe “Cooperative Learning Strategy”

PS-MCLEVII-5: The cadet will compose a formal research paper.

- a. Select and limit a topic for a research paper
- b. Determine a thesis statement
- c. Develop an outline for a research paper
- d. Research data pertaining to the topic of the research paper
- e. Prepare proper endnotes and bibliographic entries

PS-MCLEVII-6: The cadet will discriminate all standard uniform items.

- a. Conduct a personnel inspection
- b. Evaluate junior cadets' ability to conform to established standards
- c. Describe the standard formation used for conducting inspections

PS-MCLEVII-7: The cadet will characterize the Marine Air-Ground Task Force (MAGTF) organization.

- a. Describe the MAGTF
- b. Explain the four elements of a MAGTF
- c. Compare the three types of MAGTFs
- d. Describe a Special Purpose MAGTF

PS-MCLEVII-8: The cadet will construct a chronology of the Marine Corps actions from 1946 to 1965.

- a. Explain Marine Corps organizational developments during the “Cold War”
- b. Describe the Truman Doctrine, the Marshall Plan and the Eisenhower policies toward communism
- c. Describe Marine Corps involvement in the Korean War
- d. Explain the conclusion of the Korean War and the long term effect on the Asian region

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Academic Standards:

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 a product of the region's physical characteristics.
- 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 how the development of customs and traditions help to define a culture and a people.

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.
- d. Describe the various ethnic and religious groups in the region and the effect of geography on their development and their major customs and traditions.
- 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.
- 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.
- f. Analyze the impact of geography on Russia in terms of population distribution, trade, and involvement in European affairs.

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

- e. Analyze the impact of natural disasters and political instability on economic activity in Latin America.
- l. 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.

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- d. Explain how the physical geography of Canada and the United States contributed to regional growth and development.

SSCG12 The student will analyze the various roles played by the President of the United States; include 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.

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

- b. Explain the functions of the Cabinet.

SSCG19 The student will compare and contrast governments that are unitary, confederal, and federal; autocratic, oligarchic and democratic; and presidential and parliamentary.

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).

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

- d. Describe war mobilization, as indicated by rationing, war-time conversion, and the role of women in war industries.
- e. Describe Los Alamos and the scientific, economic, and military implications of developing the atomic bomb.

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

- 1a. Describe the creation of the Marshall Plan, U.S. commitment to Europe, the Truman Doctrine, and the origins and implications of the containment policy.
 - b. Explain the impact of the new communist regime in China and the outbreak of the Korean War and how these events contributed to the rise of Senator Joseph McCarthy.
 - c. Describe the Cuban Revolution, the Bay of Pigs, and the Cuban missile crisis.
 - d. Describe the Vietnam War, the Tet offensive, and growing opposition to the war.

SSWH18 The student will demonstrate an understanding of the global political, economic, and social impact of World War II.

- d. Explain Allied Post-World War II policies; include formation of the united Nations, the Marshall Plan for Europe, and MacArthur's plan for Japan.

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SSWH19 The student will demonstrate an understanding of the global social, economic, and political impact of the Cold War and decolonization from 1945 to 1989.

- c. Explain the arms race; include development of the hydrogen bomb (1954) and SALT (Strategic Arms Limitation Treaty, 1972).
- d. Compare and contrast the reforms of Khrushchev and Gorbachev.

PS-MCLEVII-9: The cadet will demonstrate map reading, terrain appreciation and compass skills on an orienteering course.

- a. Describe “orienteering” and its origins
- b. Differentiate between the six types of orienteering courses
- c. Demonstrate the five-step process to determine the direction of travel
- d. Demonstrate the five movement technique used in orienteering
- e. Explain three control areas and five safety aspects used in orienteering
- f. Develop and operate a compass course
- g. Demonstrate proper orienteering techniques and map reading/land navigation skills

Academic Standard(s):

M4M2 Students will understand the concept of angle and how to measure angles.

- a. Use tools, such as a protractor or angle ruler, and other methods, such as paper folding or drawing a diagonal in a square, to measure angles.
- b. Understand the meaning and measure of a half (180°) and a full rotation.

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

- a. Determine the distance between two points.
- b. Determine the distance between a point and a line.
- c. Determine the midpoint of a segment.

Social Studies Skills Matrices MAP AND GLOBE SKILLS GOAL: The student will use maps to retrieve social studies information. I: indicates when a skill is introduced in the standards and elements as part of the content D: indicates grade levels where the teacher must develop that skill using the appropriate content M: indicates grade level by which student should achieve mastery, the ability to use the skill in all situations A: indicates grade levels where students will continue to apply and improve mastered skills

Map and Globe Skills	9-12
1. use cardinal directions	A
2. use intermediate directions	A
3. use a letter/number grid system to determine location	A

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- | | |
|---|---|
| 5. use inch to inch map scale to determine distance on map | A |
| 6. use map key/legend to acquire information from, historical, physical, political, resource, product and economic maps | A |
| 8. draw conclusions and make generalizations based on information from maps | A |
| 9. use latitude and longitude to determine location | A |
| 10. use graphic scales to determine distances on a map | A |

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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:

- v. 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.
- w. Discussing books
 - Discuss messages and themes from books in all subject areas.
 - Respond to a variety of texts in multiple modes of discourse.

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- 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.
- ee. 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.
- ff. 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.

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

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

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

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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.

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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:

CAREER PATHWAY:

COURSE TITLE:

Government & Public Safety

JROTC – Marine Corps

JROTC- Leadership Education VIII

Course description:

This is the eighth course of Marine Corps JROTC. It includes classroom instruction and practical application of advanced tasks for cadets who have successfully completed the LE VII course. The course emphasizes the

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application of the skills acquired in the first seven Leadership Education courses and provides the cadet with practical experience in leadership and management experiences. Performance requirements for the course are based on successful completion of competencies according to the national Marine Corps JROTC curriculum. Successful completion of at least three units of credit in the Marine Corps JROTC program qualify the student for advanced placement in a college ROTC program or accelerated promotion in the military services.

PS-MCLEVIII-1: The cadet will relate noteworthy contributions of selected American patriots throughout history.

- a. Recognize the names of select American patriots and explain their accomplishments
- b. Discuss what it means to be a patriot
- c. Correlate the names of select American patriots with their actions

Academic Standards:

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

- b. Evaluate the Declaration of Independence as a persuasive argument.

SSUSH3 The student will explain the primary causes of the American Revolution.

- b. Explain colonial response to such British actions as the Proclamation of 1763, the Stamp Act, and the Intolerable Acts as seen in Sons and Daughters of Liberty and Committees of Correspondence.
- c. Explain the importance of Thomas Paine's Common Sense to the movement for independence.

SSUSH4 The student will identify the ideological, military, and diplomatic aspects of the American Revolution.

- b. Explain the reason for and significance of the French alliance and foreign assistance and the roles of Benjamin Franklin and the Marquis de Lafayette.
- c. Analyze George Washington as a military leader; include the creation of a professional military and the life of a common soldier, and describe the significance of the crossing of the Delaware River and Valley Forge.

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 as put forth in The Federalist concerning form of government, factions, checks and balances, and the power of the executive, including the roles of Alexander Hamilton and James Madison.

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SSUSH8 The student will explain the relationship between growing north-south divisions and westward expansion.

- a. Explain how slavery became a significant issue in American politics; include the slave rebellion of Nat Turner and the rise of abolitionism (William Lloyd Garrison, Frederick Douglass, and the Grimke sisters).

SSUSH25 The student will describe changes in national politics since 1968.

- a. Describe President Richard M. Nixon's opening of China, his resignation due to the Watergate scandal, changing attitudes toward government, and the Presidency of Gerald Ford.
- c. Explain the Carter administration's efforts in the Middle East; include the Camp David Accords, his response to the 1979 Iranian Revolution, and the Iranian hostage crisis.
- d. Describe domestic and international events of Ronald Reagan's presidency; include Reaganomics, the Iran-contra scandal, and the collapse of the Soviet Union.
- g. Analyze the response of President George W. Bush to the attacks of September 11, 2001, on the United States, the war against terrorism, and the subsequent American interventions in Afghanistan and Iraq.

PS-MCLEVIII-2: The cadet will develop a personal resume.

- a. Describe the purpose of a resume
- b. Provide the basic elements of a resume
- c. Prepare a resume

PS-MCLEVIII-3: The cadet will characterize the Selective Service System registration requirements and the ASVAB exam.

- a. Explain the purpose of the Selective Service System
- b. Describe the Selective Service System registration process
- c. Select the purpose of the ASVAB exam

PS-MCLEVIII-4: The cadet will plan and coordinate an appropriate Marine Corps Birthday ceremony.

- a. Recognize the official date of the Marine Corps Birthday
- b. Explain the customs associated with the celebration of the Marine Corps Birthday
- c. Develop, organize and conduct a Marine Corps Birthday ceremony

PS-MCLEVIII-5: The cadet will plan and coordinate a Mess Night.

- a. Describe the purpose of a Mess Night
- b. Develop, organize and conduct a Mess Night

PS-MCLEVIII-6: The cadet will distinguish a chronology of the Marine Corps actions from the entry of Marines into the Vietnam conflict to the present.

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- a. Demonstrate the cause and effect relationship between events in the Dominican Republic and in Vietnam
- b. Discuss the impact of the Gulf of Tonkin Resolution on US presence in Vietnam
- c. Describe the effect of the protests in the US on the conduct of the war in Vietnam
- d. Summarize the dates, geographic and political importance, and the events related to actions taken in Cambodia, Lebanon, Grenada and Panama in the post Vietnam period
- e. Explain the impact of Communism on foreign policy decisions
- f. Recognize the change in strategy employed against the US in the modern era

Academic Standards:

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 a product of the region's physical characteristics.
- 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 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.
- c. Analyze the impact natural resources, especially oil, have on North Africa/Southwest Asia.
- g. Describe the major ethnic and cultural groups in North Africa/Southwest Asia; include major customs and traditions.

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.
- d. Describe the various ethnic and religious groups in the region and the effect of geography on their development and their major customs and traditions.
- g. Describe the Pacific Rim and its cultural, political, and economic significance.

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

- e. Analyze the impact of natural disasters and political instability on economic activity in Latin America.
- i. Analyze the impact illegal drug production and trade have on Latin America.

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SSCG12 The student will analyze the various roles played by the President of the United States; include 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.

SSCG19 The student will compare and contrast governments that are unitary, confederal, and federal; autocratic, oligarchic and democratic; and presidential and parliamentary.

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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).

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

- a. Describe the creation of the Marshall Plan, U.S. commitment to Europe, the Truman Doctrine, and the origins and implications of the containment policy.
- b. Explain the impact of the new communist regime in China and the outbreak of the Korean War and how these events contributed to the rise of Senator Joseph McCarthy.
- c. Describe the Cuban Revolution, the Bay of Pigs, and the Cuban missile crisis.
- d. Describe the Vietnam War, the Tet offensive, and growing opposition to the war.

SSUSH21 The student will explain economic growth and its impact on the United States, 1945-1970.

- d. Describe the impact of competition with the USSR as evidenced by the launch of Sputnik I and President Eisenhower's actions.

SSUSH24 The student will analyze the impact of social change movements and organizations of the 1960s.

- c. Analyze the anti-Vietnam War movement.

SSUSH25 The student will describe changes in national politics since 1968.

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SSWH19 The student will demonstrate an understanding of the global social, economic, and political impact of the Cold War and decolonization from 1945 to 1989.

- c. Explain the arms race; include development of the hydrogen bomb (1954) and SALT (Strategic Arms Limitation Treaty, 1972).

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d. Compare and contrast the reforms of Khrushchev and Gorbachev.
SSWH20 The student will examine change and continuity in the world since the 1960s.

b. Describe the breakup of the Soviet Union in 1991 that produced independent countries; include Ukraine, Kazakhstan, and the Baltic States.

c. Analyze terrorism as a form of warfare in the 20th century; include Shining Path, Red Brigade, Hamas, and Al Qaeda; and analyze the impact of terrorism on daily life; include travel, world energy supplies, and financial markets.

PS-MCLEVIII-7: The cadet will characterize the role of law and judicial procedures followed in the military.

- a. Demonstrate an understanding of the procedures for conducting “office hours”
- b. Explain the options given to a commanding officer during “office hours”
- c. List common minor offenses under the Uniform code of Military Justice
- d. Select the punishments that can be awarded under nonjudicial punishment
- e. Describe the characteristics of a summary courts-martial

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.

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

- 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.

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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.

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