

# Army JROTC II

AR7916 36 weeks

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# Course Description

**Suggested Grade Level:** 10 or 11 or 12

**Prerequisites:** AR7913

This course continues to provide students instruction in the Army JROTC program and the rights and responsibilities of U.S. citizenship. Students continue to learn leadership skills, U.S. and military history, the origins and development of the U.S. Government, discipline, personal wellness, physical fitness, first aid, map skills, career education, and workplace readiness skills. Military customs and courtesies, proper uniform wear, and personal appearance guidelines are emphasized within the leadership lab, 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	AR7916	Tasks/Competencies
<b>Exploring JROTC</b>		
39	⊕	Outline the benefits of participating in Army JROTC.
40	⊕	Describe the U.S. military chain of command (i.e., organizational structure).
<b>Exploring Leadership Education</b>		
41	⊕	Describe the characteristics of a good leader.
42	⊕	Summarize the benefits and risks in assuming a leadership role.
43	⊕	Identify ways to make a contribution to the local community.
44	⊕	Determine personal leadership skills.
45	⊕	Establish personal and leadership goals.
46	○	Identify leadership styles for given situations.
47	○	Identify techniques for motivating others.
48	⊕	Identify advantages of teamwork.
49	⊕	Update a personal vision statement.
<b>Applying Leadership Skills and Strategies</b>		

50	+	Identify the roles of a leader in a given team project or problem.
51	+	Demonstrate behaviors that might lead to promotion.
52	+	Research the effects of technological advances on society.
<b>Enhancing Communication Techniques</b>		
53	○	Examine the steps involved in the communication process.
54	+	Identify nonverbal communication techniques.
55	+	Determine verbal and written presentation methods for a given topic.
<b>Demonstrating Military Traditions, Customs, and Courtesies</b>		
56	+	Demonstrate U.S. military traditions, customs, and courtesies in given situations.
57	+	Use a checklist to improve inspection readiness (e.g., wear and care of the uniform).
58	+	Command a squad in performing Army regulation military drill.
<b>Developing Citizenship</b>		
59	+	Participate in a local community-service/service-learning opportunity.
60	+	Demonstrate patriotism.
<b>Reinforcing Academics</b>		
61	+	Identify the components of the Preamble to the U.S. Constitution.
62	+	Define the seven citizenship skills included in the Preamble to the Constitution.
63	+	Explain how an understanding of the U.S. Constitution and the foundations of the American political system can lead to better citizenship.
64	○	Describe how war has influenced technological advancements.
65	○	Connect contemporary military strategy, actions, and leaders to historical precedents.
66	○	Identify a current U.S. military presence in a foreign region.
67	+	Prepare for a small group meeting.
68	+	Conduct a small group meeting.
69	+	Describe the benefits of having mathematical skills in a military occupation.

70	⊕	Describe the benefits of map reading skills.
<b>Exploring Personal Wellness and Fitness</b>		
71	⊕	Develop a plan for lifelong health.
72	⊕	Identify strengths and weaknesses of personal fitness.
73	⊕	Describe the benefits of exercise and diet.
74	⊕	Take the Cadet Challenge.
75	⊕	Improve physical performance over time.
76	⊕	Describe the variables of a physical-fitness training program.
77	⊕	Establish a personal physical-fitness training program.
78	⊕	Document a personal physical-fitness training program.
79	⊕	Describe the risks associated with substance abuse that impede a healthy lifestyle.
80	⊕	Describe the biological processes associated with stress that impede a healthy lifestyle.
81	⊕	Identify first-aid terms and abbreviations (e.g., ABC [Airway, Breathing, Circulation], signs, symptoms, and shock).
82	⊕	Identify first-aid techniques.
83	⊕	Demonstrate first-aid techniques.
<b>Exploring Careers</b>		
84	⊕	Identify postsecondary opportunities.
85	⊕	Explain the use of the ASVAB (Armed Services Vocational Aptitude Battery) or another aptitude assessment.
<b>Enforcing Discipline</b>		
86	⊕	Explain the Military Justice System.
87	⊕	Explain social and JROTC consequences for personal actions.
88	⊕	Set goals to improve self-discipline.
89	⊕	Comply with procedures in the cadet or student handbook.

Legend: ⊕ Essential ○ Non-essential ⊖ Omitted

# Curriculum Framework

## Exploring JROTC

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### Task Number 39

#### Outline the benefits of participating in Army JROTC.

##### Definition

Outline should include

- benefits to self:
  - Acquire leadership, teamwork, and other professional skills.
  - Become physically fit.
  - Enter a branch of the military at a higher grade and pay rate, or receive financial assistance for continuing education opportunities (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 JROTC help one in life?
- Why does JROTC promote citizenship?

### Task Number 40

#### Describe the U.S. military 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**

- Why is it important to have a chain of command?
- Why do civilians hold the senior leadership positions in our military chain of command?

## **Exploring Leadership Education**

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### **Task Number 41**

**Describe the characteristics of a good leader.**

#### **Definition**

Description should include the following characteristics:

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

### **Process/Skill Questions**

- What makes a good leader?
- What characteristics does one need to develop to become an effective leader?

### **Task Number 42**

**Summarize the benefits and risks in assuming a leadership role.**

#### **Definition**

Summary should include the benefits of

- directly contributing to and shaping positive and high-stakes outcomes
- controlling and continuing initiatives

- gaining expert leadership experience and credentials (successful leadership roles lead to other leadership opportunities).

Risks should include assuming the blame/responsibility for

- team failure
- team members who do not contribute.

### **Process/Skill Questions**

- How can taking on a leadership role help one become a better citizen?
- Why does a good leader assume responsibility for team failure?

## **Task Number 43**

**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
- benefits of the community-service/service-learning opportunity
- personal skills that may be acquired or improved through service.

### **Process/Skill Questions**

- Why is it important to give back to your community?
- What is the difference between community service and service learning?

## **Task Number 44**

**Determine personal leadership skills.**

### **Definition**

Determining leadership skills should include

- communication skills
- decision-making skills
- character-building skills
- ethics.

### **Process/Skill Questions**



- Which leadership skill can you improve upon? Explain.
- Why is it important to have good communication skills to be an effective leader?

## **Task Number 45**

### **Establish personal and leadership goals.**

#### **Definition**

Establishing goals should include

- identifying leadership opportunities
- selecting leadership opportunities to which personal skills are well matched
- selecting leadership opportunities that are progressively challenging and require increasing amounts of responsibility
- assessing the strengths and weaknesses of personal performance in each leadership opportunity.

#### **Process/Skill Questions**

- Why is it important to have personal goals? Leadership goals?
- What are some examples of leadership goals? Personal goals?

## **Task Number 46**

### **Identify leadership styles for given situations.**

#### **Definition**

Identification should pair the following leadership styles with identified situations:

- Directing—provides specific instructions and closely supervises all phases of the project
- Participating—helps and supports team members; shares ideas and decision-making tasks
- Delegating—turns over decision making, problem solving, and implementation to team members, providing help when asked and monitoring progress

#### **Process/Skill Questions**

- When leading a group of LET 1 cadets, what leadership style would you use?
- What leadership style should one use when leading knowledgeable and mature followers?

## **Task Number 47**

### **Identify techniques for motivating others.**

#### **Definition**

Identification should include

- making team members aware of their roles and the project goals
- assessing team members and applying the motivation technique that might work best
- modeling behaviors and practices that exemplify expectations
- communicating effectively, listening, and supporting team members' concerns
- rewarding positive contributions to team success
- solving morale problems and encouraging focused contributions.

### **Process/Skill Questions**

- How can providing expectations motivate others?
- Why is it important to reward in public and to discipline in private?

## **Task Number 48**

### **Identify advantages of teamwork.**

#### **Definition**

Identification should include

- creativity—ideas are contributed from diverse pathways of experience
- satisfaction—pride in belonging to a team that meets goals that an individual could not meet alone
- expertise—the skills each member contributes to success of the group enables the ability of the team
- efficiency—tasks are accomplished simultaneously with other team members, reducing the expenditure of time as a resource
- assessment—teams provide a forum for individuals to exchange concerns, ideas, solve problems
- support—each member is available to help and be helped by another, when needed, and recognized for his/her efforts.

### **Process/Skill Questions**

- How can a team's creativity work to accomplish the mission?
- Why is it important to develop teamwork within your fellow cadets?

## **Task Number 49**

### **Update 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 important to have a personal vision statement?
- How do your goals support your vision statement?

# Applying Leadership Skills and Strategies

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## Task Number 50

**Identify the roles of a leader in a given team project or problem.**

### Definition

Identification should include all roles and responsibilities that the leader assumes before beginning to work on a project, communicating these ideas to the team, and amending as needed.

## Process/Skill Questions

- What is the importance of roles when conducting a project?
- How might a leader's roles change from one project to another?

## Task Number 51

**Demonstrate behaviors that might lead to promotion.**

### Definition

Demonstration 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
- providing good ideas
- seeking leadership roles
- successfully resolving conflicts between team members.

## Process/Skill Questions

- Why is setting the example an important principle in becoming a leader?
- Which of your traits make you eligible for promotion? Explain.

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## **Task Number 52**

### **Research the effects of technological advances on society.**

#### **Definition**

Research should include

- selecting a specific technology that has impacted the military
- describing the history of the technology and how it has evolved over time
- describing the benefits of the technology
- describing any significant social application the technology has had beyond the military
- documenting researched sources of information.

#### **Process/Skill Questions**

- What specific technological advancement has affected your generation the most? Explain.
- How can a technological advancement have positive and negative effects on society? Give examples.

## **Enhancing Communication Techniques**

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## **Task Number 53**

### **Examine the steps involved in the communication process.**

#### **Definition**

Examination should identify the standard communication model:

- A source transmits information.
- Information is composed in a message.
- The message is transmitted through a particular medium or several.
- The transmission is affected by noise/distraction.
- The message is received and interpreted.

#### **Process/Skill Questions**

- Why is effective communication an important leadership skill?
- In which step does communication breakdown often occur? Why?

## **Task Number 54**

### **Identify nonverbal communication techniques.**

#### **Definition**

Identification should include observing and interpreting

- eye contact
- gestures
- posture
- body movements
- tone of voice.

#### **Process/Skill Questions**

- What are some consequences of failure to maintain eye contact when communicating?
- How can hand gestures make communication more effective? How can hand gestures distract a listener?

## **Task Number 55**

### **Determine verbal and written presentation methods for a given topic.**

#### **Definition**

Determination should be based on

- message
- available media
- audience composition and size
- duration of presentation.

#### **Process/Skill Questions**

- Why is it important to know the composition of the audience when presenting?
- What different media are available for written communication?

## **Demonstrating Military Traditions, Customs, and Courtesies**

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## **Task Number 56**

## **Demonstrate U.S. military traditions, customs, and courtesies in given situations.**

### **Definition**

Demonstration should include

- performing a courteous, respectful, or considerate act or expression
- executing military customs to show consideration and respect for others (e.g., salutes, colors, rendering honors).

### **Process/Skill Questions**

- On which side of a superior should a lower ranking person walk?
- How is the flag displayed when draped on a casket?
- How is the flag displayed when placed in a window?

## **Task Number 57**

### **Use a checklist to improve inspection readiness (e.g., wear and care of the uniform).**

#### **Definition**

Checklist should include branch-specific standards for wear and care of the

- coat
- trousers or slacks
- skirt
- shirt and sleeves
- neckwear
- hat/helmet/cap
- shoes
- socks
- insignia.

#### **Process/Skill Questions**

- How is the torch of knowledge worn on the uniform?
- How is the female nameplate worn? How is the male nameplate worn?

## **Task Number 58**

### **Command a squad in performing Army regulation military drill.**

## **Definition**

Commanding a squad should include using regulation drill commands.

## **Process/Skill Questions**

- What is the purpose of drill and ceremony?
- What is the position of the squad leader when commanding the squad in a line formation? In a column formation?

# **Developing Citizenship**

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## **Task Number 59**

### **Participate in a local community-service/service-learning opportunity.**

#### **Definition**

Participation 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**

- What are the five roles in a service-learning project?
- What are the steps for a service-learning project?

## **Task Number 60**

### **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 peaceful demonstration be considered patriotic?

## **Reinforcing Academics**

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### **Task Number 61**

#### **Identify the components of the Preamble to the U.S. Constitution.**

##### **Definition**

Identification should include

- beneficiary
- goals
- responsible parties.

##### **Process/Skill Questions**

- Who are the beneficiaries of the Constitution?
- Who are the responsible parties of the Constitution?
- What is the purpose of the Preamble?

### **Task Number 62**

#### **Define the seven citizenship skills included in the Preamble to the Constitution.**

##### **Definition**

Definition should include the following skills:

- Cooperation – “We the people,” not we the individuals; work together as a group
- Patience – A “more” perfect union; take progressive steps towards a better situation



- Fairness – “Establish justice;” consider the common good as well as individual desires
- Respect – “Insure domestic tranquility;” accept your fellow citizens
- Strength – “Provide for the common defense;” stand up for what is right, denounce what is wrong, and admit your mistakes
- Self-improvement – “Promote the general welfare;” seek knowledge and skills
- Balance – “Secure the blessings of liberty to ourselves and our posterity;” support our nation’s ideals (freedom, equality, and unity) by harmonizing or compromising solutions to our problems

### **Process/Skill Questions**

- How do the seven citizenship skills relate to the Preamble?
- How can self-improvement make one a better citizen?

## **Task Number 63**

**Explain how an understanding of the U.S. Constitution and the foundations of the American political system can lead to better citizenship.**

### **Definition**

Explanation should include

- natural rights
- the Bill of Rights
- the U.S. Constitution
- branches of government and their responsibilities
- history of the U.S. government.

### **Process/Skill Questions**

- Which founding father argued for the inclusion of natural rights in the Constitution?
- What are the three branches of government? What are their roles?
- What is the electoral college? Why did the framers decide to create it?

## **Task Number 64**

**Describe how war has influenced technological advancements.**

### **Definition**

Description should include how wartime increases the volume of resources dedicated to research and development to create weapons or improvements to existing technologies that will provide an advantage over adversaries.

### **Process/Skill Questions**

- What technology popular today was developed or advanced by the military?
- What are some disadvantages of a recent technological advancement?

## Task Number 65

### Connect contemporary military strategy, actions, and leaders to historical precedents.

#### Definition

Connection might include strategies pursued during the Cold War as well as engagements in the Balkans, Somalia, Iraq, and Afghanistan.

The strategies might include those of the following leaders:

- Alexander the Great
- Chandragupta Maurya
- Hannibal
- Qin Shi Huang
- Julius Cæsar
- Zhuge Liang
- Khalid ibn al-Walid
- Cyrus II
- Napoleon
- Genghis Khan
- Ulysses S. Grant
- Robert E. Lee
- Stonewall Jackson
- William Tecumseh Sherman

#### Process/Skill Questions

- What is the importance of researching and evaluating past military leader's strategies?

## Task Number 66

### Identify a current U.S. military presence in a foreign region.

#### Definition

Identification should include the location and the objectives of operations. *Military presence* should not imply a fighting force currently engaged with an enemy. Identified operations may include those as part of U.N. peacekeeping missions.

#### Process/Skill Questions

- Why do we have a military presence in foreign nations?

- What are some examples of U.N. peacekeeping missions?

## **Task Number 67**

### **Prepare for a small group meeting.**

#### **Definition**

Preparation should include

- clearly defining the goal/objective/purpose of the meeting
- developing an agenda or program
- scheduling at a convenient time and place for attendees
- reserving room(s) and presentation equipment
- selecting participants
- providing notice/invitations to participants and appropriate support staff.

#### **Process/Skill Questions**

- What steps should you take in preparing for a small group meeting?
- What is the importance of creating an agenda when preparing for a meeting?

## **Task Number 68**

### **Conduct a small group meeting.**

#### **Definition**

Conducting the meeting should include

- identifying roles and responsibilities of group members
- following an agenda
- recording meeting minutes.

#### **Process/Skill Questions**

- Why is it important to have roles identified at the beginning of a meeting?
- What are some ground rules for a successful meeting?
- What are three group skills that should be practiced at each meeting?
- What is an action assignment?
- What is the significance of having accurate and complete minutes of the meeting?

## **Task Number 69**

## **Describe the benefits of having mathematical skills in a military occupation.**

### **Definition**

Description should include any number of examples of how mathematics is used in day-to-day operations (e.g., logistical information) and how mathematics is used more specifically and at an advanced level (e.g., engineering).

### **Process/Skill Questions**

- How do basic mathematical skills affect one's day-to-day life?
- What mathematical skills are used in engineering?

## **Task Number 70**

### **Describe the benefits of map reading skills.**

#### **Definition**

Description should include

- identifying various types of maps
- identifying map symbols, colors, and terrain features
- orienting a map
- communicating directions using various resources.

#### **Process/Skill Questions**

- What information do maps provide?
- Why is it important to orient your map to your surroundings?
- How do you orient a map without using a compass?
- What is a map's marginal information?
- What do the following colors on a map represent: green, red, blue, black, brown?

## **Exploring Personal Wellness and Fitness**

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### **Task Number 71**

#### **Develop a plan for lifelong health.**

##### **Definition**

Development should include

- components of whole health
- benefits of a proper diet
- benefits of exercise
- stress factors
- nutritional requirements
- written plan that can be included in a portfolio.

### **Process/Skill Questions**

- Why is it important to create a health plan?
- What are some negative impacts of stress?

## **Task Number 72**

### **Identify strengths and weaknesses of personal fitness.**

#### **Definition**

Identification should include a personal assessment of

- cardiovascular fitness
- flexibility
- strength
- muscular endurance
- body composition
- general skills.

### **Process/Skill Questions**

- Why is it important to identify your strengths and weaknesses?
- How can you improve your weakest physical fitness area?

## **Task Number 73**

### **Describe the benefits of exercise and diet.**

#### **Definition**

Description should include the following benefits of balanced exercise and proper nutrition:

- Healthy body weight and lean muscle
- More energy provided and less sleep needed
- Improved psychological and emotional well-being, thinking, and problem-solving

### **Process/Skill Questions**

- How are exercise and diet related?
- How can exercise and diet improve psychological and emotional well-being?

## **Task Number 74**

### **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 is the importance of assessing one's physical fitness level?
- What are the standards associated with the Cadet Challenge?
- Why does the Army have a National Standard of Fitness?

## **Task Number 75**

### **Improve physical performance over time.**

#### **Definition**

Improvement should be based on striving for improved performance and documenting those achievements over time in the following categories:

- flexibility
- cardiovascular ability
- strength
- stamina
- psycho-motor skills
- reflexes
- recovery from injuries through physical therapy.

#### **Process/Skill Questions**

- Why is it important to maintain records of one's physical fitness activity?
- Why is it important to hydrate before, during, and after exercising?
- What are some methods for improving and increasing physical performance?
- What training is provided through JROTC?

## **Task Number 76**

## **Describe the variables of a physical-fitness training program.**

### **Definition**

Description should include the three main required components of

- strength training
- cardiovascular training
- flexibility training.

Other variables that may impact training include

- time to dedicate to fitness
- injuries or medical history
- motivation
- resources.

### **Process/Skill Questions**

- What are some warm-up, cardiovascular, and strengthening exercises?

## **Task Number 77**

### **Establish a personal physical-fitness training program.**

#### **Definition**

The plan should be written for reference, based on safe and acceptable practices, accepted under the instructor's guidelines and include

- realistic short-, medium-, and long-term goals for weight loss and improved fitness
- a disciplined diet/nutrition plan
- a disciplined exercise plan (strength, cardiovascular, flexibility).

#### **Process/Skill Questions**

- Why is it important to establish a program for physical exercise?
- What types of exercise help increase flexibility?
- How can unrealistic goals affect one's physical training program?

## **Task Number 78**

### **Document a personal physical-fitness training program.**

#### **Definition**

Documentation should include a written account of progress in the three main fitness areas:

- Strength training
- Cardiovascular training
- Flexibility training

Alternately, body composition and weight might also be monitored.

### **Process/Skill Questions**

- In what areas of the Cadet Challenge have you shown improvement?
- In what areas of the Cadet Challenge are you still weak?

## **Task Number 79**

**Describe the risks associated with substance abuse that impede a healthy lifestyle.**

### **Definition**

Description should include

- the role of stress in substance abuse
- the physical damage that drugs, alcohol, and tobacco can inflict on the body's organs
- the differences among drug use, misuse, and abuse
- the consequences of alcohol and drug use, misuse, and abuse.

### **Process/Skill Questions**

- What are the differences among drug use, misuse, and abuse?
- How do stimulants affect the body? How do depressants affect the body?
- What are three risks associated with the use of alcohol?
- What does the term *gateway* mean, as related to substance abuse?

## **Task Number 80**

**Describe the biological processes associated with stress that impede a healthy lifestyle.**

### **Definition**

Description should include that notion that stress triggers chemical reactions in the body (e.g., increased blood flow to muscles and brain, decreased blood flow to the skin and digestive organs, reduces effectiveness of the immune system, alters the functions of other organs) that, if not alleviated, can result in

- insomnia



- grinding teeth
- diarrhea
- indigestion
- ulcers
- nausea
- backaches
- headaches, migraines
- uncontrollable twitching
- stuttering
- allergies
- asthma
- high blood pressure
- heart disease.

### **Process/Skill Questions**

- What are some healthy ways to deal with stress?
- What are some consequences of failure to address stress in one's life?

## **Task Number 81**

**Identify first-aid terms and abbreviations (e.g., ABC [Airway, Breathing, Circulation], signs, symptoms, and shock).**

### **Definition**

Identification should include

- ABC—(airway, breathing, circulation) the basic actions to be performed on a distressed or unconscious subject to ensure airflow
- signs—what the examiner can objectively see
- symptoms—what a patient subjectively complains of
- shock—a state in which the body is hypoperfused, resulting in inadequate oxygenation of cells, tissues, and organs.

### **Process/Skill Questions**

- What are the consequences of failure to know terms and abbreviations?
- How do abbreviations and acronyms contribute to memory of first-aid terms and procedures?

## **Task Number 82**

**Identify first-aid techniques.**

### **Definition**

Identification should include

- seven lifesaving steps
- CPR
- three types of bleeding
- signs of shock
- types and degrees of burns
- poisoning symptoms
- wounds
- bruises
- bites
- stings
- heat and cold injuries.

## **Process/Skill Questions**

- What are the three types of bleeding?
- Which type of bleeding is characterized by bright red blood and spurts with each heartbeat?
- What does it mean to hemorrhage?
- What are common types of inhaled poisons?
- Compare and contrast scrapes, cuts, tears, and punctures.
- How should bruises be treated?
- What is the difference between first- and second-degree burns?
- What are the causes of heat injuries?
- What are the types of heat injuries? Which heat injury is the most critical?
- How should heat exhaustion be treated?
- What are the symptoms of heat stroke?
- What are the signs of frostbite?
- How should hypothermia be treated?
- What are the symptoms of cold weather dehydration?
- What are the three types of snake venom?
- What are the symptoms of an allergic reaction to an insect bite or sting?
- How should someone who has come in contact with a poisonous plant be treated?

## **Task Number 83**

### **Demonstrate first-aid techniques.**

#### **Definition**

Demonstration should include the following techniques:

- Seven lifesaving steps
- CPR
- Three types of bleeding
- Signs of shock
- Degrees of burns
- Poisoning symptoms
- Heat and cold injuries

## Process/Skill Questions

- What are the signs of shock?
- When might a tourniquet be used?
- Who should be contacted if someone shows signs of poisoning?

# Exploring Careers

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## Task Number 84

### Identify postsecondary opportunities.

#### Definition

Identification should include

- military entry
- postsecondary career and technical training
- two- and four-year college enrollment
- workforce entry.

## Process/Skill Questions

- What are the differences among community colleges, technical schools, and four-year universities?
- What are the benefits and disadvantages of a for-profit college?

## Task Number 85

### Explain the use of the ASVAB (Armed Services Vocational Aptitude Battery) or another aptitude assessment.

#### Definition

Explanation should include the purpose of aptitude assessments.

Taking a practice ASVAB or other aptitude assessment should be approved by the instructor and completed according to instructor guidelines. Results should be discussed with

- school personnel (e.g., JROTC teachers and other teachers, counselors)
- parents/guardians/family members.

## Process/Skill Questions

- What are the benefits of taking the ASVAB or another aptitude assessment?
- How does one prepare for an aptitude assessment?

# Enforcing Discipline

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## Task Number 86

### 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 87

### Explain social and JROTC consequences for personal actions.

#### Definition

Explanation should include

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

#### Process/Skill Questions

- Why must society place disciplinary consequences on negative behavior?
- What recourse does an accused person have when facing disciplinary action?

## Task Number 88

### Set goals to improve 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?
- What are common obstacles to self-discipline?

## Task Number 89

### Comply with procedures in the cadet or student handbook.

#### Definition

Compliance should include identification of and adherence to guidelines and policies.

#### Process/Skill Questions

- Why is it important that guidelines and policies be written?
- Where is the cadet or student handbook accessed?

## SOL Correlation by Task

39	Outline the benefits of participating in Army JROTC.	English: 10.6, 10.7, 11.6, 11.7, 12.6, 12.7 History and Social Science: GOVT.1, GOVT.16, VUS.1, WHII.1
40	Describe the U.S. military chain of command (i.e., organizational structure).	English: 10.5, 11.5, 12.5 History and Social Science: GOVT.7
41	Describe the characteristics of a good leader.	English: 10.5, 11.5, 12.5 History and Social Science: GOVT.16

42	Summarize the benefits and risks in assuming a leadership role.	English: 10.5, 11.5, 12.5
43	Identify ways to make a contribution to the local community.	English: 10.5, 11.5, 12.5
44	Determine personal leadership skills.	English: 10.5, 11.5, 12.5 History and Social Science: GOVT.1, VUS.1, WHII.1
45	Establish personal and leadership goals.	English: 10.5, 11.5, 12.5 History and Social Science: GOVT.1, VUS.1, WHII.1
46	Identify leadership styles for given situations.	English: 10.5, 11.5, 12.5
47	Identify techniques for motivating others.	English: 10.5, 11.5, 12.5
48	Identify advantages of teamwork.	English: 10.5, 11.5, 12.5
49	Update a personal vision statement.	English: 10.6, 10.7, 11.6, 11.7, 12.6, 12.7
50	Identify the roles of a leader in a given team project or problem.	English: 10.5, 11.5, 12.5
51	Demonstrate behaviors that might lead to promotion.	
52	Research the effects of technological advances on society.	English: 10.8, 11.8, 12.8 History and Social Science: VUS.11, VUS.14, WHII.10, WHII.11
53	Examine the steps involved in the communication process.	English: 10.5, 11.5, 12.5
54	Identify nonverbal communication techniques.	English: 10.5, 11.5, 12.5
55	Determine verbal and written presentation methods for a given topic.	English: 10.5, 11.5, 12.5
56	Demonstrate U.S. military traditions, customs, and courtesies in given situations.	English: 10.5, 11.5, 12.5
57	Use a checklist to improve inspection readiness (e.g., wear and care of the uniform).	English: 10.6, 10.7, 11.6, 11.7, 12.6, 12.7
58	Command a squad in performing Army regulation military drill.	English: 10.1, 11.1, 12.1
59	Participate in a local community-service/service-learning opportunity.	History and Social Science: GOVT.1, GOVT.3, GOVT.8, GOVT.9, GOVT.16, VUS.1, VUS.7, VUS.13, WHII.1
60	Demonstrate patriotism.	History and Social Science: GOVT.3, GOVT.16, VUS.1
61	Identify the components of the Preamble to the U.S. Constitution.	English: 10.5, 11.5, 12.5 History and Social Science: GOVT.4, VUS.5
62	Define the seven citizenship skills included in the Preamble to the Constitution.	English: 10.3, 11.3, 12.3 History and Social Science: GOVT.4, GOVT.16, VUS.5
63	Explain how an understanding of the U.S. Constitution and the foundations of the American political system can lead to better citizenship.	English: 10.5, 11.5, 12.5 History and Social Science: GOVT.4, VUS.5, VUS.7, VUS.14

64	Describe how war has influenced technological advancements.	English: 10.5, 11.5, 12.5 History and Social Science: VUS.9, VUS.11, VUS.12, VUS.13, VUS.14
65	Connect contemporary military strategy, actions, and leaders to historical precedents.	History and Social Science: VUS.7, VUS.9, VUS.11, VUS.12, VUS.13, VUS.14, WHI.4, WHI.5, WHI.6
66	Identify a current U.S. military presence in a foreign region.	English: 10.5, 11.5, 12.5 History and Social Science: VUS.14, WG.15, WHI.14
67	Prepare for a small group meeting.	English: 10.3, 10.5, 10.6, 10.7, 11.3, 11.5, 11.6, 11.7, 12.3, 12.5, 12.6, 12.7
68	Conduct a small group meeting.	English: 10.5, 11.5, 12.5
69	Describe the benefits of having mathematical skills in a military occupation.	English: 10.5, 11.5, 12.5 Mathematics: G.8, G.9, G.11, G.13, G.14, AII.3, AII.7, AII.10, COM.1, COM.7, COM.8, COM.9, COM.16, DM.8, DM.10, DM.3*, DM.9*, PS.1*, PS.17, PS.2*, PS.4*, PS.8*
70	Describe the benefits of map reading skills.	English: 10.5, 11.5, 12.5 History and Social Science: WG.1, WG.3, WG.15, WG.16 Science: ES.1
71	Develop a plan for lifelong health.	English: 10.1, 11.1, 12.1
72	Identify strengths and weaknesses of personal fitness.	English: 10.5, 11.5, 12.5
73	Describe the benefits of exercise and diet.	English: 10.5, 11.5, 12.5
74	Take the Cadet Challenge.	English: 10.5, 11.5, 12.5
75	Improve physical performance over time.	English: 10.5, 11.5, 12.5
76	Describe the variables of a physical-fitness training program.	English: 10.5, 11.5, 12.5
77	Establish a personal physical-fitness training program.	English: 10.1, 11.1, 12.1
78	Document a personal physical-fitness training program.	English: 10.6, 10.7, 11.6, 11.7, 12.6, 12.7
79	Describe the risks associated with substance abuse that impede a healthy lifestyle.	English: 10.5, 11.5, 12.5
80	Describe the biological processes associated with stress that impede a healthy lifestyle.	English: 10.5, 11.5, 12.5
81	Identify first-aid terms and abbreviations (e.g., ABC [Airway, Breathing, Circulation], signs, symptoms, and shock).	English: 10.5, 11.5, 12.5
82	Identify first-aid techniques.	English: 10.5, 11.5, 12.5
83	Demonstrate first-aid techniques.	English: 10.5, 11.5, 12.5
84	Identify postsecondary opportunities.	English: 10.5, 11.5, 12.5
85	Explain the use of the ASVAB (Armed Services Vocational Aptitude Battery) or another aptitude assessment.	English: 10.5, 11.5, 12.5

86	Explain the Military Justice System.	English: 10.5, 11.5, 12.5
87	Explain social and JROTC consequences for personal actions.	English: 10.5, 11.5, 12.5
88	Set goals to improve self-discipline.	English: 10.1, 10.5, 11.1, 11.5, 12.1, 12.5
89	Comply with procedures in the cadet or student handbook.	English: 10.5, 11.5, 12.5



# 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 I (AR7913/36 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

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

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

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