

9-12 COURSE OF STUDY OUTLINE

Title of Course of Study ARMY JROTC L.E.T. 1

Course Number: **250310** *(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. 1)

II. Department/Subject Area:

- ☐ CTE Career Technical Education *(Please use CTE specific form)*
- ☐ ENG English Language Arts
- ☒ ELC Electives **GRADE 9**
- ☐ FACE Family and Consumer Education
- ☐ FAL Fine Arts/Performing Arts/Foreign Language
- ☐ IND Industrial Arts
- ☐ MATH Mathematics
- ☒ PHY Physical Education **2nd year option for GRADE 10 AND UP**
- ☐ 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 1: The Emerging Leader

Author: _____

Publisher: US Army Cadet Command

Date of Publication: _____ ISBN # : _____

Board Approval Date:

SIGNATURES for REVIEW		
Outline prepared by	 Kathleen Whisler	Site: Ronald E. McNair
Principal	Nicole Vertar 	Site: Ronald E. McNair
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	44
Units 1-5 Total Contact Hours			70	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

X 9 M 13 Original X 11-12



Curriculum and Instruction

9-12 COURSE OF STUDY OUTLINE

Title of Course of Study:

**Junior Reserve Officer Training Corp (JROTC):
Leadership, Education and Training 1 ("L.E.T. 1")**

Course Number: 590100 (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 1 ("L.E.T. 1")**

1st Semester: Introduction to Leadership and Character Development

2nd Semester: Basic Life Skills and Citizenship

II. Department/Subject Area: Leadership

- ☐ ALG - 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 first 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 in the history, customs, traditions and purpose of Army JROTC. It contains the development of basic leadership skills to include leadership principles, values and attributes. Development of core skills students should master, an appreciation for diversity, and active learning strategies are integrated throughout the course. 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 communication skills and conflict management and resolution curriculum taught in L.E.T. 1st Semester. Emphasis is placed on writing skills and oral communications techniques. Financial planning is introduced. Physical fitness, diet, nutrition, healthy lifestyles and awareness of substance abuse and prevention and basic first aid measures are additional content areas. An overview of geography and the globe are incorporated. Also included in the course is a study of the U.S. Constitution, Bill of Rights, responsibilities of U.S. citizens and the federal justice system. 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: Introduction to Leadership and Character Development

- A. Army JROTC - The Making of a Better Citizen
 - 1. Meet others and learn about class members.
 - 2. State the mission of Army JROTC.
 - 3. Identify the challenges and opportunities of Army JROTC.
- B. The Past and Purpose of Army JROTC
 - 1. List the key points of the U.S. congressional act that created JROTC.
 - 2. Identify the desired goals for JROTC.
 - 3. Explain significant historical events that combined military training and education.
 - 4. Identify the importance of JROTC and the military in education at all levels.
 - 5. Describe the relationship of the military to public education.

Course Outline: (Continued)

- C. Moving Up in Army JROTC - Rank and Structure
 - 1. Identify Army JROTC enlisted and officer insignia.
 - 2. Diagram cadet ranks to include duties and responsibilities.
 - 3. Evaluate how the organization supports the operation of the Army.
- D. The Signs of Success
 - 1. Name and compare three types of unit decorations.
 - 2. Name the two main categories of individual awards.
 - 3. Identify the four institutional award categories.
- E. Your Personal Appearance and Uniform
 - 1. Identify JROTC Uniform Components.
 - 2. State the appropriate occasions for wearing each uniform.
 - 3. Identify four factors important to personal appearance.
 - 4. Describe guidelines for proper personal appearance in uniform.
 - 5. Describe proper maintenance of uniforms.
 - 6. Describe guidelines for proper wearing of the uniform.
 - 7. Demonstrate correct placement on uniforms of nameplate, insignias, awards, and decorations.
 - 8. Perform a pre-inspection.
- F. The Stars and Stripes
 - 1. State when and where the first "Stars and Stripes" was created.
 - 2. Explain the significance of the parts and colors of the U.S. Flag.
 - 3. Describe the sizes and uses of the three basic types of U.S. Flags.
 - 4. Describe courtesies taken to show respect for the U.S. Flag.
 - 5. Explain the basic rules for displaying the U.S. Flag in different situations.
 - 6. Demonstrate the correct way to fold the U.S. Flag.
- G. Proudly We Sing - The National Anthem
 - 1. Name the author of the National Anthem.
 - 2. Relate the story behind the National Anthem.
 - 3. Describe the courtesies taken as a cadet to show respect during the playing of the National Anthem.
 - 4. Give the history of the official National March.
 - 5. Recognize the official National March.
- H. American Military Traditions, Customs, and Courtesies
 - 1. Describe the types of personal salutes and when they are executed.
 - 2. Match Army ranks to their proper titles.
 - 3. Execute a salute.
 - 4. Identify situations requiring a salute or other forms of respect to senior officers.
- I. Leadership Defined
 - 1. Identify leader behaviors that create the desire to follow.
 - 2. Assess present leader behaviors as they relate to purpose, direction, and motivation.
 - 3. Identify areas for personal development

Course Outline: (Continued)

- J. Leadership Reshuffled
 - 1. Identify the development of leadership.
 - 2. Describe the different approaches to leadership, the reasons for using them and the reasons for their decline.
 - 3. Describe environmental changes that affect leadership.
- K. Leadership from the Inside Out
 - 1. Identify what attitudes the cadets currently hold and how those attitudes affect their actions.
 - 2. Describe how the similarities and differences in people's value can impact how they lead, follow or team with others.
 - 3. Identify and relate to the Army values.
- L. Principles and Leadership
 - 1. Identify the four categories of leadership character and competence.
 - 2. Define leadership dimensions.
 - 3. Recognize leader behaviors as they relate to the BE, KNOW, DO model.
 - 4. Identify times can, and do, demonstrate leadership character and competence.
- M. Steps from the Past
 - 1. Describe the origin of drill as it relates to the Continental Army of the United States.
 - 2. Identify five purposes of drill throughout history in times of war and peace.
 - 3. Explain the importance of drill on military discipline.
 - 4. Compare the qualities of discipline that Baron Friedrich von Steuben instilled in the Continental Army to what military drill teaches and develops today.
- N. Roles of Leaders and Followers in Drill
 - 1. Describe the responsibilities of a follower and leader in drill.
 - 2. Identify the types of drill commands.
 - 3. Describe the elements of a proper command voice.
 - 4. Demonstrate correct response to the commands for the position of attention, rest positions at the halt, facing at the halt, and the hand salute.
 - 5. Demonstrate the hand salute while covered and uncovered
- O. Using Your Leadership Skills/Taking Charge
 - 1. Explain the preparation a drill leader takes before a drill.
 - 2. Explain the procedure a drill leader takes to teach a drill.
 - 3. Identify five characteristics of a good drill leader.

Course Outline: (Continued)

- P. Stationary Movements
 - 1. Demonstrate correct response to the commands for the position of attention, rest positions at the halt, and the hand salute.
 - 2. Demonstrate the hand salute while covered and uncovered.
- Q. Steps and Marching
 - 1. Demonstrate marching to the cadence of 120 steps and 180 steps per minute with a 30-inch step.
 - 2. Demonstrate marching using the 15-inch step.
- R. Squad Drill
 - 1. Demonstrate correct response to the commands for forming and marching the squad.
 - 2. Identify the different types of squad formations and relate specific drill commands to them.
 - 3. Identify the locations of key squad personnel in squad formation.
- S. Platoon Drill
 - 1. Demonstrate correct response to the commands for forming and marching the platoon.
 - 2. Identify the platoon drills that are executed in the same manner as in squad drill.
 - 3. Identify the different types of platoon formations and relate specific drill commands to them.
 - 4. Identify the locations of key platoon personnel in platoon formation.
- T. Self-Awareness
 - 1. Using the Winning Colors® framework, explain four clusters of behavior in positive terms.
 - 2. Illustrate your present behavioral preferences by arranging the four Winning Colors® cards as directed.
 - 3. Provide an example of what you did in a specific situation to explain the card arrangement.
 - 4. Identify the strength of each behavior cluster, for you personally, by arranging the cards as directed.
 - 5. Demonstrate self-esteem in your attitude and communication practices by expressing appreciation for your own uniqueness
- U. Appreciating Diversity through Winning Colors
 - 1. Identify key concepts and vocabulary words for each Winning Colors® behavior cluster: Builders, Planners, Adventurers, Relaters.
 - 2. Develop insight regarding the behavior of others.
 - 3. Develop insight regarding how others perceive your behavior.
 - 4. Analyze a situation, pick behaviors that have a high chance of being successful, and explain why.

Course Outline: (Continued)

- V. Personal Growth Plan
 - 1. Identify the key emotional skill dimensions addressed in the Success Profiler™.
 - 2. Assess your Personal Skills Map to create a Personal Growth Plan.
 - 3. Select two emotional skills for self-directed growth and development focus areas.
 - 4. Plan two self-directed development activities for each focus area to accomplish within the next month.

- W. Becoming an Active Learner
 - 1. List three traits of active learners v.s. passive learners.
 - 2. Identify the three types of questions active learners ask, the thinking types and related viewpoints that must be applied to address these three questions.
 - 3. Identify the difference(s) between critical and creative thinking and the kinds of activities that demonstrate these types of thinking.
 - 4. Describe the differences between objective and subjective thinking.

- X. Reading for Meaning - Comprehension Strategies
 - 1. Name at least four purposes for reading.
 - 2. State three reasons why good reading skills are essential.
 - 3. Identify four strategies an individual can use to improve reading comprehension.
 - 4. Explain how to apply four strategies an individual can use to improve reading comprehension.

- Y. Reading for Meaning - Vocabulary Strategies
 - 1. Identify six different types of context clues a reader can use to figure out the meaning of an unknown or unfamiliar word.
 - 2. Identify three strategies an individual can use to deal with vocabulary in context in order to improve reading comprehension.
 - 3. Explain how to apply three vocabulary strategies to deal with vocabulary in context.
 - 4. Explain at least one method a learner can use to increase his/her vocabulary.

- Z. Study Habits that Work for You
 - 1. Demonstrate the ability to develop an effective study strategy.
 - 2. Identify how to apply personal learning preferences to study habits.
 - 3. Identify effective time management strategies.
 - 4. Apply note taking tips and strategies to reading assignments.
 - 5. Demonstrate ability to use SQ3R as a textbook reading/study technique.
 - 6. Identify how to make the most of time in class.

- AA. Test Taking Techniques.
 - 1. List three ways to reduce the fear of taking a test.
 - 2. Define the typical "question words" frequently found in tests.
 - 3. Demonstrate the ability to effectively use appropriate strategies to respond to multiple-choice type test questions.

Course Outline: (Continued)

4. Demonstrate the ability to apply appropriate reading comprehension strategies in test taking situations.
5. Demonstrate the ability to effectively use appropriate strategies to respond to vocabulary test questions.
6. Identify and describe the components of a good study plan for test preparation.

2nd Semester: Basic Life Skills and Citizenship

- A. The Communication Process
 1. Apply the communication model to interpersonal interactions.
 2. Differentiate between verbal and nonverbal means of communication and use each appropriately.
 3. Determine how to avoid mixed messages.
 4. Discuss communication styles and techniques as they relate to Winning Colors*.
 5. Evaluate personal communication style.
- B. Becoming a Better Writer
 1. Determine situations where writing is an appropriate form of communication.
 2. Communicate using a variety of writing techniques.
 3. Determine how you can use writing to express your needs.
 4. Outline and effectively organize writing assignments using the presented techniques.
- C. Becoming a Better Listener
 1. Identify four tips to improve effective listening skills.
 2. Explain how barriers prevent effective listening.
 3. Compile an individual list of trigger words.
 4. Develop role-plays that teach effective listening skills to others.
- D. Creating Better Speeches
 1. Create speech introductions, which include an attention getter.
 2. Differentiate between types of speeches and the occasions which require each.
 3. Analyze speeches for content and delivery
- E. Finding Solutions - Conflict
 1. Recognize the impact of conflicts on relationships.
 2. Describe four basic causes of conflict.
 3. Analyze five different types of conflicts.
 4. Use "I" Statements to facilitate proper communication.

Course Outline: (Continued)

- F. Financial Planning: Your Roadmap
 - 1. Identify the components in the five-step financial planning process.
 - 2. Differentiate between needs and wants.
 - 3. Describe how values can influence decisions.
- G. Choosing the Right Exercise Program for You
 - 1. Compare the benefits of aerobic, anaerobic, isometric, and isotonic exercise.
 - 2. Classify exercises as aerobic, anaerobic, isometric, and isotonic.
 - 3. Define current and desired state for healthy lifestyle.
 - 4. List five benefits of regular exercise.
 - 5. Identify attitudes and actions that help you stick with an exercise program.
 - 6. Describe the three parts that should make up every exercise program.
 - 7. Develop a plan to reach your desired state for a healthy lifestyle.
- H. You Are What You Eat
 - 1. Explain how calories consumed versus calories used affects body weight.
 - 2. Identify the 6 food groups and servings on the food guide pyramid.
 - 3. Identify sources and benefits of fiber in your diet.
 - 4. Describe the importance of water to the body.
 - 5. Describe the possible effects of a diet high in fat and cholesterol.
 - 6. Explain why salt, sugar, and caffeine should be used in moderation.
- I. Nutrition - Nourishing Your Body
 - 1. Identify the 6 nutrients your body requires and what each nutrient provides for a high quality/healthy lifestyle.
 - 2. Explain the difference between simple and complex carbohydrates and state an example of each.
 - 3. Identify the vital roles that fats and cholesterol play in body functioning.
 - 4. Compare saturated and unsaturated fats.
 - 5. List ways to reduce cholesterol levels.
 - 6. Describe how vitamins differ from carbohydrates, fats, and proteins.
 - 7. Identify sources and functions of vitamins and minerals.
 - 8. Describe the three parts that should make up every exercise program.
 - 9. Identify functions of water in the body and the amount of water that should be consumed daily.
- J. Ready, Go ... Crossing the Finish Line - Year 1
 - 1. Define the Presidential Physical Fitness program.
 - 2. Identify components of the five events within the program (Cadet Challenge).
 - 3. Identify the proper techniques for each of the events within the Cadet Challenge.
 - 4. Recognize scores necessary to achieve the Presidential Physical Fitness Award.

Course Outline: (Continued)

- K. The Need for First Aid/Your Response
 - 1. Identify the need for knowing how to perform first aid.
 - 2. Define first aid.
 - 3. Explain the significance of the Good Samaritan law.
 - 4. Identify the steps for first aid intervention.
 - 5. List the questions that 911 will ask.
 - 6. Identify the steps for checking the ABCDs.
- L. The First Life-Saving Steps
 - 1. Describe how to perform rescue breathing.
 - 2. Identify the steps for performing CPR.
 - 3. Explain how CPR can keep a victim's heart and brain alive.
 - 4. Identify the steps for performing the Heimlich Maneuver.
- M. Controlling Bleeding
 - 1. Identify the three types of bleeding.
 - 2. Identify the best way to control bleeding in most cases.
 - 3. Demonstrate how to control bleeding to extremities using direct pressure, pressure points, and a tourniquet.
 - 4. Describe how to clean wounds in order to prevent infections.
- N. Treating for Shock and Immobilizing Fractures
 - 1. Explain causes and effects of shock.
 - 2. Identify signs of shock.
 - 3. Demonstrate how to treat for shock.
 - 4. Identify fractures as closed or open.
 - 5. Demonstrate procedures for immobilizing fractures using splints and slings.
 - 6. Distinguish between sprains and strains.
- O. Commonly Abused Substances and Their Use
 - 1. Identify commonly abused substances.
 - 2. Recognize the difference between drug use, misuse, and abuse.
 - 3. Describe reasons why people might use, misuse or abuse drugs.
 - 4. Identify legal (medical) uses of commonly abused drugs.
 - 5. Identify how commonly abused drugs are taken into the body.
- P. Making Critical Decisions About Substances
 - 1. Compare and contrast the external and internal factors that influence decisions about substance abuse.
 - 2. Apply the F-I-N-D-S Decision Process:
 - a. Figure out the problem.
 - b. Identify the options.
 - c. Nape pros and cons of each choice.
 - d. Decide which is the best choice, then act on it.
 - 3. Employ pre-deciding techniques as a substance abuse prevention strategy.

Course Outline: (Continued)

Q. The Globe -An Overview

1. Define a globe.
2. Locate the seven continents on a globe.
3. Locate the four oceans on a globe.
4. Distinguish between the two poles on a globe.
5. Distinguish between the longitude and latitude lines on a globe.
6. Differentiate between the equator and the prime meridian.

R. The Preamble

1. Define a Preamble.
2. Classify the components of the Preamble.
3. Analyze the goals of the Preamble.
4. Design a Preamble for your life.

S. Introduction to the Citizenship Skills

1. Define the seven You the People Citizenship Skills.
2. Compare the seven You the People Citizenship Skills to the Preamble of the Constitution.
3. Hypothesize what our country would be like without the seven You the People Citizenship Skills.

T. Cooperation and Patience

1. Describe the importance of using cooperation and patience for effective teamwork.
2. List five Active Listening techniques.
3. Perform the five Active Listening techniques.
4. Analyze how to use Patience in a given situation.
5. Assess how Cooperation and Patience affected past team experiences.
6. Describe the Citizenship Skills: Cooperation and Patience.

U. Fairness, Respect, and Strength

1. Describe the Citizenship Skills: Fairness, Respect, and Strength.
2. Explain the difference between Individual Desire and the Common Good.
3. Analyze the use of Strength and Respect in a given situation.
4. Evaluate ability to use Fairness, Respect, and Strength when working with a team.

V. Self-Importance and Balance

1. Describe the Citizenship Skills: Fairness, Respect, and Strength.
2. Explain the difference between Individual Desire and the Common Good.
3. Analyze the use of Strength and Respect in a given situation.
4. Evaluate your ability to use Fairness, Respect, and Strength when working with a team.

W. Becoming an American Citizen - Naturalization and Immigration

1. Explain the three methods for becoming a citizen.
2. Describe the laws that regulate immigration.
3. List the standards for becoming a citizen.

Course Outline: (Continued)

4. Apply a standard to deciding who should be able to immigrate to or become a citizen of the United States.
- X. **Right, Responsibilities, and Privileges of American Citizens**
 1. Explain the differences between rights, responsibilities, and privileges.
 2. Provide examples of the basic rights guaranteed in the First Amendment to the Constitution.
 3. Identify rights violations in various scenarios.
 4. Develop role-plays, which demonstrate an understanding of basic rights in a courtroom situation.
- Y. **Participating American Citizens**
 1. Identify at least five of the 24 characteristics of a participating citizen.
 2. Compare the characteristics of a participating citizen to those of patriotism.
- Z. **Introduction to Chief Justice**
 1. Debate a position on an issue.
 2. Determine the outcome of a debate.
 3. Develop an oral presentation that includes supporting evidence for a point of view on flag burning and the First Amendment.
 4. Evaluate the oral presentations and render a verdict in the case.

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: _____

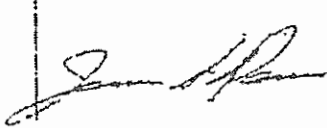
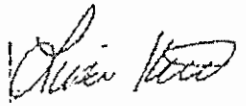
CTE Technical Preparation: ☐ *(check for Yes)*

Education Service: _____

Independent Study Indicator: ☐ *(check for Yes)*

Distance Learning: ☐ *(check for Yes)*

Education Program Funding: _____

SIGNATURES for REVIEW	
Outline prepared by _____	Site: <u>Lodi High School</u>
Principal _____	Site: _____
Teacher Representative:	Signature indicates course is aligned to content standards. Please take caution for no signature in the space below.
<u>Bear Creek High School</u>	
<u>Lodi High School</u>	
<u>McNair High School</u>	
<u>Tokay High School</u>	
<u>Liberty High School (if applicable)</u>	
<u>Plaza Robles High School (if applicable)</u>	
<u>Independence High School (if applicable)</u>	
Administrative Director, Curriculum & Instruction	
Assistant Superintendent, Secondary Education	

DATE	
<u>n/a</u>	Date sent and/or presented to principal _____
<u>1-13-11</u>	Course Outline Submitted _____
<u>1-20-11</u>	Curriculum Council Reviewed _____
	Board of Education Approved _____