

Army JROTC I

AR7913 36 weeks

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Course Description

Suggested Grade Level: 9 or 10 or 11

This course introduces students to the foundations of the Army JROTC program, the rights and responsibilities of U.S. citizenship, the principle components of leadership, and the foundational elements needed for academic and career success. Additionally, students receive instruction in U.S. and military history, discipline, personal wellness, physical fitness, career education, and workplace readiness skills. Military customs and courtesies, proper uniform wear and personal appearance guidelines are established and reinforced in the classroom, drill, and military ceremonies.

NOTE: Some of the content in this course is informed by the following sources:

- *Army JROTC Leadership Education and Training*, Pearson Custom Publishing, 2005
- *Drill and Ceremonies* (TC 3-21.5), Headquarters, Department of the Army, 2012
- *Leadership Education and Training Core Materials, Student Handouts*
- *Leadership Education and Training JROTC Curriculum Outline*, U.S. Army Cadet Command, Ft. Monroe, Virginia, 2010

- *Leadership Education and Training JROTC Program of Instruction*, U.S. Army Cadet Command, Ft. Monroe, Virginia, 2010

Instructors are asked to continue relying heavily on their branch-specific curriculum guides to complement this core set of competencies.

Task Essentials Table

For the indicated course(s):

- Tasks/competencies designated by plus icons (+) in the left-hand column(s) are essential
- Tasks/competencies designated by empty-circle icons (○) are optional
- Tasks/competencies designated by minus icons (−) are omitted
- Tasks marked with an asterisk (*) are sensitive.

Task Number	AR7913	Tasks/Competencies
Introducing JROTC		
39	+	Identify the branches of U.S. armed services.
40	+	Identify the mission statement and core values of Army JROTC.
41	+	Describe the objectives and structure of Army JROTC.
42	+	List the benefits of participating in JROTC.
43	+	Identify the U.S. Army chain of command (i.e., organizational structure).
Exploring Leadership Education		
44	+	Define <i>leadership</i> .
45	+	Define <i>followership</i> .
46	+	Explain the seven Army values.
47	+	List the characteristics of good leaders.
48	+	Identify the 11 principles of leadership.
49	+	Explain the BE-KNOW-DO attributes.
5	+	Explain the importance of drill in military discipline.
51	+	Demonstrate effectual command voice in drill.
52	+	Analyze personal strengths and weaknesses as a drill leader.

53	+	Define <i>morale</i> and <i>esprit de corps</i> .
54	+	Describe how to prevent and/or stop sexual harassment and assault.
55	+	Create a personal vision statement.
Applying Leadership Skills and Strategies		
56	+	Identify behaviors that might lead to promotion.
Demonstrating U.S. Military Traditions, Customs, and Courtesies		
57	+	Define U.S. military <i>traditions, customs, and courtesies</i> .
58	+	Identify expectations for inspection readiness (e.g., wear and care of the uniform).
59	+	Explain the concept of rank.
60	+	Identify U.S. Army ranks and grades.
61	+	Execute the hand salute.
62	+	Demonstrate flag etiquette.
63	+	Demonstrate military greeting.
64	+	Demonstrate U.S. Army regulation individual drill.
Developing Citizenship		
65	+	Define <i>patriotism</i> .
66	+	Identify ways to make a contribution to the local community.
67	+	Demonstrate patriotism.
Reinforcing Academics		
68	+	Demonstrate knowledge of successful study and test-taking strategies/habits.
69	+	Identify the thinking/learning skills necessary for improving active learning and academic performance.
70	+	Maintain a professional portfolio.
71	+	Create a written personal growth plan.
72	+	Identify the importance of self-awareness and appreciating diversity.
Exploring Personal Wellness and Fitness		

73	+	Identify personal hygiene standards.
74	+	Identify the components of physical fitness.
75	+	Take the Cadet Challenge.
Enforcing Discipline		
76	+	Explain the philosophy of JROTC disciplinary actions.
77	+	Define <i>discipline</i> .
78	+	Explain the Military Justice System.
79	+	Identify social and JROTC consequences for personal actions.
80	+	Establish goals for developing self-discipline.
81	+	Comply with procedures in the cadet or student handbook.

Legend: + Essential ○ Non-essential ⊖ Omitted

Curriculum Framework

Introducing JROTC

Task Number 39

Identify the branches of U.S. armed services.

Definition

Identification should include

- Army
- Navy
- Air Force
- Marine Corps
- Coast Guard
- Reserve components: Army, Marine Corps, Navy, Air Force, Coast Guard, Army National Guard, and Air National Guard.

Process/Skill Questions

- What is a unique capability of each branch of service?
- Why does the U.S. military have each branch of the armed forces?
- What are the historical origins of each branch of service?

Task Number 40

Identify the mission statement and core values of Army JROTC.

Definition

Identification should include the following: "The U.S. Army JROTC mission is to motivate young people to be better citizens."

Process/Skill Questions

- What is the importance of having a mission statement?
- How does a mission statement guide the operation of an organization?
- How are the core values related to the mission statement?

Task Number 41

Describe the objectives and structure of Army JROTC.

Definition

Description should include the following:

- Objectives
 - Sharpen your communication skills.
 - Promote and encourage citizenship through participation in community service projects.
 - Develop your leadership potential.
 - Strengthen your self-esteem.
 - Improve your physical fitness.
 - Provide incentives to live drug-free.
 - Promote your graduation from high school and develop a solid foundation for career development.
- Structure—typical organizational structure for an Army JROTC cadet battalion

Process/Skill Questions

- What is the value of having structure in an organization?
- How do the objectives fit into the mission of Army JROTC?
- Why is citizenship one of the objectives of Army JROTC?
- What are the differences between verbal and nonverbal communications?

Task Number 42

List the benefits of participating in JROTC.

Definition

List should include

- benefits to self:
 - Acquire leadership, teamwork, and other professional skills.
 - Become physically fit.
 - Develop emotional intelligence and other life skills.
 - Increase academic achievement.
 - Enter a branch of the military at a higher grade and pay rate, or receive financial assistance for opportunities in continuing education (optional for JROTC graduates).
- benefits to community:
 - Acquired citizenship and leadership skills lead to community philanthropy and volunteerism.
 - Acquired military science skills provide preparation to serve the military needs of the United States.

Process/Skill Questions

- How can participation help one become a more productive citizen?
- Why should one be concerned about benefits to the community?
- How does JROTC participation increase academic achievement?

Task Number 43

Identify the U.S. Army chain of command (i.e., organizational structure).

Definition

Identification should include (in order of level of authority)

- commander in chief
- secretary of defense
- National Security Council
- secretary of the army
- chief of staff of the army
- sergeant major of the army
- Training and Doctrine Command
- Cadet Command chain of command.

Process/Skill Questions

- What is the difference between direct chain and support chain?
- Why are civilians seated at the top of the U.S. military chain of command?

- How does the Cadet Command chain of command compare with the overall U.S. Army chain of command?

Exploring Leadership Education

Task Number 44

Define *leadership*.

Definition

Definition should include

- the standard definition—the position or function of a leader; the ability to lead; an act or instance of leading or providing guidance or direction; the leaders of a group
- the Army definition.

Process/Skill Questions

- Why is leadership important?
- What is the Army's definition of leadership?
- What is unique about the Army's definition of leadership?
- What does *motivation* mean?
- Why is it important to take responsibility for one's actions and choices?

Task Number 45

Define *followership*.

Definition

Definition should include

- the ability or willingness to follow a leader; or a group of followers
- the Army definition, which should include being honest, proactive, decisive, enthusiastic, flexible, and versatile.

Process/Skill Questions

- Why is it just as important to be a good follower as it is to be a good leader?
- What are some characteristics of a good follower?
- What are some obstacles to followership?

Task Number 46

Explain the seven Army values.

Definition

Explanation should include

- loyalty
- duty
- respect
- selfless service
- honor
- integrity
- personal courage.

Process/Skill Questions

- How do your values compare with the seven Army values?
- How does one display selfless service?
- Why is it important to treat all people with respect?

Task Number 47

List the characteristics of good leaders.

Definition

List may include the following characteristics:

- Honor
- Integrity
- Reliability
- Trustworthiness
- Loyalty
- Commitment/dedication
- Enthusiasm
- Decisiveness
- Selflessness

Process/Skill Questions

- What is the BE-KNOW-DO leadership model?
- What are some examples of contemporary and past leaders? What characteristics did they display?
- What are the consequences of a leader failing to exhibit enthusiasm?
- How might integrity be demonstrated?

Task Number 48

Identify the 11 principles of leadership.

Definition

Identification should include listing the 11 principles:

1. Know yourself and seek self-improvement.
2. Be technically proficient.
3. Seek and take responsibility for your actions.
4. Make sound and timely decisions.
5. Set the example.
6. Know your personnel and look out for their welfare.
7. Keep your followers informed.
8. Develop a sense of responsibility in your followers.
9. Ensure each task is understood, supervised, and accomplished.
10. Build a team.
11. Employ your team in accordance with its capabilities.

Process/Skill Questions

- Why is it important to understand the principles of leadership?
- What are the differences between principles and values?
- What are some methods of self-improvement?

Task Number 49

Explain the BE-KNOW-DO attributes.

Definition

Explanation should include the following:

- Be a person of strong and honorable character.
- Be an example of individual values and committed to professional moral standards.
- Be able to resolve complex problems.
- Know the four factors of leadership and how they affect each other
 - The Leader
 - The Follower
 - The Situation
 - The Communication
- Know yourself.
- Know human nature.
- Know your job.
- Know your unit.
- Do, provide purpose.

- Do, provide direction.
- Do, provide motivation.

Process/Skill Questions

- What are the BE, KNOW, and DO attributes of a leader?
- How does a cadet demonstrate leadership character and competence?
- Why is it important for a leader to perform a self-evaluation?

Task Number 50

Explain the importance of drill in military discipline.

Definition

Explanation should include

- individuals reacting to commands, rather than thought, results in discipline
- drill has been, and will continue to be, the backbone of military discipline
- military drill teaches and develops
 - self-confidence
 - personal pride
 - esprit de corps
 - teamwork
 - attention to detail
 - unit pride
- five purposes of drill in times of war and peace.

Process/Skill Questions

- What are three advantages to learning and participating in drills?
- What are the purposes of drills?
- What is the definition of *unison*?

Task Number 51

Demonstrate effectual command voice in drill.

Definition

Demonstration should include

- carrying out the responsibilities of a follower and leader in drill
- identifying the types of drill commands
- using the elements of a proper command voice.

Process/Skill Questions

- How does selfless service benefit your unit?
 - What is the difference between the preparatory command and the command of execution? Give two examples.
 - What is the difference between a directive and a command?
 - What are the differences among tone, cadence, and snap?
-

Task Number 52

Analyze personal strengths and weaknesses as a drill leader.

Definition

Analysis should include

- describing the preparation of a drill leader before a drill
- describing the procedures a drill leader takes to teach a drill
- identifying five characteristics of a capable drill leader.

Process/Skill Questions

- What are three responsibilities a good drill leader should understand?
- Why is it important to have a good appearance and understand the drills?
- What is a command voice?
- What is *command of execution*?

Task Number 53

Define *morale* and *esprit de corps*.

Definition

Definition should include

- *morale*— emotional or mental condition with respect to cheerfulness, confidence, zeal, especially in the face of opposition, hardship (i.e., "Keep your chin up.")
- *esprit de corps*— a sense of unity and of common interests and responsibilities, as developed among a group of persons closely associated in a task, cause, enterprise (i.e., "We're all in this together.").

Process/Skill Questions

- How do morale and *esprit de corps* affect teamwork?
- What is the difference between morale and *esprit de corps*?

Task Number 54

Describe how to prevent and/or stop sexual harassment and assault.

Definition

Description should include

- identifying potential consequences of sexual harassment/assault for the individuals involved
- assessing the role of individual point of view in determining what sexual harassment is
- locating resources for assisting victims of sexual harassment or assault.

Process/Skill Questions

- What is the definition of *sexual harassment*?
- What are four types of sexual harassment?
- What are three symptoms that someone experiencing sexual harassment could exhibit?
- What is the protocol for someone experiencing sexual harassment?

Task Number 55

Create a personal vision statement.

Definition

The personal vision statement should include

- positive personality traits, characteristics, and values that should be maintained and strengthened
- goals that lead to concepts of contentment and happiness
- activities and ideas that should be explored in the future.

Process/Skill Questions

- What should a vision statement communicate?
- Why is it important to have a personal vision statement?
- How do your goals support your vision statement?

Applying Leadership Skills and Strategies

Task Number 56

Identify behaviors that might lead to promotion.

Definition

Identification should include

- showing initiative and independence
- offering help to peers, being a good team member
- developing a mentor relationship with a leader
- maintaining professionalism at all times
- using verbal, non-verbal, and written techniques to communicate effectively
- being technically and tactically proficient
- using active listening strategies
- providing good ideas
- seeking leadership roles
- successfully resolving conflicts between team members.

Process/Skill Questions

- What behaviors do you associate with professionalism?
- Why would promotion be important?
- How can one determine whether promotion is warranted?
- How could a cadet use Winning Colors® to find a solution to conflict?
- Why is it important to evaluate consequences before responding to a situation?
- Why is it important to choose the time and place to confront a friend or family member about a problem?
- Whom might one consult if one could not manage anger on his/her own?

Demonstrating U.S. Military Traditions, Customs, and Courtesies

Task Number 57

Define U.S. military *traditions, customs, and courtesies*.

Definition

Definition should include military practices showing consideration and respect for others (e.g., salutes, colors, rendering honors):

- *Traditions*—the passing down of elements of a culture (such as knowledge, beliefs, or customs) from one generation to another
- *Customs*—long-established practices followed as a matter of course among people, oftentimes considered an unwritten law or repeated practice
- *Courtesies*—acts of politeness or gracious manners; the use of polite gestures or remarks

Process/Skill Questions

- What is the significance of tradition?
- What is the history of the salute?
- What are some common courtesies used in Army JROTC?

Task Number 58

Identify expectations for inspection readiness (e.g., wear and care of the uniform).

Definition

Identification should include meeting the branch-specific expectations regarding

- coat
- trousers or slacks
- skirt
- shirt and sleeves
- undershirt
- neckwear
- hat/helmet/cap
- belt, brass, buckle
- socks
- shoes
- insignia
- awards.

Process/Skill Questions

- What is the proper way to wear insignia?
- Why does the military conduct inspections?
- Which parts of a uniform must be dry-cleaned?

Task Number 59

Explain the concept of rank.

Definition

Explanation should include that rank

- is a designation to determine level of authority
- is to be rendered appropriate respect/courtesy and distinction
- is displayed on the uniform and elsewhere.

Process/Skill Questions

- Why are there ranks in the military?

- Why are cadet ranks different from those in the regular military?

Task Number 60

Identify U.S. Army ranks and grades.

Definition

Identification should include

- enlisted personnel and non-commissioned officers
- warrant officers
- commissioned officers.

Process/Skill Questions

- What is the difference between rank and grade?
- What are the differences between a warrant officer and a commissioned officer?
- Why is it important to display rank?

Task Number 61

Execute the hand salute.

Definition

Execution should include

- determining when, where, and who it is appropriate to salute
- coming to attention
- turning the head and eyes toward the Colors or person saluted
- raising the right hand quickly and sharply
- bringing the hand up until the tip of the index finger touches above and slightly to the right of the right eye
- keeping thumb and fingers extended and joined, palm to the left, with the hand and wrist straight
- holding upper arm horizontal and forearm inclined at a 45° angle
- maintaining the salute until returned by the person saluted
- dropping the hand to the side.

The hand salute should be executed without any personal stylistic additions.

Process/Skill Questions

- Why do we salute with the right hand?
- Why is it important to execute the salute correctly?
- When should one not salute?

Task Number 62

Demonstrate flag etiquette.

Definition

Identification should include standards of

- saluting the flag
- raising and lowering the flag
- flying the flag
- folding the flag
- carrying/transporting the flag
- retiring the flag.

Process/Skill Questions

- What is the difference between full-staff/mast and half-staff/mast?
- Why should only the field of blue show when the flag is folded?
- Where should the blue field be when displaying a flag vertically on a wall? When displayed in a window?

Task Number 63

Demonstrate military greeting.

Definition

Demonstration should include greeting using appropriate etiquette.

Process/Skill Questions

- What is the importance of military greeting?
 - How does etiquette contribute to military discipline and professionalism?
 - How does one display respect through a military greeting?
-

Task Number 64

Demonstrate U.S. Army regulation individual drill.

Definition

Demonstration should include individual drill movement.

Process/Skill Questions

- Why is drill and ceremony important?
 - How does one demonstrate personal pride through individual drill?
 - What manual covers drill and ceremony?
-
-

Developing Citizenship

Task Number 65

Define *patriotism*.

Definition

Definition should include *patriotism* as love for or devotion to one's country.

Process/Skill Questions

- What does patriotism mean to you?
- What are some ways in which one can display patriotism?
- Whom do you consider a patriot? Explain.

Task Number 66

Identify ways to make a contribution to the local community.

Definition

Identification should include

- distinction between community service and service learning
- local opportunities for service
- potential roles within a community-service/service-learning opportunity
- realistic commitment to the community-service/service-learning opportunity
- benefits of community service/service learning
- personal skills that may be acquired or improved through service.

Process/Skill Questions

- Why is it important to give back to the community?

- Should contributing to the community be a lifelong commitment? Explain.
- How have you contributed to your community?

Task Number 67

Demonstrate patriotism.

Definition

Demonstration should include

- being an informed citizen
- participating in local, state, or national philanthropy or service
- working for or with the government
- voting
- demonstrating and assembling peacefully
- respecting elected officials in the government
- honoring the flag.

Process/Skill Questions

- What is the proper protocol for hand placement during the playing of the national anthem?
- How is voting an act of patriotism?
- Why might one consider peaceful demonstration patriotic?

Reinforcing Academics

Task Number 68

Demonstrate knowledge of successful study and test-taking strategies/habits.

Definition

Demonstration should include

- relating personal learning preferences to study habits
- identifying effective study skill strategies
- identifying test preparation strategies
- distinguishing among various note-taking tips and strategies
- tracking goals and objectives
- applying effective study skills and test-taking strategies.

Process/Skill Questions

- Why is it important to develop successful study habits early?
- Which study habits do you currently use? Which other types do you hope to adopt?
- How are successful study habits beneficial in the workplace?

Task Number 69

Identify the thinking/learning skills necessary for improving active learning and academic performance.

Definition

Identification should include

- explaining the thinking types and related viewpoints necessary to address typical active learner questions
- distinguishing between traits and activities of critical and creative thinkers
- describing the difference between objective and subjective thinking
- identifying intellectual strengths to improve academic performance
- distinguishing between active learner and passive learner traits
- using Thinking Maps to enhance learning.

Process/Skill Questions

- What are the differences between active learners and passive learners? Which are you?
- What are the differences between creative thinking and critical thinking?
- How can a combination of creative and critical thinking help one solve problems?
- How can one change the way one thinks about a situation by using an objective and subjective viewpoint?
- What are the eight types of intelligences?
- Which learning activities tap into musical/rhythmical intelligence?
- Do you possess more interpersonal or intrapersonal intelligence? Explain.
- What is the definition of *intelligence*?
- When might it be helpful to use a Circle Map?
- Why would you not want to use a Bubble Map for brainstorming?
- How is a Brace Map used in the study of geography?
- What is the definition of *analogy*?

Task Number 70

Maintain a professional portfolio.

Definition

Maintenance should include following Cadet Command Cadet Portfolio rubric.

Process/Skill Questions

- What is the purpose of a professional portfolio?
 - What might be included in a professional portfolio?
 - How can one present a portfolio to a prospective employer?
-

Task Number 71

Create a written personal growth plan.

Definition

Creation should include creating a plan using the Personal Skills Map to

- set personal and leadership goals
- manage resources
- assess improvement.

Process/Skill Questions

- What is the importance of creating a plan for success?
- What is the rationale for assessing one's improvement?
- How does one reassess one's personal growth?
- Which personal skill would you like to improve? Explain why and how you would like to make this improvement.
- What is the definition *emotional intelligence*?
- How can physical wellness affect one's self-esteem?
- What motivates you to finish a project?

Task Number 72

Identify the importance of self-awareness and appreciating diversity.

Definition

Identification should include the use of Winning Colors to

- assess personal behavioral characteristics
- match the key emotional skills to the relevant skills dimensions
- develop strategies for growth in two emotional skill areas
- plan self-directed development activities
- identify the behavioral characteristics of others.

Process/Skill Questions

- How is an appreciation of diversity applied to effective team building?
- What does it mean to be self-aware?
- Which behavior cluster do you see yourself in? List five reasons for this choice.
- How can one use observation today to learn something new about oneself?
- How can one use introspection to learn something new about a friend?
- What behavior cluster do you feel you need to improve? Explain.
- How can assuming something about a friend or family member lead to disappointment or frustration? •
- What differences and similarities do you see in yourself and your best friend? How do those differences and similarities affect your friendship?
- What is the definition of *preference*?

Exploring Personal Wellness and Fitness

Task Number 73

Identify personal hygiene standards.

Definition

Identification should include

- seeing a doctor for regular checkups and as needed
- seeing a dentist for regular checkups and as needed
- eating healthfully
- washing/bathing daily
- using personal hygiene products
 - soaps
 - toothbrushes, toothpaste
 - cotton swabs (for ears)
 - antiperspirant
 - facial tissue
 - nail files and/or clippers.

Process/Skill Questions

- Why is personal hygiene important?
- How does eating healthfully contribute to good personal hygiene?

Task Number 74

Identify the components of physical fitness.

Definition

Identification should include

- cardiovascular fitness
- flexibility training
- strength training
- muscular endurance
- body composition
- general skill training.

Process/Skill Questions

- What are various methods for fitness training? Which do you prefer?
- How is flexibility beneficial to fitness?

Task Number 75

Take the Cadet Challenge.

Definition

Taking the Cadet Challenge should include

- identifying the conditions of the test
- following instructor's guidelines, including safety measures
- interpreting results.

Process/Skill Questions

- What are the components of the Cadet Challenge?
- How does the Cadet Challenge compare with other physical fitness tests you have taken?

Enforcing Discipline

Task Number 76

Explain the philosophy of JROTC disciplinary actions.

Definition

Explanation should include the philosophy of disciplinary actions as those that demonstrate that there are consequences to actions and that individuals in the military must conform to the discipline of the unit, valuing the goals of the group more than those of the individual. This is why the group, as a whole, is often punished for the lack of discipline or success of the individual.

Process/Skill Questions

- Why is discipline so important in Army JROTC?
- How does disciplinary action toward a group contribute to the success of the individual?

Task Number 77

Define *discipline*.

Definition

Definition should include *discipline* as

- training to perfect, correct, or mold mental faculties or moral character
- punishment, or a system of rules governing conduct.

Process/Skill Questions

- How is training a form of discipline?
- Why is it important to understand different forms of discipline?

Task Number 78

Explain the Military Justice System.

Definition

Explanation should include

- identifying the four factors that determine whether a crime is service-connected
- identifying the rights of an accused person under the military justice system
- stating the procedures for administering and imposing nonjudicial punishment under Article 15 of the Uniform Code of Military Justice (UCMJ)
- differentiating among the three levels of court-martial as they pertain to court composition and the types of cases heard by each level.

Process/Skill Questions

- What is the UCMJ and what is its purpose?
- What are the three types of court-martial proceedings?
- What is Article 15? What does it provide?

Task Number 79

Identify social and JROTC consequences for personal actions.

Definition

Identification should include

- offenses and anticipated disciplinary action
- the rationale of disciplinary action
- offenses that may result in expulsion from JROTC or school.

Task Number 80

Establish goals for developing self-discipline.

Definition

Setting goals to improve self-discipline should include

- identifying a personal goal (e.g., a personal condition or behavior that needs improvement, an accomplishment that would require diligence and hard work)
- setting realistic short-, medium-, and long-term goals or performance benchmarks
- persevering in the face of temporary setbacks or obstacles
- changing one's typical behavioral patterns
- resisting temporary pleasures to achieve the greater good.

Process/Skill Questions

- What are the consequences of failure to practice self-discipline?
- How does self-discipline prepare one for persevering in the face of setbacks?
- How can unrealistic goals be challenging to the development of self-discipline?

Task Number 81

Comply with procedures in the cadet or student handbook.

Definition

Compliance should include identification of and adherence to branch-specific curriculum expectations that coincide with performance evaluation.

Process/Skill Questions

- Why is it important to have written guidelines and policies?
- Where can one access the cadet or student handbook?

SOL Correlation by Task

39	Identify the branches of U.S. armed services.	English: 9.5, 10.5, 11.5 History and Social Science: GOVT.7
40	Identify the mission statement and core values of Army JROTC.	English: 9.5, 10.5, 11.5
41	Describe the objectives and structure of Army JROTC.	English: 9.5, 10.5, 11.5 History and Social Science: GOVT.1, GOVT.16, VUS.1, WG.3, WHI.1, WHII.1
42	List the benefits of participating in JROTC.	English: 9.6, 9.7, 10.6, 10.7, 11.6, 11.7 History and Social Science: GOVT.1, GOVT.16, VUS.1, WG.1, WHI.1, WHII.1
43	Identify the U.S. Army chain of command (i.e., organizational structure).	English: 9.5, 10.5, 11.5 History and Social Science: GOVT.7
44	Define <i>leadership</i> .	English: 9.3, 10.3, 11.3
45	Define <i>followership</i> .	English: 9.3, 10.3, 11.3
46	Explain the seven Army values.	English: 9.5, 10.5, 11.5 History and Social Science: GOVT.16
47	List the characteristics of good leaders.	English: 9.6, 9.7, 10.6, 10.7, 11.6, 11.7 History and Social Science: GOVT.16
48	Identify the 11 principles of leadership.	English: 9.5, 10.5, 11.5 History and Social Science: GOVT.16
49	Explain the BE-KNOW-DO attributes.	English: 9.5, 10.5, 11.5
50	Explain the importance of drill in military discipline.	English: 9.5, 10.5, 11.5
51	Demonstrate effectual command voice in drill.	
52	Analyze personal strengths and weaknesses as a drill leader.	English: 9.5, 10.5, 11.5
53	Define <i>morale</i> and <i>esprit de corps</i> .	English: 9.3, 10.3, 11.3
54	Describe how to prevent and/or stop sexual harassment and assault.	English: 9.5, 10.5, 11.5
55	Create a personal vision statement.	English: 9.1, 10.1, 11.1
56	Identify behaviors that might lead to promotion.	English: 9.5, 10.5, 11.5 History and Social Science: GOVT.16
57	Define U.S. military <i>traditions</i> , <i>customs</i> , and <i>courtesies</i> .	English: 9.3, 10.3, 11.3
58	Identify expectations for inspection readiness (e.g., wear and care of the uniform).	English: 9.5, 10.5, 11.5
59	Explain the concept of rank.	English: 9.5, 10.5, 11.5
60	Identify U.S. Army ranks and grades.	English: 9.5, 10.5, 11.5
61	Execute the hand salute.	English: 9.5, 10.5, 11.5
62	Demonstrate flag etiquette.	English: 9.5, 10.5, 11.5
63	Demonstrate military greeting.	
64	Demonstrate U.S. Army regulation individual drill.	

65	Define <i>patriotism</i> .	English: 9.3, 10.3, 11.3 History and Social Science: GOVT.16
66	Identify ways to make a contribution to the local community.	English: 9.5, 10.5, 11.5 History and Social Science: GOVT.1, GOVT.6, GOVT.8, GOVT.9, GOVT.16
67	Demonstrate patriotism.	English: 9.5, 10.5, 11.5 History and Social Science: GOVT.16, VUS.7, VUS.13
68	Demonstrate knowledge of successful study and test-taking strategies/habits.	English: 9.5, 10.5, 11.5
69	Identify the thinking/learning skills necessary for improving active learning and academic performance.	English: 9.5, 10.5, 11.5
70	Maintain a professional portfolio.	
71	Create a written personal growth plan.	English: 9.6, 9.7, 10.6, 10.7, 11.6, 11.7
72	Identify the importance of self-awareness and appreciating diversity.	English: 9.5, 10.5, 11.5
73	Identify personal hygiene standards.	English: 9.5, 10.5, 11.5
74	Identify the components of physical fitness.	English: 9.5, 10.5, 11.5
75	Take the Cadet Challenge.	English: 9.5, 10.5, 11.5
76	Explain the philosophy of JROTC disciplinary actions.	English: 9.5, 10.5, 11.5 History and Social Science: GOVT.3, GOVT.10, GOVT.11, GOVT.16
77	Define <i>discipline</i> .	English: 9.3, 10.3, 11.3
78	Explain the Military Justice System.	English: 9.5, 10.5, 11.5
79	Identify social and JROTC consequences for personal actions.	English: 9.5, 10.5, 11.5
80	Establish goals for developing self-discipline.	English: 9.5, 10.5, 11.5
81	Comply with procedures in the cadet or student handbook.	English: 9.5, 10.5, 11.5

Appendix: Credentials, Course Sequences, and Career Cluster Information

Industry Credentials: Only apply to 36-week courses

- Armed Services Vocational Aptitude Battery Examination
- College and Work Readiness Assessment (CWRA+)
- National Career Readiness Certificate Assessment
- Workplace Readiness Skills for the Commonwealth Examination

Concentration sequences: *A combination of this course and those below, equivalent to two 36-week courses, is a concentration sequence. Students wishing to complete a specialization may take additional courses based on their career pathways. A program completer is a student who has met the requirements for a CTE concentration sequence and all other requirements for high school graduation or an approved alternative education program.*

- Army JROTC II (AR7916/36 weeks)
- Army JROTC III (AR7918/36 weeks)
- Army JROTC IV (AR7919/36 weeks)

Career Cluster: Education and Training	
Pathway	Occupations
Administration and Administrative Support	Instructional Coordinator Training and Development Manager
Professional Support Services	Instructional Developer
Teaching and Training	Coach, Secondary Level Instructional Coordinator Training Consultant/Training Specialist

Career Cluster: Government and Public Administration	
Pathway	Occupations
Foreign Service	Diplomatic Courier Foreign Service Worker Interpreter/Translator
Governance	Legislative Aide Legislator
National Security	Combat Specialty Officer Military Enlisted Personnel Military Intelligence Specialist

Career Cluster: Government and Public Administration	
Pathway	Occupations
	Military Officer Special Forces Personnel
Planning	Economic Development Coordinator Urban and Regional Planner
Public Management and Administration	Court Clerk Government Accountant/Auditor Postal Service Clerk Postmaster/Mail Superintendent
Regulation	Compliance Officer Environmental Compliance Inspector Private Detective, Investigator
Revenue and Taxation	Compliance Officer

Career Cluster: Law, Public Safety, Corrections and Security	
Pathway	Occupations
Correction Services	Corrections Officer Probation, Parole Officer
Emergency and Fire Management Services	Emergency Medical Technician, Paramedic Firefighter
Law Enforcement Services	Police Officer
Legal Services	Records Processing Assistant
Security and Protective Services	Private Detective, Investigator Security Officer

Career Cluster: Transportation, Distribution and Logistics	
Pathway	Occupations
Facility and Mobile Equipment Maintenance	Diesel Service Technician Service Technician Small Engine Mechanic
Health, Safety and Environmental Management	Health, Safety, and Environment Manager
Logistics Planning and Management Services	Logistics Analyst Logistics Engineer Logistics Manager
Sales and Service	Dispatcher
Transportation Operations	Transportation Manager
Transportation Systems/Infrastructure Planning, Management and Regulation	Civil Engineer Civil Engineering Technician Transportation Manager
Warehousing and Distribution Center Operations	Traffic Engineer Transportation Manager