

Army JROTC III

AR7918 36 weeks

Table of Contents

Acknowledgments.....	1
Course Description.....	2
Task Essentials Table.....	3
Curriculum Framework.....	5
Exploring Leadership.....	5
Applying Leadership Skills and Strategies.....	9
Examining the Role of the Military in Advancing Technology.....	12
Applying Communication Techniques.....	14
Demonstrating U.S. Military Traditions, Customs, and Courtesies.....	16
Developing Citizenship.....	17
Maintaining Personal Wellness and Fitness.....	20
Exploring Careers.....	22
Enforcing Discipline.....	24
SOL Correlation by Task.....	25
Appendix: Credentials, Course Sequences, and Career Cluster Information.....	27

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Course Description

Suggested Grade Level: 11 or 12

Prerequisites: AR7916

Students are instructed in the Army JROTC curriculum, where U.S. citizenship rights and responsibilities are reinforced. This course continues to provide students instruction in the Army JROTC program, reinforcing U.S. citizenship rights and responsibilities. Students continue instruction in leadership, military history, discipline, physical fitness, career education, financial planning, personal development, and workplace readiness skills. Military customs and courtesies, proper uniform wear, and personal appearance guidelines are required in 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	AR7918	Tasks/Competencies
Exploring Leadership		
39	⊕	Identify benefits of membership in professional organizations.
40	⊕	Identify strategies for promoting cultural and individual diversity.
41	⊕	Outline a developmental counseling plan.
42	⊕	Assess personal leadership qualities.
43	⊕	Update personal and leadership goals.
44	⊕	Compare the effectiveness of leadership styles.
45	⊕	Describe the benefits of using different leadership styles in different situations.
46	○	Describe techniques for motivating others.
47	⊕	Update a personal vision statement.
Applying Leadership Skills and Strategies		
48	⊕	Identify problem-solving processes.
49	⊕	Lead a team through the process of planning a solution to a project or problem.
50	⊕	Set priorities for given situations.
51	⊕	Identify available resources that might enable or restrict a solution.

52	+	Apply one or more problem-solving processes.
53	+	Identify a local leadership opportunity.
Examining the Role of the Military in Advancing Technology		
54	+	Describe state-of-the-art technologies currently in use on the battlefield.
55	+	Describe the effects of technology on society.
56	+	Research technological advancements.
57	+	Analyze technological advancements.
58	+	Describe state-of-the-art technologies currently in use.
Applying Communication Techniques		
59	+	Prepare for conducting a meeting.
60	+	Demonstrate nonverbal communication techniques.
61	+	Demonstrate verbal and written presentation skills.
Demonstrating U.S. Military Traditions, Customs, and Courtesies		
62	+	Demonstrate courtesies and etiquette.
63	+	Conduct inspection.
64	+	Command a platoon regulation drill.
Developing Citizenship		
65	+	Identify current events.
66	+	Identify community-service and service-learning opportunities.
67	+	Participate in service learning orientation.
68	+	Demonstrate patriotism.
69	+	Research case studies dealing with leadership choices, decisions, and their consequences.
70	+	Examine an ethical dilemma.
71	+	Explain the importance of financial planning.
Maintaining Personal Wellness and Fitness		

72	+	Identify strengths and weaknesses of personal fitness.
73	+	Document how training has improved personal physical performance over time.
74	+	Take the Cadet Challenge.
75	+	Explain how to manage conflict.
Exploring Careers		
76	+	Identify postsecondary opportunities.
77	+	Explain the use of the ASVAB (Armed Services Vocational Aptitude Battery) or another aptitude assessment.
78	+	Match personal interests to potential careers.
79	+	Research postsecondary education opportunities.
80	+	Identify qualifications needed to serve in the U.S. Army.
Enforcing Discipline		
81	+	Comply with procedures in the cadet or student handbook.

Legend: + Essential ○ Non-essential - Omitted

Curriculum Framework

Exploring Leadership

Task Number 39

Identify benefits of membership in professional organizations.

Definition

Identification should include

- development of leadership and other life skills, including planning, goal setting, problem solving, decision making, and interpersonal communication
- development of professional relationships, mentoring, and support
- opportunities to gain workplace readiness skills
- access to professional opportunities, networking.

Process/Skill Questions

- What professional organizations could one belong to?
- Why is membership in professional organizations a key part of networking?

Task Number 40

Identify strategies for promoting cultural and individual diversity.

Definition

Identification should include

- definition of diversity
- examples of prejudice
- reasons for discrimination and stereotyping
- benefits of cultural diversity in teams
- strategies for leading diverse groups to work as effective teams.

Process/Skill Questions

- What are different types of diversity?
- What are the advantages and disadvantages of working with a diverse group of people?
- How can one utilize strategies to eliminate personal prejudices and stereotypes?

Task Number 41

Outline a developmental counseling plan.

Definition

Outline should include

- performance indicators for assessing leadership skills
- qualities and skills of an effective counselor
- counseling strategies
- assessment of personal leadership qualities.

Process/Skill Questions

- What qualities should one possess to be able to mentor others?
- What circumstances or situations might require counseling?

Task Number 42

Assess personal leadership qualities.

Definition

Assessment should include

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

Process/Skill Questions

- Why is it important to be ethical?
- Why is it important to perform a self-assessment of one's leadership qualities?

Task Number 43

Update personal and leadership goals.

Definition

Update 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 personal performance in each leadership opportunity.

Process/Skill Questions

- Why should one establish short-, medium-, and long-term goals?
- How can backwards planning help one accomplish goals? What makes a goal meaningful?

Task Number 44

Compare the effectiveness of leadership styles.

Definition

Comparison should be made among

- directing—provides specific instructions and closely supervises all phases of the project
- participating—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.

Leaders should be versatile and allow the situation to determine their selection of the style or combination of styles.

Process/Skill Questions

- Should one always use the same leadership style? Explain.
- Why would one use different leadership styles?
- What circumstance allow for one to not follow a direct order?
- Why is it just as important to be a good follower as it is to be a good leader?

Task Number 45

Describe the benefits of using different leadership styles in different situations.

Definition

Identification should include the following benefits of versatility:

- Allows leaders to assume the leadership style that will best enable the team to meet/accomplish its goals
- Allows a leader to maximize the potential of different types of followers
- Allows a leader to utilize the strengths of multiple leadership styles, whereas, the consistency of using the same approach in every situation often reveals the weaknesses of the style

Process/Skill Questions

- How does one determine which leadership style is best suited for the situation?
- Why does a successful leader need to be versatile?
- When might it be necessary to use more than one leadership style?

Task Number 46

Describe techniques for motivating others.

Definition

Description 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 for each
- 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

- What is the difference between extrinsic and intrinsic motivation?
- Why is it important to motivate others?
- How does reward and/or punishment relate to motivation? To morale?

Task Number 47

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 goals support one's vision statement?

Applying Leadership Skills and Strategies

Task Number 48

Identify problem-solving processes.

Definition

Identification should include, but not be limited to, the following:

- 7-step decision-making and problem-solving processes
- 4-step process model
- Quarterbacks of Life (QBOL) Stepping Stone 4
- F-I-N-D-S decision process
 - Figuring out the problem
 - Identifying possible solutions
 - Naming the pros and cons of each choice
 - Deciding which is the best choice and then acting on it
 - Scrutinizing the decision

Process/Skill Questions

- What is the most important step in the problem-solving process?
- What are some ways of comparing pros and cons of choices?
- Why is it important to scrutinize one's decision?

Task Number 49

Lead a team through the process of planning a solution to a project or problem.

Definition

Leadership should include

- selecting a team
- establishing the team members' roles
- communicating the objectives
- brainstorming possible solutions
- narrowing solutions
- selecting the optimum solution that will allow the team to achieve its objectives
- delegating specialized roles to team members
- establishing a deadline and performance benchmarks.

Process/Skill Questions

- What characteristic should one look for when establishing a team?
- Why would one identify multiple courses of action?
- What are the benefits of brainstorming?
- What is the difference between implied and specified tasks?

Task Number 50

Set priorities for given situations.

Definition

Setting priorities should include

- listing all responsibilities
- identifying urgent tasks
- remaining realistic and practical
- determining how postponed tasks might affect other projects
- setting clear goals
- determining those tasks that, once completed, may significantly aid the completion of projects.

Process/Skill Questions

- When should one prioritize tasks?

- What criteria should one use to set priorities?
- How can one determine whether the priorities set were successful?

Task Number 51

Identify available resources that might enable or restrict a solution.

Definition

Identification should include

- time
- materials
- money
- personnel.

Process/Skill Questions

- What is the critical path method for managing resources? Explain.
- What is the most important resource? Why?
- Why are personnel considered resources?

Task Number 52

Apply one or more problem-solving processes.

Definition

Application should be based on

- identifying the problem
- choosing a course of action
- assessing the decision.

Process/Skill Questions

- How can one determine which process is more effective for a given situation?
- How might one compare courses of action?
- What is the importance of criteria when solving a problem?

Task Number 53

Identify a local leadership opportunity.

Definition

Identification should include leadership opportunities in

- cadet corps
- school organizations
- community organizations.

Process/Skill Questions

- What benefits can one receive from leadership roles in local organizations?
- What cadet corps position is important to you? Why?

Examining the Role of the Military in Advancing Technology

Task Number 54

Describe state-of-the-art technologies currently in use on the battlefield.

Definition

Description should include

- the name and components of the technology
- an outline of the technology's evolution
- the benefits of the technology
- how the technology is used.

Process/Skill Questions

- What are some social and ethical issues associated with social media and its use?
- How can one professionally use personal technology in the classroom?
- What technologies do you use regularly? Why?

Task Number 55

Describe the effects of technology on society.

Definition

Description should include

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

Process/Skill Questions

- Which technologies have affected you the most? Explain.
- What technologies have been advanced by the military?
- What are the benefits of studying the history of technological advancements?

Task Number 56

Research technological advancements.

Definition

Research, including documenting sources, should include

- selecting an engagement
- determining the causes for and dates of beginning U.S. operations
- identifying milestones, achievements, setbacks
- identifying the current status, resolution, or outlook.

Process/Skill Questions

- What sources might one use to research advancements in technology?
- What can one consider a technological advancement? Explain.
- How have military engagements contributed to advances in technology?
- How have advances in technology defined warfare?

Task Number 57

Analyze technological advancements.

Definition

Analysis should include

- identifying technologies that might include
 - automatic rifles
 - machine guns
 - airplanes
 - tanks
 - submarines
 - trinitrotoluene (TNT) and other explosives

- missiles/rocketry
- atom bomb/nuclear weapons
- targeting systems
- global positioning systems (GPS) and geographic information systems (GIS)
- communication systems
- sonar
- radar
- military events that led to the use of specific technologies
- the effect of technologies on military outcomes
- the continuing influence of military technologies on society (e.g., communications, transportation).

Process/Skill Questions

- What techniques might one use to compare and analyze technological advancements?
- What technology gives an advantage in daily situations?
- What are some disadvantages of a recent technological advancement?

Task Number 58

Describe state-of-the-art technologies currently in use.

Definition

Description should include

- the name and components of the technology
- an outline of the technology's evolution
- the benefits of the technology
- how the technology is used.

Process/Skill Questions

- What state-of-the-art technology do you use?
- What technological pitfalls have you experienced?
- What makes technology state-of-the-art?

Applying Communication Techniques

Task Number 59

Prepare for conducting a meeting.

Definition

Preparation should include

- clearly defining the goal/objective/purpose of the meeting
- developing an agenda or program
- scheduling 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 formal meetings have you participated in? What role did you play in the meeting?
- What are some consequences of failure to adequately plan before a meeting?
- Why is it important to follow up with participants after sending invitations?

Task Number 60

Demonstrate nonverbal communication techniques.

Definition

Demonstration should include providing cues through

- eye contact
- facial expressions
- gestures
- posture
- body language
- tone of voice.

Process/Skill Questions

- What percentage of communication is nonverbal?
 - Why is awareness of nonverbal communication important?
 - How can nonverbal communication be effective in getting a message across?
-

Task Number 61

Demonstrate verbal and written presentation skills.

Definition

Demonstration should include consideration of

- writing techniques

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

Process/Skill Questions

- What experience do you have delivering a presentation to an audience? What did you learn from it?
- What media could one use for a presentation?
- What is the importance of professional correspondences?

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

Task Number 62

Demonstrate courtesies and etiquette.

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

- What is the difference between a dining-in and a dining-out?
- Why is it important to render honor to the U.S. flag?
- How do military customs show respect?

Task Number 63

Conduct inspection.

Definition

Peer or self-inspection should be conducted to include

- uniform inspection
- records of performance
- command checklist (drill requirements)
- improvement feedback.

Process/Skill Questions

- What is the purpose of an inspection?
 - How is the precedence of ribbons displayed on the uniform?
 - What drill requirements are included in the command checklist?
-

Task Number 64

Command a platoon regulation drill.

Definition

Commanding should include using platoon regulation drill commands.

Process/Skill Questions

- What are the two parts of a command?
 - What position must the leader be in prior to giving a command?
 - When do platoon regulation drills take place?
-
-

Developing Citizenship

Task Number 65

Identify current events.

Definition

Identification should include events at home or abroad as they relate to citizenship.

Process/Skill Questions

- How can an understanding of current events make one a better citizen?

- What is the importance of having a knowledge of history when analyzing current events?
- How can one keep up with current events?

Task Number 66

Identify community-service and service-learning opportunities.

Definition

Identification should include

- resources for community-service and service-learning opportunities
- potential roles within a community-service or service-learning opportunity
- tasks and time required to perform the service
- benefits of the service (to self and community)
- personal skills that may be acquired or improved through service.

Process/Skill Questions

- Why is it important to develop a lifetime commitment to service learning?
- How can community involvement affect government resources?
- How does serving your community in turn help you?

Task Number 67

Participate in service learning orientation.

Definition

Orientation should include

- identifying the three main components of service learning
- identifying types of service learning opportunities
- explaining the benefits of service learning.

Process/Skill Questions

- What types of service-learning opportunities are available?
- How can service learning improve one's decision-making skills?
- Why is it important to be an effective team member when participating in service learning?

Task Number 68

Demonstrate patriotism.

Definition

Demonstration should include

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

Process/Skill Questions

- How does voting demonstrate patriotism?
- Why should one respect elected officials when their actions are not in accordance with one's morals and values?
- Why do some feel that demonstrations are not patriotic?

Task Number 69

Research case studies dealing with leadership choices, decisions, and their consequences.

Definition

Research should include

- historical background
- analysis of the leader's decision-making process
- application of the 11 principles of leadership
- consequences of choices and decisions.

Process/Skill Questions

- How have historical events influenced national leadership, ethics, and global decisions?
- Why is it important to study past case studies involving leadership choices, decisions, and their consequences?
- How does one determine consequences of a leader's decisions?

Task Number 70

Examine an ethical dilemma.

Definition

Examination should include

- ethical responsibilities

- differentiating among ethical, unethical, moral, and immoral behavior.

Process/Skill Questions

- What types of ethical dilemmas have you encountered?
- How did you resolve the ethical dilemmas you encountered?
- How do you deal with differences between your personal values and societies values?

Task Number 71

Explain the importance of financial planning.

Definition

Explanation should include

- determining personal financial goals
- identifying the purpose of a budget
- describing reasons for saving and investing.

Process/Skill Questions

- What resources does one have for financial objectives?
- What are the components of a simple budget?
- How does time, money, and rate of interest relate to meeting specific financial goals?
- What are some savings and investment options?

Maintaining Personal Wellness and Fitness

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 physical skills.

Process/Skill Questions

- Why is it important to identify one's personal fitness status?
- What types of exercises are best for cardio fitness?
- How can identifying one's weaknesses help improve one's physical fitness?

Task Number 73

Document how training has improved personal physical performance over time.

Definition

Documentation should include the improvement of

- flexibility
- cardiovascular ability
- strength
- stamina
- energy
- psycho-motor skills
- mental acuity
- reflexes
- recovery from injuries through physical therapy
- self-awareness and confidence.

Process/Skill Questions

- What is the benefit of documenting one's performance over time?
- What are some easy ways of documenting one's training performance?
- How does physical training affect mental acuity?

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 are the standards associated with the Cadet Challenge?
- Why does the Army have a National Standard of Fitness?

Task Number 75

Explain how to manage conflict.

Definition

Explanation should include strategies and techniques for

- managing anger
- conflict resolution and diversity
- mediation
- violence prevention.

Process/Skill Questions

- What physical and biological changes occur in the body when one gets angry?
- What are some strategies for controlling anger?
- How does age, race, ethnicity, gender and other aspects of diversity, impact perceptions of self and others?
- What are some techniques for reducing conflict within a diverse population?
- What is the difference between arbitration and mediation?
- What are the differences between violent and non-violent responses to anger?
- What are some violence prevention techniques?

Exploring Careers

Task Number 76

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 resources are available for finding postsecondary opportunities?
- What postsecondary opportunities or pathway do you plan to take?

Task Number 77

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

Definition

Explanation should include

- benefits of taking the ASVAB or another aptitude test
- possible results of such tests
- role of such tests in career exploration.

Process/Skill Questions

- How can an aptitude test guide one when making career decisions?
- Why is preparation required before taking an aptitude test?
- When are the best times to take aptitude tests? Why?

Task Number 78

Match personal interests to potential careers.

Definition

Matching should include

- taking a personality test
- determining interests, attitudes, behaviors, and aptitude
- identifying career clusters that may relate to interests, attitudes, behaviors, and aptitude
- narrowing the field of possibilities
- researching the pertinent information related to potential occupations.

Process/Skill Questions

- Why is it important to match a skill to an interest?
- What are your goals after high school?
- How can identifying your personal interests help in choosing a potential career?

Task Number 79

Research postsecondary education opportunities.

Definition

Research should focus on career options and include documentation of

- company and on-the-job training opportunities including apprenticeships and internships
- the community college system (two-year degree programs)
- four-year colleges or universities
- business or trade schools
- online courses, degree programs, and certifications
- the military.

Process/Skill Questions

- What advantages can a postsecondary education provide?
- What opportunities exist at your local community college?
- What benefits do online courses provide?

Task Number 80

Identify qualifications needed to serve in the U.S. Army.

Definition

Identification should include

- age requirement
- educational requirements and academic performance standards
- physical and mental health expectations.

Additional items that may or may not affect admission into the Army, include

- number of dependents under 18 years of age
- criminal record
- U.S. citizenship status.

Process/Skill Questions

- Why are there educational requirements for serving in the U.S. Army?
- What did you think about the required qualifications? Are you surprised by the qualifications required? Explain.

Enforcing Discipline

Task Number 81

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?
- How might the cadet or student handbook prepare one for a performance evaluation?

SOL Correlation by Task

39	Identify benefits of membership in professional organizations.	English: 11.5, 12.5
40	Identify strategies for promoting cultural and individual diversity.	English: 11.5, 12.5 History and Social Science: VUS.14
41	Outline a developmental counseling plan.	English: 11.6, 11.7, 12.6, 12.7
42	Assess personal leadership qualities.	English: 11.5, 12.5
43	Update personal and leadership goals.	English: 11.5, 12.5
44	Compare the effectiveness of leadership styles.	English: 11.5, 12.5
45	Describe the benefits of using different leadership styles in different situations.	English: 11.5, 12.5
46	Describe techniques for motivating others.	English: 11.5, 12.5
47	Update a personal vision statement.	English: 11.6, 11.7, 12.6, 12.7
48	Identify problem-solving processes.	English: 11.5, 12.5
49	Lead a team through the process of planning a solution to a project or problem.	English: 11.1, 12.1 History and Social Science: GOVT.1, VUS.1
50	Set priorities for given situations.	English: 11.5, 11.6, 11.7, 12.5, 12.6, 12.7 History and Social Science: GOVT.1, VUS.1
51	Identify available resources that might enable or restrict a solution.	English: 11.5, 12.5
52	Apply one or more problem-solving processes.	English: 11.5, 12.5
53	Identify a local leadership opportunity.	English: 11.5, 12.5
54	Describe state-of-the-art technologies currently in use on the battlefield.	English: 11.5, 12.5 History and Social Science: VUS.14, WHII.14
55	Describe the effects of technology on society.	English: 11.5, 12.5

56	Research technological advancements.	English: 11.8, 12.8
57	Analyze technological advancements.	English: 11.5, 12.5 History and Social Science: VUS.8, VUS.9, VUS.11
58	Describe state-of-the-art technologies currently in use.	English: 11.5, 12.5
59	Prepare for conducting a meeting.	English: 11.5, 11.6, 11.7, 12.5, 12.6, 12.7
60	Demonstrate nonverbal communication techniques.	
61	Demonstrate verbal and written presentation skills.	English: 11.5, 11.6, 11.7, 12.5, 12.6, 12.7 History and Social Science: GOVT.1, VUS.1 Mathematics: COM.12
62	Demonstrate courtesies and etiquette.	History and Social Science: GOVT.16
63	Conduct inspection.	
64	Command a platoon regulation drill.	
65	Identify current events.	English: 11.5, 12.5 History and Social Science: GOVT.16
66	Identify community-service and service-learning opportunities.	English: 11.5, 12.5 History and Social Science: GOVT.1, GOVT.8, GOVT.9, GOVT.16, VUS.1
67	Participate in service learning orientation.	English: 11.5, 12.5
68	Demonstrate patriotism.	History and Social Science: GOVT.1, GOVT.16, VUS.1
69	Research case studies dealing with leadership choices, decisions, and their consequences.	English: 11.8, 12.8
70	Examine an ethical dilemma.	History and Social Science: GOVT.16
71	Explain the importance of financial planning.	English: 11.5, 12.5
72	Identify strengths and weaknesses of personal fitness.	English: 11.5, 12.5
73	Document how training has improved personal physical performance over time.	English: 11.6, 11.7, 12.6, 12.7
74	Take the Cadet Challenge.	English: 11.5, 12.5
75	Explain how to manage conflict.	English: 11.5, 12.5
76	Identify postsecondary opportunities.	English: 11.5, 12.5
77	Explain the use of the ASVAB (Armed Services Vocational Aptitude Battery) or another aptitude assessment.	English: 11.5, 12.5
78	Match personal interests to potential careers.	English: 11.5, 11.8, 12.5, 12.8
79	Research postsecondary education opportunities.	English: 11.8, 12.8
80	Identify qualifications needed to serve in the U.S. Army.	English: 11.5, 12.5
81	Comply with procedures in the cadet or student handbook.	English: 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 II (AR7916/36 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 Military Officer Special Forces Personnel
Planning	Economic Development Coordinator Urban and Regional Planner

Career Cluster: Government and Public Administration	
Pathway	Occupations
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