

9-12 COURSE OF STUDY OUTLINE

Title of Course of Study **ARMY JROTC L.E.T. 2**

Course Number: 250410 (*Assigned by Curriculum Department*)
CALPADS # 9374

9-12 Course of Study Adoption Process	
PROCEDURES:	
1	Write/revise Course of study
2	Review with Principal and acquire signature
3	Technology Review: Submit via Web Help Ticket for Technology Review. Confirmation of approved Technology Agreement must be attached.
4	Email Course of Study to all appropriate department staff at all high schools.
5	Meet with appropriate teachers to discuss, review Course of Study, and sign off. Attendance sheet from meeting is required.
6	Course of Study MUST be complete, including required signatures, and submitted to Educational Services a minimum 2 weeks prior to the scheduled Curriculum Council meeting.
7	Associate Superintendent - Review/Sign
9	Present Course of Study to Curriculum Council to seek recommendation for Board
11	Board of Education Approval

Note: Please complete all sections. Enter "none" or "n/a" as appropriate.

I. Course Title: JROTC (L.E.T. 2)

II. Department/Subject Area:

- ☐ CTE Career Technical Education (*Please use CTE specific form*)
- ☐ ENG English Language Arts
- ☒ ELC Electives
- ☐ FACE Family and Consumer Education
- ☐ FAL Fine Arts/Performing Arts/Foreign Language
- ☐ IND Industrial Arts
- ☐ MATH Mathematics
- ☒ PHY Physical Education **option for second year requirement**
- ☐ SCU Science
- ☐ SOC Social Science
- ☐ SPED Special Education

III. Credential required to teach this course: Designated Subjects

IV. Length of Course: 1 TERM

Credit Value: 10

- ☐ Quarter
- ☒ Semester
- ☐ Year
- ☐ Meets high school graduation requirement credits
- ☐ Elective course credit
- ☐ No credit
- ☒ Repeatable for credit

V. Grade(s):

- ☐ 9th
- ☒ 10th
- ☒ 11th
- ☒ 12th

VI. Course Level: ☐ General ☒ CP ☐ Honors ☐ AP

VII. Will this course require technology?

☐ Yes ☒ No

Does vendor use SSO/Google login?

☐ Yes ☒ No

Please describe Technology needs:

VIII. Is this an Internet-based course?

☐ Yes ☒ No

If so, who is the course provider? _____

IX. Does the course meet State Frameworks and Standards for the subject?

☒ Yes ☐ No

X. UC/CSU Approved Course: ☒ Yes ☐ No

Is this course modeled after a UC-approved course from another district?

☐ Yes ☐ No If so, which school/district? _____

UC approved is applied for the first time course is offered.

XI. Recommended pathway:

- **Leadership/Military Science**
- **Course is approved by UC system.**

XII. COURSE DESCRIPTION:

Current approved course description is attached.

The site and instructors request that students grades 10-12 may choose to take the course for elective credit or to complete their second year of physical education.

On average, cadets in the JROTC program spend 180 minutes in physical activity each week.

A summary of the physical education related lessons in the JROTC program is attached.

XIII. Texts and Supplemental Instructional materials:

(Primary, Supplemental, newspapers, magazines, and software.)
Please supply ISBN #'s for all texts.



Title: Unit 2: The Developing Leader

Author: US Army Cadet Command

Publisher: US Army Cadet Command

Date of Publication: _____ ISBN # : _____

Board Approval Date:

SIGNATURES for REVIEW		
Outline prepared by	 Kathleen Whisler	Site: Ronald E. McNair HS
Principal	 Nicole Vertar	Site: Ronald E. McNair HS
Principal		Site:
Principal		Site:

Principal		Site:
Technology: Attach approved Ticket		
Teacher Representative:	<i>Signature indicates course is aligned to content standards.</i>	<i>** Please state reason for no signature in the space below.</i>
Bear Creek High School		
Lodi High School		
McNair High School		
Tokay High School		
Liberty High School (if applicable)		
Plaza Robles High School (if applicable)		
Independence High School (if applicable)		
Associate Superintendent		
Area Director (if applicable)		

DATE	
	Course Outline Submitted
	Curriculum Council Recommendation for Approval
	Board of Education Approval



Physical Education: Case for Credit

This document outlines all JROTC lessons that map or link to the SHAPE Standards*. SHAPE America – Society of Health and Physical Educators has developed the national standards and guidelines for physical education. This standard set is called the National Standards & Grade-Level Outcomes for K-12 Physical Education. Though physical fitness is a hallmark outcome for the Army JROTC program, the links between national standards and JROTC student learning outcomes (competencies) do not meet SHAPE's definition of a physical education course.

**Classes and activities that provide physical activity (e.g., marching band, ROTC, cheerleading, school and community sports) have important but distinctly different goals from those of physical education. Any opportunity for students to participate in sustained periods of meaningful physical activity can be valuable for their health and fitness, but these activities do not provide the content of a comprehensive, standards-based physical education program and thus should not be allowed to fulfill a physical education requirement.*

The table is presented to help your school, district, or state use JROTC lessons/outcomes to address requirements for physical education. Access **SHAPE Standards to AJROTC Curriculum Map** to see the correlation between outcomes and standards.

Additional learning outcomes and contact hours (lab/physical activity) may be necessary in order to meet your school, district, state requirements for physical education credit.

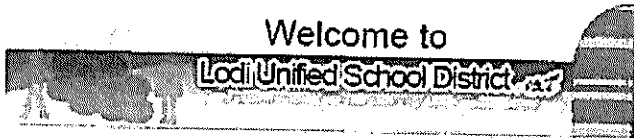
Physical Education-related Lessons				
Lesson	Competency	Objectives	Class Hours	Rec Lab Hours
U1C3L1: Team Building and Drill	Relate drill competence to life skills	<ul style="list-style-type: none"> Summarize the origin of drill dating back to the Continental Army of the United States Identify skills learned by drilling Compare the qualities of teamwork instilled in the Continental Army to the teamwork qualities that military drill develops today 	2	
U1C3L2: Stationary Movements and Marching Techniques	Perform stationary movements and marching techniques on command	<ul style="list-style-type: none"> Describe the position of attention Describe how to respond to positions of rest commands Describe how to respond to facing commands Describe the correct way to salute in a variety of situations Describe how to execute marching movements from various commands Describe how to respond to halt commands 	4	18
U1C3L3: Squad Drill	Demonstrate correct response to squad drill commands	<ul style="list-style-type: none"> Describe how to respond to commands when forming and marching the squad 	3	6

		<ul style="list-style-type: none"> Identify the different types of squad formations and their related drill commands Identify the locations of key squad personnel in squad formation 		
U1C5L1: Understanding and Controlling Stress	Determine the causes, effects, and coping strategies for stress in your life	<ul style="list-style-type: none"> Differentiate between positive and negative stress Identify sources of stress Identify the stages of the body's stress response Describe physical and behavioral effects of prolonged stress Describe ways to manage stress 	2	
U1C5L2: Cadet Challenge	Meet the physical fitness standards for the Cadet Challenge	<ul style="list-style-type: none"> Identify the five Cadet Challenge exercises Describe the proper techniques for the Cadet Challenge exercises Distinguish between the various fitness award categories Determine your personal Cadet Challenge goal 	2	10
U2C3L1: Team Member Qualities	Assess your personal qualities as a team member	<ul style="list-style-type: none"> Describe the characteristics of individual responsibility, followership, and teamwork Describe the responsibilities of a team leader and the leadership factors that affect teamwork Describe the three stages of team building 	3	5
U2C3L2: Drill Leader Skills and Responsibilities	Demonstrate the skills and responsibilities of a good drill leader	<ul style="list-style-type: none"> Describe the preparation a drill leader takes before a drill Identify five attributes of a capable drill leader Identify the types of drill commands 	2	5
U2C3L3: Taking Charge: Leadership Responsibilities	Illustrate the duties of a team leader or squad leader	<ul style="list-style-type: none"> Describe the duties and responsibilities of the team and squad leader positions within a platoon Explain the four steps leaders should use when assuming a new leadership position Demonstrate the responsibilities of a team leader and squad leader 	2	5
U2C6L1: Elements of Health	Examine the elements of health	<ul style="list-style-type: none"> Identify the elements of health Describe how what you eat impacts health Describe how exercise impacts health Identify how stress impacts overall health Identify causes for lack of sleep Explain how lack of sleep affects the brain Identify unsafe behaviors 	2	
U2C6L2: Benefits of Physical Activity	Develop ways to increase your fitness level	<ul style="list-style-type: none"> Identify the benefits of exercise Describe ways to increase your fitness level Examine methods for increasing aerobic capacity, strength and endurance, and flexibility Create a plan to set and achieve personal fitness goals Explore methods to monitor your fitness progress 	3	

U2C6L3: Nutrition	Develop a personal nutritional plan to promote health	<ul style="list-style-type: none"> Identify common influences on food choices Describe how the body uses the six types of nutrients Explain how substances added to foods, such as fats, sugars, and sodium, can impact your health Explain how to read food labels Identify key factors in making healthy food choices Explain how eating right and exercising can impact your health 	4	
U2C6L4: Body Image	Examine how body image, eating, and physical activity affect whole health	<ul style="list-style-type: none"> Define body image Describe how to measure body composition Compare the factors that influence overweight and underweight people Explain how to balance exercise and calories for an appropriate weight Describe the symptoms of eating disorders 	3	
U2 Cadet Challenge				10
Units 1 and 2 Total Contact Hours				
U3C3L1: Responsibilities of a Platoon Leader	Illustrate the duties of a platoon leader or sergeant	<ul style="list-style-type: none"> Describe the duties and responsibilities of the different leadership positions within a platoon Identify the responsibilities of a platoon sergeant and platoon leader 	2	5
U3C3L2: Executing Platoon Drills	Execute platoon drills	<ul style="list-style-type: none"> Describe the correct response to the commands for forming and marching the platoon Compare platoon drills and squad drills Match drill commands to platoon formations 	2	5
U3 Cadet Challenge				10
U4C3L1: Motivating Others	Apply motivation strategies to teams	<ul style="list-style-type: none"> Identify how individual performance within a team is influenced by the leader Explain the six tactics to motivate others 	2	
U4C3L2: Communicating to Lead	Give feedback and direction to team members	<ul style="list-style-type: none"> Determine how communication is important for effective leadership Explain the basic flow and purpose of informal communication Review the major elements of a communication model Determine how to overcome barriers of effective communication 	4	
U4C3L3: Company Drill	Execute company drills	<ul style="list-style-type: none"> Describe the correct responses to commands when forming and marching the company Identify the different types of company formations and related 	2	5

		specific drill commands			
		<ul style="list-style-type: none"> Identify the locations of the key platoon and company personnel in company formations 			
U4C3L4: Battalion Drill	Execute battalion drills	<ul style="list-style-type: none"> Identify the different types of battalion formations and related specific drill commands Describe the correct responses to battalion drill commands Describe the correct responses to inspection commands Identify the locations of the key platoon, company, and battalion personnel in battalion formations 		2	5
U4 Cadet Challenge					10
U5C1L1: Stationary Movements with the M-1903 Rifle	Demonstrate the manual of arms with the M-1903 rifle	<ul style="list-style-type: none"> Describe the correct response to the commands for order arms and the rest positions using the M-1903 rifle Describe the correct response to the commands for port arms and present arms using the M-1903 rifle Describe the correct response to the commands for inspection arms using the M-1903 rifle Describe the correct response to the commands for right and left shoulder arms using the M-1903 rifle Describe the correct response to the commands for sling and unsling arms using the M-1903 rifle 		2	2
U5C1L2: The Saber and the Scabbard	Execute the manual of arms with the Saber and the Scabbard	<ul style="list-style-type: none"> Describe the parts of a saber and a scabbard Explain the proper way to wear the saber Describe the correct responses to commands for the standing manual of arms Describe the correct responses to commands for the marching manual of arms 		2	2
U5C6L1: History of Marksmanship	Describe the history of marksmanship	<ul style="list-style-type: none"> Identify different human marksmanship skills and recognize their historic applications Discover how human marksmanship endeavors have evolved from martial/survival skills to sports skills Report on important sports competitions that involve rifle shooting Describe the basic rules of target shooting as a sport 		2	
U5C6L2: Firearm Safety and Safe Range Operation	Demonstrate air rifle safety rules	<ul style="list-style-type: none"> Identify the main parts of a firearm that concern safety (muzzle, action, and trigger) Describe rules and procedures for safe range operation Demonstrate rules for safe firearm handling 		2	

U5C6L3: Target Shooting Equipment and Its Operation	Demonstrate safe operation of air rifle equipment.	<ul style="list-style-type: none"> Recognize the basic equipment needed for target shooting. Describe how air rifles function. Recognize the first steps of cocking and firing an air rifle, including a correct trigger release. Recognize how to load and fire air rifles. 	2	
U5C6L4: The First Target Position - Standing	Demonstrate correct marksmanship technique in the standing position	<ul style="list-style-type: none"> Assume the standing position used for target shooting Practice sight alignment on a blank target Dry fire by performing correct trigger release 	2	
U5C6L5: Aiming and Firing	Demonstrate basic aiming and firing skills	<ul style="list-style-type: none"> Aim at a target from the standing position Describe how correct breathing enhances control and relaxation Shoot in the standing position while performing the basic techniques for firing a shot 	2	
U5C6L6: Sight Adjustment and Scoring	Demonstrate correct sight adjustment and scoring	<ul style="list-style-type: none"> Practice shooting in the standing position while applying good shot technique Adjust sights so that shot groups are centered on the target Score targets correctly 	2	
U5C6L7: The Prone Position	Demonstrate correct marksmanship technique in the prone position	<ul style="list-style-type: none"> Demonstrate how to properly use a sling in a target shooting position Assume the prone position used for target shooting Shoot in the prone position while performing correct shot technique 	2	
U5C6L8: The Kneeling Position	Demonstrate marksmanship skills in the kneeling position	<ul style="list-style-type: none"> Use a sling correctly in the kneeling position Determine the correct placement of a kneeling roll in the kneeling position Perform the correct shot technique while shooting from a kneeling position 	2	
U5C6L9: Practice and Skill Development	Develop practice skills to improve your marksmanship	<ul style="list-style-type: none"> Use a shooting diary to record critical lessons learned in marksmanship practice Develop and practice a shot plan Demonstrate the use of balance checks and relaxation to attain proper shot technique Complete a three-position 3x10 course of fire on the BMC target 	2	
U5C6L10: Competition Opportunities	Demonstrate marksmanship proficiency in a regulation 3x10 course	<ul style="list-style-type: none"> Describe sports competition opportunities available to JROTC and school rifle team members Complete a regulation course of fire (3x10 shots) on the official air rifle target Complete a final using the Olympic final round format 	2	
Unit 3, 4, and 5 Total Contact Hours				38
Units 1-5 Total Contact Hours				70
				44
				103



AGENDA ITEM

Meeting Date: 9/6/2016 - 7:00 PM
Category: Other Action Items
Type: Info/Action
Subject: Approval of Army Junior Reserves Officers' Training Corps (JROTC) for McNair High School (Ms. Vetica)

:

Enclosure:

File Attachment:

Summary: The Board of Education approved JROTC at McNair in August of 2013. In the Fall of 2013, the Army ceased to offer the program due to budget constraints. The program is now being reinstated.

Funding: The Army will cover the cost of one instructor and the district will supply the classroom space and a second instructor. Equipment and supplies will be provided by the Army. The cost for 1.0 FTE high school teacher is \$96,727 and the funding will be from the District's General Fund.

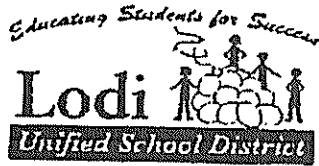
Recommendation Staff recommends the approval of JROTC at McNair High School.

Approvals: **Recommended By:**

Signed By: Signature
Dawn Vetica - Assistant Superintendent

Signed By: Signature
Cathy Washer - Superintendent

7/19/01



Curriculum and Instruction

9-12 COURSE OF STUDY OUTLINE

Title of Course of Study :

Junior Reserve Officer Training Corp (JROTC):
Leadership, Education and Training 2 ("L.E.T. 2")

Course Number: 5902.00 (Assigned by Curriculum Department)

9-12 Course of Study Adoption Process

PROCEDURES:	
1	Writing of Course of Study
2	Review with Principal
3	Site Department Chairs - Review/Sign
4	Administrative Director, Curriculum & Instruction - Review/Sign
5	Assistant Superintendent, Secondary Education - Review/Sign
6	Curriculum Council Recommends
7	Board of Education Approves

Note: Please complete all sections. Enter "none" or "n/a" as appropriate.

- I. Course Title:** Junior Reserve Officer Training Corp (JROTC):
 Leadership, Education and Training 2 ("L.E.T. 2")
 1st Semester: Intermediate Leadership and Character Development
 2nd Semester: Intermediate Life Skills, Geography and Government

II. Department/Subject Area: Leadership

- ☐ AIG - Algebra
- ☐ DRV - Driver Education
- ☐ ECO - Economics
- ☒ ELC - Electives
- ☐ F/G Family Living/ World Geography
- ☐ FAL - Fine Arts/Performing Arts/Foreign Language
- ☐ GOV - Government
- ☐ HLT - Health Safety
- ☐ LIF - Life Science
- ☐ Math - Mathematics
- ☐ PE - Physical Education
- ☐ PHY - Physical Science
- ☐ USH - US History
- ☐ WH - World History

III. Length of Course: 1 Year (2 semesters) Credit Value: 10

- ☐ Meets high school graduation requirement credits
☒ Elective course credit
☐ No credit

IV. Grade:

- ☒ 9th
☒ 10th
☒ 11th
☒ 12th

This is the second year of a four-year sequence of courses. Each year is prerequisite to the next.

V. Course Level: ☐ Pre-AP ☐ AP ☐ Honors

VI. Is this an Internet-based course? ☐ Yes ☒ No

If so, who is the course provider?

VII. UC/CSU Approved Course: ☐ Yes ☒ No

Is this course modeled after a UC-approved course from another district?
☐ Yes ☐ No If so, which school/district? _____

UC/CSU Language (if applicable): _____

Course Section Program: _____

VIII. Recommended pathway: Leadership

IX. Brief course description:

1st Semester: This course includes classroom instruction and laboratory instruction expanding on skills taught in L.E.T. 1. This course introduces equal opportunity and sexual harassment. It provides instruction on leadership styles and practical time to exercise leadership theories as well as the basic principles of management. It provides self assessments that help students determine their skill sets and opportunities to teach using accepted principles and methods of instruction. The performance standards in this course are based on the performance standards identified in the curriculum for the US Army JROTC. Successful completion of at least three units of credit in the Army JROTC program will qualify the student for advanced placement in a college ROTC program or accelerated promotion in the military service.

Brief course description: (Continued)

2nd Semester: This course includes classroom instruction and laboratory instruction expanding on the skills taught in L.E.T. 2 (Traditional), 1st Semester. It emphasizes community projects to assist in drug prevention efforts, includes dietary guidelines and fitness and introduces map-reading skills. It discusses the significant events that helped shape and develop the Constitution and government and teaches the role of political parties in the election process. The performance standards in this course are based on the performance standards identified in the curriculum for the US Army JROTC. Successful completion of at least three units of credit in the Army JROTC program will qualify the student for advanced placement in a college ROTC program or accelerated promotion in the military service.

X. Course goals and/or major student outcomes as aligned to Standards:
(List standard numbers that are addressed in the course)

JROTC Goals

- Promote citizenship
- Develop leadership
- Communicate effectively
- Improve physical fitness
- Provide incentive to live drug-free
- Strengthen positive self-motivation
- Provide a historical perspective of the military services
- Work as a team member
- Graduate high school

California Education Code Section 233.5(a): California Education Code Section 233.5(a) pertaining to character education. 233.5(a) Each teacher shall endeavor to impress upon the minds of the pupils the principles of morality, truth, justice, patriotism, and a true comprehension of the rights, duties, and dignity of American citizenship, and the meaning of equality and human dignity, including the promotion of harmonious relations, kindness toward domestic pets and the humane treatment of living creatures, to teach them to avoid idleness, profanity, and falsehood, and to instruct them in manners and morals in the principles of a free government.

XI. Course objectives:

JROTC prepares high school students for responsible leadership roles while making them aware of their rights, responsibilities, and privileges as American citizens. The program is a stimulus for promoting graduation from high school, and it provides instruction and rewarding opportunities that will benefit the student, community and nation. Specific program outcomes describing what JROTC cadets will know and be able to do upon successful completion of the course include:

Course objectives: (Continued)

- A. Maximizing potential for success through learning and self-management.
- B. The development of leadership skills.
- C. Incorporating principles of mental and physical wellness into behaviors and decisions.
- D. Building effective relationships with peers, co-workers, and the community.
- E. Applying physical and political geography to building global awareness.
- F. Correlating the rights and responsibilities of citizenship to the purposes of U.S. Government.
- G. Relating events in U.S. history to choices and responsibilities Americans have today.
- H. Characterizing the role of the military and other national service organizations in building a democracy and maintaining peace in a democratic society.

The JROTC curriculum also aids in the development of broad, life-long skills that are essential for success in the cadet's life and future career roles. These skills are not learned in one lesson or L.E.T. (Leadership, Education and Training) but are linked to lesson competencies and integrated throughout the curriculum. Additional core abilities which each cadet will learn include:

- A. Building the capacity for life-long learning.
- B. Communicating using verbal, non-verbal, visual, and written techniques.
- C. Taking responsibility for your actions and choices.
- D. Doing your share as a good citizen in your school, community, country, and the world.
- E. Treating yourself and others with respect.
- F. Applying critical thinking abilities.

XII. Course outline:

1st Semester: Intermediate Leadership and Character Development

- A. Celebrating Differences - Culture and Individual Diversity
 - 1. Demonstrate knowledge of the leadership role in celebrating diversity, treating women and minorities fairly and equitably, and the prevention of sexual harassment.
- B. Power Bases and Influence
 - 1. List the different types of power and influence.
 - 2. Describe the appropriate application of power and influence.
 - 3. Use individual and system power respectfully and effectively to increase performance
- C. Styles of Leadership
 - 1. Identify different styles of leadership.
 - 2. Determine what style works best and when.

Course Outline: (Continued)

- D. Management Skills
 - 1. Define management.
 - 2. Identify five management principles.
 - 3. Outline the difference between management and leadership.
- E. Communication
 - 1. Recognize the important role communication plays in leadership.
 - 2. Identify the basic flow and purpose served by informal communication.
 - 3. Chart the major elements of a communication model.
 - 4. Demonstrate the main types of nonverbal communication.
 - 5. Discuss how feedback and effective listening help communication effectiveness.
- F. Motivation
 - 1. Demonstrate that individual performance within a group is influenced by expectations, ability, and motivation.
 - 2. Discuss the fourteen principles of motivation and how they impact motivation.
- G. Development
 - 1. Conduct a Force Field Analysis identifying strengths and areas of focus for development.
 - 2. Conduct an assessment of current level of competence in the fifteen leadership dimensions and create a plan of action to be totally involved in the leadership development process.
- H. Taking Charge - Knowing Your Responsibilities as a Leader
 - 1. Identify four steps that leaders should utilize when taking on a new leadership position.
 - 2. Identify the major duties or responsibilities of a team leader, squad leader, platoon sergeant and platoon leader.
 - 3. Demonstrate the responsibilities of a team leader or other higher position in drill.
- I. Company Formations and Movement
 - 1. Demonstrate correct response to the commands for forming the company, changing interval, aligning the company, opening and closing ranks, and dismissing the company.
 - 2. Demonstrate correct response for changing the direction of march of a column, correcting distance between platoons, and forming a column of twos and reforming.
 - 3. Demonstrate correct response for forming, aligning, and changing the direction of march of a company mass formation, and forming a company in column from a company mass formation.
 - 4. Demonstrate correct response to the commands for forming a company in column with platoons in line and reforming.
 - 5. Identify the different types of company formations and relate specific drill commands to them.

Course Outline: (Continued)

6. Identify the locations of the key platoon and company personnel in company formations.
- J. Brain Structure and Function
 1. Explain why the brain stem is sometimes called "the reptilian brain."
 2. Identify key areas in the midbrain/limbic system and describe their primary function.
 3. Label the four lobes of the cerebral cortex.
 4. Label major regions in the brain and match them to key functions.
 5. Sketch and label three main parts of a neuron.
 6. Name three elements involved in transmitting a stimulus from outside the body to the brain.
 7. Explain why neural networks change and grow to enhance the brain's processing power.
- K. Left Brain/Right Brain
 1. Match activity descriptions to hemisphere based on research regarding specialized brain functions.
 2. Complete a brain dominance inventory.
 3. Describe the differences between global and analytical thinking.
 4. Explain how brain dominance helps determine personality and behavior.
 5. Explain two things you have learned about your own information processing preferences.
 6. Provide at least three reasons why the ability to specialize and synchronize are both important aspects of how the brain functions.
- L. Learning Style and Processing Preferences
 1. Name at least three sensory (perceptual) systems.
 2. Explain at least three essential elements of the learning process and describe how the elements relate.
 3. Compare and contrast an automatic versus a purposeful response to stimuli.
 4. State three reasons it is important to become aware of the unique ways in which people learn.
 5. Explain each step in Senge's ladder of inference, using an example from your own life.
- M. Learning Models
 1. Assess your own preferences in each dimension of the Dunn and Dunn model.
 2. State the five dimensions included in Dunn and Dunn's learning model.
 3. List at least two specifics within each of the five dimensions in Dunn and Dunn's learning model.
 4. Name two actions you can take, using knowledge of your preferences, to become a more active, effective learner.
 5. Explore how to expand beyond your current preferences.
 6. State three reasons why knowing individual preferences of team members helps a team to achieve goals

Course Outline: (Continued)

- N. Multiple Intelligences**
1. Compare and contrast your current understanding of intelligence with Gardner's definition.
 2. Match a list of statements to one of the eight types of intelligence identified by Gardner.
 3. Distinguish between inter- and intra-personal.
 4. Present three activities to develop intelligence in one of the eight areas Gardner has defined.
 5. Design two activities you can do in the next two weeks, using what you have learned about your intellectual strengths, to improve in one of your classes at school.
 6. Discuss how ineffective speakers can improve their speech making.
 7. Strategize to improve speaking ability by avoiding common mistakes.
 8. Develop coping strategies for stressful speaking situations.
 9. Provide constructive feedback to speakers.
- O. Communicating in Groups**
1. Identify the elements in the communication process.
 2. Create a case study that highlights a topic unique to small group communication.
 3. Apply knowledge of small group communication process to the analysis of a piece of literature or media.
- P. Roles and Group Communication**
1. Identify the elements in the communication process.
 2. Create a case study that highlights a topic unique to small group communication.
 3. Apply knowledge of small group communication process to the analysis of a piece of literature or media.
- Q. Finding Solutions - Conflict and Behavior**
1. Apply knowledge of Winning Colors " to conflict situations and resolution.
 2. Evaluate the steps to managing conflicts and personal conflict management skills.
 3. Recognize different hot buttons and the behavior style they indicate.
 4. Respond to conflict situations positively through role-play.
 5. Evaluate the pros and cons of alternatives to determine potential solutions to conflict.
- R. Preparing to Teach**
1. Describe five critical elements you need to consider in preparing to teach.
 2. Write effective learning objectives by constructing each to include the task, condition and standard for student performance.
 3. Identify the various types of training aids and describe how to effectively use them in a classroom.
 4. Describe at least six tips for planning a lesson

Course Outline: Continued

- S. Using and Developing Lesson Plans
 - 1. Explain the purpose of a lesson plan.
 - 2. Identify the four phases of a lesson plan, and each phase's purpose.
 - 3. Describe the teacher's role and the potential benefits to students in each phase.
 - 4. Create a lesson plan utilizing the four-phase process.
- T. Delivering Instruction
 - 1. Describe a lesson objective, quantitative standard and training aids.
 - 2. Describe seven types of teaching methods and identify when to use each type in a classroom.
 - 3. Identify the five types of practical exercises.
 - 4. Explain the process of rehearsing.
 - 5. Design a presentation using one of the seven teaching methods.
- U. Use Variety in Your Lesson Plan
 - 1. Define cooperative learning and identify the benefits of using cooperative learning strategies in the classroom.
 - 2. Identify and describe at least two cooperative learning strategies you could use in a lesson plan that encourage team building.
 - 3. Identify and describe at least two cooperative learning strategies you could use in a lesson plan that require students to respond to or discuss questions posed in the lesson.
 - 4. Identify and describe at least four cooperative learning strategies you could use in a lesson plan so that learners could gather, share, and learn a great deal of material in a short amount of time.
 - 5. Explain how incorporating a variety of learning styles and multiple intelligences benefit learners in the classroom.
- V. Graphic Organizers
 - 1. Define graphic organizers and describe the benefits to the learner.
 - 2. Identify the graphic organizers that help learners brainstorm or associate ideas and concepts.
 - 3. Identify the graphic organizers that are useful for learners when comparing or prioritizing information.
 - 4. Identify the graphic organizers that are most useful to learners when they need to analyze or compare information.
 - 5. Identify the graphic organizers that are most effective in sequencing and visualizing information.
 - 6. Identify the graphic organizers that are most useful for connecting or reflecting on ideas or concepts.
- W. Using Feedback in the Classroom
 - 1. Describe the purpose of feedback in a classroom and four ways that feedback can be effective.
 - 2. Identify the five characteristics or conditions of effective feedback.
 - 3. Identify the basic ground rules and tips for giving effective feedback

Course Outline: (Continued)

2nd Semester: Intermediate Life Skills, Geography and Government

- A. Making the Right Choices
 - 1. List at least two effective strategies for decision-making.
 - 2. Name at least two ineffective strategies for decision-making.
 - 3. Apply the F-I-N-D-S model to make decisions.
 - 4. Analyze potential solutions to determine the best alternative.
 - 5. Evaluate decisions for effectiveness.
- B. Goals and Goal Setting
 - 1. Define goals and differentiate among short-, medium- and long-term goals.
 - 2. Define a set of personal goals that includes short-, medium- and long-term goals.
 - 3. Analyze goals to determine what makes them meaningful.
 - 4. Create a plan for achieving one long-term goal.
- C. Career: Labor You Love
 - 1. Observe the criteria employers look for in employees (SCANS).
 - 2. Relate career factors to earnings potential.
 - 3. Discuss the effects of education and training on a career.
- D. Dietary Guidelines
 - 1. Identify the 9 NAS dietary goals and ways to achieve them.
 - 2. Identify factors that affect the nutritional requirements of individuals at various life stages.
 - 3. Identify signs and symptoms of anorexia nervosa and bulimia.
 - 4. Examine varying viewpoints on vitamin and mineral supplement usage.
 - 5. Calculate your personal supplement blueprint. (Optional)
- E. Controlling Fat
 - 1. Identify 5 health problems that an obese or overweight person is at greater risk of getting.
 - 2. Identify tendencies that encourage the accumulation of fat.
 - 3. Define current and desired state for healthy lifestyle.
 - 4. State 4 steps that can lead to a lean body fat content.
 - 5. State the relationship of food intake and physical activity to weight control.
- F. Taking Care of Yourself
 - 1. Recognize the benefits of maintaining good hygiene habits.
 - 2. Explain how to keep clean in field conditions.
 - 3. Explain the correlation between physical fitness and hygiene.
 - 4. Describe ways to get adequate sleep/rest in unfamiliar places and to remain awake/alert, when necessary, in field situations.
 - 5. Recognize stress-reducing techniques.
 - 6. Identify possible results of poor sanitation.
 - 7. Detail procedures for 4 methods of disinfecting water.
 - 8. Explain how to guard against food poisoning and the spread of germs through waste.

Course Outline: (Continued)

- G. Understanding and Controlling Stress
 - 1. Identify ways in which stress and anxiety can be both beneficial and harmful.
 - 2. Identify/recognize the physical and psychological effects of stress.
 - 3. Identify/recognize common causes of stress in young people as well as causes of stress in your own life.
 - 4. Practice prevention of stress overload including relaxation and anger management techniques.
 - 5. Identify/practice leadership strategies that promote healthy stress levels within a group.
 - 6. Identify/recognize causes and symptoms of depression and anxiety and positive ways to deal with them.
- H. Ready, Go ... Crossing the Finish Line -Year 2
 - 1. Practice improving your scores.
 - 2. Recognize scores necessary to achieve the Presidential Physical Fitness Award.
- I. First Aid for Burns
 - 1. Identify the degrees of burns and their characteristics.
 - 2. Demonstrate how to treat first-, second-, and third-degree heat burns.
 - 3. Explain how to prevent heat burns.
 - 4. Demonstrate how to treat electrical burns.
 - 5. Explain how to prevent electrical burns.
 - 6. Demonstrate how to treat chemical burns to the skin and eyes.
 - 7. Explain how to prevent chemical burns.
- J. First Aid for Poisons, Wounds, and Bruises
 - 1. Recognize causes and symptoms of poisoning.
 - 2. Demonstrate how to treat for poisons.
 - 3. Identify the four kinds of wounds.
 - 4. Demonstrate how to treat minor wounds and bruises.
- K. Heat Injuries
 - 1. Explain the cause and effect of heat injuries.
 - 2. Describe factors to consider in hot weather situations.
 - 3. Identify the three types of heat injuries and their symptoms.
 - 4. Demonstrate how to treat heat cramps.
 - 5. Demonstrate how to treat exhaustion.
 - 6. Demonstrate how to treat heatstroke.
 - 7. Explain how to prevent heat injuries.
- L. Cold Weather Injuries
 - 1. Describe factors to consider in cold weather situations.
 - 2. Explain causes and effects of cold weather injuries.
 - 3. Identify types of cold weather injuries and their symptoms.
 - 4. Demonstrate how to treat frostbite, immersion foot/trench, hypothermia and snow blindness.
 - 5. Explain how to prevent cold weather injuries.

Course Outline: (Continued)

- M. Bites, Stings, and Poisonous Hazards
1. Identify types of venoms.
 2. Identify types of snakes and the symptoms of their bites.
 3. Explain how to prevent snakebites.
 4. List possible results of human and animal bites.
 5. Identify symptoms of insect bites and stings.
 6. Explain how to prevent insect bites and stings.
 7. Identify types of poisonous plants and possible reactions to contact with them.
 8. Explain how to treat for contact with poisonous plants.
 9. Explain how to prevent exposure to poisonous plants.
- N. Drugs - Use and Effect
1. Identify the 6 types of drugs to include stimulants, depressants, hallucinogens, narcotics, designer drugs, inhalants.
 2. Recognize that drugs affect the natural state of the body.
 3. Recognize the risks associated with various drugs.
 4. Identify where and how various drugs affect the body.
 5. Describe your concern about the physical effects of drugs.
- O. Tobacco - Use and Effect
1. Define the terms Stimulant, Dependency, and Nicotine.
 2. Describe ways that people use tobacco products.
 3. Identify the three major components of tobacco and what they do to the human body.
 4. Identify short- and long-term effects of tobacco use on the human body.
 5. Identify risks associated with second-hand smoke.
- P. Alcohol - Use and Effect
1. State/Recall the definition for the terms depressant and alcohol.
 2. Describe ways people use alcohol products.
 3. Identify short- and long-term effects of alcohol consumption and abuse on the human body.
 4. List five factors that influence the effect alcohol has on an individual.
- Q. Substance Abuse Intervention
1. Identify two kinds of intervention - Interpersonal and Enforcement.
 2. Recognize signs of substance abuse
 3. Describe why people abuse substances and ways to remain drug-, alcohol-, and tobacco-free.
 4. Identify ways to approach/help someone you suspect has a drug problem.
 5. Identify two intervention approaches used by law enforcement.
- R. Substance Abuse Prevention
1. Distinguish agencies within your school/local community that are involved in fighting substance abuse.
 2. Recognize ways you can aid in the prevention of substance abuse.

Course Outline: (Continued)

- S. Introduction to Maps
 - 1. Define map.
 - 2. Identify symbols, colors, and features on standard road maps.
 - 3. Identify locations on a city and state map.
 - 4. Communicate directions to specified sites using a city and state map.
- T. Orienteering
 - 1. Define orienteering and how it originated.
 - 2. Differentiate between six types of orienteering courses.
 - 3. Demonstrate the 5-step process to determine direction of travel.
 - 4. Demonstrate five movement techniques used in orienteering.
 - 5. Identify three control areas and five safety aspects used in orienteering.
 - 6. Demonstrate proper orienteering techniques and map reading/land navigation skills if given the opportunity to participate in an orienteering event.
- U. Making Decisions - Majority and Consensus
 - 1. Define Simple Majority and Consensus.
 - 2. Design a process for decision-making.
 - 3. Apply Simple Majority and Consensus.
- V. Establishing Ground Rules
 - 1. Define Simple Majority and Consensus.
 - 2. Recall the ground rules for the You The People process.
 - 3. Analyze the importance of the ground rules.
 - 4. Classify the ground rules for the You The People process.
 - 5. Evaluate your understanding of each ground rule.
- W. Small Group Meetings
 - 1. Identify the Small Group Meeting roles.
 - 2. Describe the Small Group Meeting agenda.
 - 3. Explain the Small Group Meeting process.
 - 4. Assign roles to each Small Group member.
 - 5. Choose a group name and group leader.
 - 6. Design a process for the role rotations.
 - 7. Apply the Small Group Meeting process.
- X. Representative Group Session
 - 1. Identify the responsibilities of a Small Group Representative.
 - 2. Understand the Representative Group Session agenda.
 - 3. Elect a Small Group Representative.
 - 4. Perform the Representative Group process.
 - 5. Assess the Representative Group Session.
- Y. Revolution and Independence
 - 1. Identify the cause and effect relationship between events in revolutionary times.
 - 2. Recognize the importance of the tax issue to the American Revolution.

Course Outline: (Continued)

3. Develop alternative actions for historical and current events.
 4. Identify the possible consequences of proposed actions.
- Z. Your Constitution - Its Purpose, Reality, and Use
1. Explain the value of "rules of conduct" for every day activities.
 2. Generate a list of rules that apply to members of the House of Representatives and the Senate in Article I of the Constitution.
 3. Generate a list of powers given to members of the House of Representatives and the Senate in Article I of the Constitution.
 4. Generate a list of powers given to members of the House of Representatives and the Senate in Article I of the Constitution.
 5. Describe how "rules of conduct" are designed to limit excesses of power.
 6. Apply the concepts of rules and power to a practical situation.
- AA. The Organization and Power of Congress
1. Explain the Separation of Power between the states and the federal government.
 2. List powers denied the federal government.
 3. Define the term "elastic clause."
 4. Recognize implied powers.
- BB. The Executive Branch and Sources of Presidential Power
1. Identify the various roles played by the President of the United States.
 2. List five types of Presidential Power.
 3. Recognize the types of Presidential Power given real life examples.
- CC. Political Parties, Voting and Elections
1. Identify the steps followed in electing a President.
 2. Match Propaganda Techniques with examples.
 3. Create a Presidential ad using Propaganda Techniques.
 4. Demonstrate the use of Propaganda Techniques in advertising.

XIII. Texts and Supplemental Instructional materials: Provided by the Army JROTC. The Curriculum Overview includes:

- Interactive Multi-media
- Higher Order Thinking Tools
- Learning Styles/Emotional Intelligence Assessments
- Thinking Maps
- Service Learning
- SAT/ACT Prep
- College Entrance Planning
- Serious Gaming
- Response Systems

- XIV. Key Assignments:** This program requires a retired commissioned U.S. Army officer and, eventually, a retired Army non-commissioned officer.
- XV. Instructional methods and/or strategies:** The Learning Model includes student-centered reading, listening and interactive activities, along with meaningful interaction with instructional materials, peers, and instructors.
- XVI. Assessment methods and/or tools:** The Classroom Performance System (CPS) obtains immediate feedback from every student, streamlines grading, allows students to take tests at their own pace, produces immediate results, and captures achievement data to meet accountability goals.
- XVII. Context for Course: (optional)**
- XVIII. History of Course Development: (optional)**

The information below is required by Technology Services
to enter the course title and number in the system.
Consult your site Registrar for help in completing this section, if necessary.

Issue Marks: (Check all that apply)

☐ Quarter Mark Report ☐ Semester Mark Report

<u>Include in Honor Roll:</u>	<u>Weighted</u>	<u>Unweighted</u>
<input type="checkbox"/> Principal's HR	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Honor Roll	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Report Card	<input type="checkbox"/>	<input type="checkbox"/>

<u>Include in GPA</u>	<u>Weighted</u>	<u>Unweighted</u>
<input type="checkbox"/> Academic GPA	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> CAL Grant	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Weighted Total GPA	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Unweighted Total GPA	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Weighted Qtr GPA	<input type="checkbox"/>	<input type="checkbox"/>

Include in Extract: ☐ Yes ☐ No

State Course Code: _____

NCES Course Classification (if applicable): _____

Course Type: _____

NCLB Course: _____

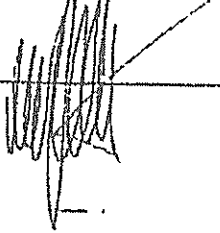
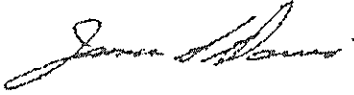
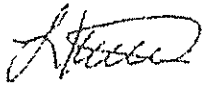
CTE Technical Preparation: ☐ (check for Yes)

Education Service: _____

Independent Study Indicator: ☐ (check for Yes)

Distance Learning: ☐ (check for Yes)

Education Program Funding: _____

SIGNATURES for REVIEW	
Outline prepared by	 Linda Tech
Principal	
Teacher Representative:	<i>Signature indicates course is aligned to content standards.</i> <i>Teacher representative for no alignment to standards below.</i>
Bear Creek High School	
Lodi High School	
McNair High School	
Tokay High School	
Liberty High School (if applicable)	
Plaza Robles High School (if applicable)	
Independence High School (if applicable)	
Administrative Director, Curriculum & Instruction	
Assistant Superintendent Secondary Education	

DATE	
n/a	File sent and/or presented to appropriate bodies
1-13-11	Course Outline Submitted
1-20-11	Curriculum Committee Decision Made
	Board of Education Approval