

# Army JROTC IV

AR7919 36 weeks

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## Acknowledgments

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## Course Description

**Suggested Grade Level:** 12

**Prerequisites:** AR7918

Students continue instruction in the Army JROTC program, consisting of U.S. citizenship rights and responsibilities, leadership, military history, discipline, citizenship, physical fitness, career education, and workplace readiness skills. Students receive additional instruction in military customs and courtesies, proper uniform wear, and personal appearance guidelines. Adherence to the guidelines is required in 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	AR7919	Tasks/Competencies
<b>Applying Leadership Skills and Strategies</b>		
39	+	Provide rationale for member selections for a leadership team.
40	+	Demonstrate personal leadership qualities and skills.
41	+	Achieve personal and leadership goals.
42	+	Demonstrate different leadership styles in given situations.
43	+	Assess personal leadership style.
44	+	Distinguish a leader from a manager.
45	+	Employ motivational strategies to inspire others to achieve goals.
46	+	Demonstrate professionalism.
47	+	Update a personal vision statement.
48	+	Update personal and leadership goals.
49	+	Lead a team through the process of completing a project with specific goals.
50	+	Solve problems, with limited resources.
51	+	Participate in a local leadership opportunity.
<b>Applying Communication Techniques</b>		
52	+	Conduct a meeting.

53	+	Prepare a presentation for a group.
54	+	Give a presentation to a group.
<b>Demonstrating Military Traditions, Customs, and Courtesies</b>		
55	+	Conduct inspection.
56	+	Command U.S. Army regulation company drill.
<b>Developing Citizenship</b>		
57	+	Describe the roles of the Department of Defense, Active Army, and reserve components of the U.S. Army.
58	+	Demonstrate patriotism.
59	+	Coordinate community-service and service-learning opportunities.
60	+	Explain the importance of financial planning.
<b>Examining the History and Technology of Warfare</b>		
61	+	Analyze the evolution of a single technology in the military.
62	+	Describe a new technology that currently benefits soldiers on the battlefield.
63	+	Describe the historical relevance of military action in a foreign land.
64	+	Research the regional and political history of a foreign land where the U.S. maintains a military presence.
65	+	Demonstrate the benefits of using mathematical skills as a soldier.
66	+	Demonstrate the benefits of using geographical skills as a soldier.
<b>Maintaining Personal Wellness and Fitness</b>		
67	+	Identify strengths and weaknesses of personal fitness.
68	+	Take the Cadet Challenge.
69	+	Analyze the effects of a personal physical fitness and training program over time.
70	+	Track the progress of a personal training program.
<b>Exploring Careers</b>		
71	+	Identify postsecondary opportunities.

72	+	Explain the use of the ASVAB (Armed Services Vocational Aptitude Battery) or another vocational aptitude assessment.
73	+	Match personal interests to potential careers.
74	+	Research postsecondary education opportunities.
75	+	Identify qualifications needed to serve in the U.S. Army.
76	+	Research the immediate and long-term benefits of a specific career.
77	+	Participate in service learning orientation.
<b>Enforcing Discipline</b>		
78	+	Maintain high ethical standards.
79	+	Comply with procedures in the cadet or student handbook.
80	+	Assess the effectiveness of military discipline through case study.

Legend: + Essential ○ Non-essential - Omitted

# Curriculum Framework

## Applying Leadership Skills and Strategies

### Task Number 39

**Provide rationale for member selections for a leadership team.**

#### Definition

Rationale should include application of

- Winning Colors
- decision making and problem solving
- ethical behavior
- counseling techniques
- cultural awareness.

#### Process/Skill Questions

- How can team members support the leadership team's goals?
- How does Winning Colors prepare one for leadership?
- When does a leadership team need to use counseling techniques?

## **Task Number 40**

### **Demonstrate personal leadership qualities and skills.**

#### **Definition**

Demonstration should include personal examples from the following skill categories:

- Communication skills
- Decision-making skills
- Character-building skills
- Motivation skills
- Ethics

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

- What leadership qualities and skills do you possess?
- Why is communication important when demonstrating leadership skills?
- How might a leader build character?

## **Task Number 41**

### **Achieve personal and leadership goals.**

#### **Definition**

Achievement should include identifying the selected leadership opportunity and

- reason(s) the opportunity was selected
- personal skills that benefited leadership during the event or project
- challenges faced during the event or project
- leadership experience gained through the event or project.

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

- Why are goals important?
- What has been your leadership challenge?
- Why is communication important for effective leadership?
- What are some barriers to effective communication?

## **Task Number 42**

## **Demonstrate different leadership styles in given situations.**

### **Definition**

Demonstration should include using the following styles:

- 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

### **Process/Skill Questions**

- What is your leadership style?
- How can leadership style affect a situation?
- What are the differences among the various leadership styles?

## **Task Number 43**

### **Assess personal leadership style.**

#### **Definition**

Assessment should describe the experience of using any of the following leadership styles in a given situation and why it was used/selected:

- 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

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

- Which leadership style do you think suits you best?
  - In what situations would directing be most effective? Why?
  - What are the benefits of delegating?
- 

## **Task Number 44**

### **Distinguish a leader from a manager.**

#### **Definition**

Distinction should be based on the differences between

- a manager—a person appointed to carry out a job, to account for resources needed and used, and to oversee personnel who perform the tasks
- a leader—a person who influences others to accomplish a mission by providing purpose, direction, and motivation.

### **Process/Skill Questions**

- What are the differences between a leader and a manager? Give examples of both.
  - Who is more effective, a leader or a manager? Explain.
  - What are the five management principles?
  - What are the similarities and differences between management and leadership skills?
  - What are four basic types of directing?
- 

## **Task Number 45**

### **Employ motivational strategies to inspire others to achieve goals.**

#### **Definition**

Employing strategies should include using the 14 Principles of Motivation.

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

- How do motivational strategies work to encourage people?
- What principles could one use to motivate one's subordinates?
- Why is it important to reward individual and team behavior that supports unit tasks and missions?
- Why is it important to set the example in all things?
- Why should one consider all forms of prejudicial behavior intolerable?
- Why is it important to establish and maintain loyalty and teamwork within the unit?

## **Task Number 46**

### **Demonstrate professionalism.**

#### **Definition**

Demonstration should include

- maintaining a high degree of knowledge and skill
- cooperating with others for the sake of reaching a goal and remaining goal-focused
- remaining dedicated to teamwork and objectives
- refusing to allow bias to negatively impact decisions
- refusing to allow negative personal emotions to affect morale.

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

- What are some examples of professionalism?
  - How is cooperation an example of professionalism?
- 

## **Task Number 47**

### **Update a personal vision statement.**

#### **Definition**

Update 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**

- When should one update a personal vision statement?
- How do goals support one's personal vision and objectives?

## **Task Number 48**

### **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- and long-term goals?
- How can backwards planning help one accomplish goals?

## **Task Number 49**

### **Lead a team through the process of completing a project with specific goals.**

## **Definition**

Leadership should include

- selecting a team
- establishing the team members' roles
- communicating the objectives
- prioritizing team actions to create a workable solution
- 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
- acknowledging individual/team performance
- achieving objectives
- assessing team performance.

## **Process/Skill Questions**

- Why are deadlines important?
- How would one evaluate the effectiveness of a project?
- Why should one delegate roles on a team project?

## **Task Number 50**

**Solve problems, with limited resources.**

### **Definition**

Solutions should include making efficient use of limited resources, including

- time
- materials
- money
- personnel.

### **Process/Skill Questions**

- Why is time management important?
- How should time, materials, and money be utilized?

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## **Task Number 51**

**Participate in a local leadership opportunity.**

## **Definition**

Participation should include taking leadership roles in

- cadet corps
- school organizations
- community organizations.

## **Process/Skill Questions**

- How can one find local leadership opportunities?
  - What leadership opportunities are provided in a cadet corps program?
  - What types of leadership opportunities could one participate in? Why?
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# **Applying Communication Techniques**

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## **Task Number 52**

### **Conduct a meeting.**

#### **Definition**

Conducting a meeting should include

- opening the meeting
- establishing a method for recording the minutes
- establishing the ground rules
- managing time/agenda items
- managing conduct of participants, encouraging input
- evaluating the meeting
- closing the meeting.

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

- Why is an agenda important when conducting a meeting?
- What are the steps prior to conducting a meeting?

## **Task Number 53**

### **Prepare a presentation for a group.**

## **Definition**

Preparation should include consideration of

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

## **Process/Skill Questions**

- What presentation tools might be used in a presentation?
- What considerations should be taken when preparing visual aids for a presentation?

## **Task Number 54**

### **Give a presentation to a group.**

#### **Definition**

Presentation should include the use of written and verbal communication skills to clearly provide organized content in a logical sequence.

- Presenters should wear attire appropriate for the audience and subject and practice effective mannerisms (i.e., elocution, posture, gestures).
- Visual aids enhance the delivery of a presentation and should be selected for maximum impact, based on the type of audience, message, and available technology and proficiency.

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

- What should one know about the audience prior to the presentation? Explain.
- What equipment should be checked prior to giving a presentation? Explain.
- What are three types of visual tools?

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

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## **Task Number 55**

### **Conduct inspection.**

#### **Definition**

Peer or self-inspection should be conducted to include

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

### **Process/Skill Questions**

- What should be included in self-inspections?
- Why are inspections important?

## **Task Number 56**

### **Command U.S. Army regulation company drill.**

#### **Definition**

Commanding the drill should include instructing the group through commands.

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

- How often are company drills held?
- What is the benefit of prior participation in a drill when commanding?

## **Developing Citizenship**

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### **Task Number 57**

#### **Describe the roles of the Department of Defense, Active Army, and reserve components of the U.S. Army.**

#### **Definition**

Description should include

- mission of each
- responsibilities of each
- structure of each.

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

- What is the relationship between the Active Army and reserve components?
- What is the mission of the Department of Defense (DoD)?
- What are four major responsibilities inherent to DoD's mission?
- What are the differences and similarities between the Army National Guard and the Army Reserve?
- What are the three major categories of the Army Reserve?

## **Task Number 58**

### **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**

- What does *patriotism* mean to you?
- How does voting demonstrate patriotism?
- Why should one respect elected officials when their actions are not in agreement with your morals and values?

## **Task Number 59**

### **Coordinate community-service and service-learning opportunities.**

#### **Definition**

Coordination should include

- planning
- executing
- leading an after-action review.

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

- What are the intrinsic and extrinsic benefits of serving one's community?
- Why is it important to lead and conduct an after-action review?
- What are the differences between a community-service and service-learning opportunity?

## **Task Number 60**

### **Explain the importance of financial planning.**

#### **Definition**

Explanation should include

- identifying the advantages of using credit
- identifying the various costs related to credit
- comparing common sources for building credit
- examining the factors to consider to establish credit
- identifying general types of insurance
  - health
  - property
  - life
  - disability
  - liability
- identifying the costs associated with insurance coverage
- describing how insurance works.

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

- Why is it important to establish credit?
- What are some factors one should consider when establishing credit?
- Why is it important to use credit wisely?
- Why is it important to have insurance coverage?
- What types of strategies can be utilized to mitigate financial risk?

## **Examining the History and Technology of Warfare**

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## **Task Number 61**

### **Analyze the evolution of a single technology in the military.**

#### **Definition**

Analysis should include

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

## **Process/Skill Questions**

- Why is technology important?
- What are the components of technology?
- How has technology changed military warfare?

## **Task Number 62**

**Describe a new technology that currently benefits soldiers 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**

- How have technological advances benefited you?
- How can technology developed for the battlefield be adapted for use by the general population?

## **Task Number 63**

**Describe the historical relevance of military action in a foreign land.**

### **Definition**

Description should include the location and

- the military history of the region
- the geographical (i.e., cultural and political) history of the region
- how regional history has influenced strategies to achieve U.S. military and political objectives.

## **Process/Skill Questions**

- Why is it important to study history?
- What are the benefits of knowing a region's cultural and political history?

## **Task Number 64**

## **Research the regional and political history of a foreign land where the U.S. maintains a military presence.**

### **Definition**

Research should include

- selecting an engagement (e.g., Iraq, Afghanistan, Somalia)
- determining the causes for and dates of initial U.S. operations
- identifying milestones, achievements, setbacks
- identifying the current status, resolution, or outlook
- documenting the sources used for research.

### **Process/Skill Questions**

- Why is it important to research other regions?
- What foreign country has influenced U.S. relations on an international scale? Explain.

## **Task Number 65**

### **Demonstrate the benefits of using mathematical skills as a soldier.**

#### **Definition**

Demonstration might include any number of examples of the way mathematics is used in day-to-day operations (e.g., logistical information, quantitative analysis, computational skills) and the way mathematics is used more specifically and at an advanced level (e.g., engineering, technology, statistical analysis, logic, quantitative reasoning).

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

- In what situations might a soldier use mathematical skills?
- What mathematics-related tools or instruments are commonly used?
- How is math related to logic and quantitative reasoning?
- Why is it important to reason logically?

## **Task Number 66**

### **Demonstrate the benefits of using geographical skills as a soldier.**

#### **Definition**

Demonstration should include the benefits of using military geography, a subset of geography, to make decisions regarding

- urbanistics—analysis of the urban environment

- base locations and construction
- terrain analysis—desert, jungle/forest, winter, mountain, escarpments, soil, water features
- ocean front analysis—harbors, beaches, sea cliffs.

### **Process/Skill Questions**

- In what situations might a soldier use geographical skills?
- What geography-related tools or instruments are commonly used?
- How is urban-area intelligence important when planning tactical and strategical operations?

## **Maintaining Personal Wellness and Fitness**

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### **Task Number 67**

#### **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 personal fitness important to you?
- How can body composition affect one's quality of life?

### **Task Number 68**

#### **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 do we have a National Standard of Fitness?
- 

## Task Number 69

### Analyze the effects of a personal physical fitness and training program over time.

#### Definition

Analysis should include elements 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 do you do to maintain physical fitness?
- Where do you want to be with your physical fitness?

## Task Number 70

### Track the progress of a personal training program.

#### Definition

Tracking should include periodic documentation of progress in three areas of training:

- Strength
- Cardiovascular
- Flexibility

Additionally, body composition and weight might also be monitored.

## Process/Skill Questions

- What tools are available for tracking a personal training program?
- Why is it necessary to track one's training program?

# Exploring Careers

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## Task Number 71

### Identify postsecondary opportunities.

#### Definition

Identification should include

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

#### Process/Skill Questions

- What resources are available for funding postsecondary opportunities?
- What postsecondary opportunities do you plan to pursue?

## Task Number 72

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

#### Definition

Explanation should include

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

#### Process/Skill Questions

- How can an aptitude test guide one when making career decisions?
- Why should one prepare for an aptitude test? Explain.

- When are the best times to take aptitude tests? Why?

## **Task Number 73**

### **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 one's personal interests help in choosing a potential career?

## **Task Number 74**

### **Research postsecondary education opportunities.**

#### **Definition**

Research should focus on a single career path 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 75**

### **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**

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

## **Task Number 76**

**Research the immediate and long-term benefits of a specific career.**

### **Definition**

Research should include documenting a specific occupation and related benefits, such as

- compensation
- tuition/retraining support
- career preparation
- world travel
- health coverage
- discounts on goods and services
- pension.

### **Process/Skill Questions**

- Why is education important to you?
- What is the difference between a career and a job?

## **Task Number 77**

**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 are five benefits from participating in service learning?
- What is the purpose of an exploratory project?
- What are the three types of services?

## **Enforcing Discipline**

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### **Task Number 78**

#### **Maintain high ethical standards.**

##### **Definition**

Maintenance should include

- leading by example and instilling confidence in others
- putting the unit first and sacrificing for the benefit and principles of the organization
- making irrefragable and trustworthy leadership decisions.

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

- Why are standards important?
  - How can standards guide a leader when making decisions?
- 

### **Task Number 79**

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

##### **Definition**

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

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

- What consequences could result from failure to comply with handbook procedures?
- Where do you access the cadet or student handbook?

## Task Number 80

### Assess the effectiveness of military discipline through case study.

#### Definition

Assessment should be based on case study subjects established by the instructor or through self-assessment and include the following criteria:

- Was an individual goal acknowledged (e.g., a personal condition or behavior that needed improvement, an accomplishment that required diligence)? If so, what was it?
- Were realistic short-, medium-, and long-term goals or performance benchmarks established? If so, what were they?
- Did the individual persevere in the face of temporary setbacks or obstacles? Describe.
- How did the individual change his or her typical behavioral patterns to reach the objective? If so, how?

#### Process/Skill Questions

- What are the benefits of reviewing case studies?
- What can you learn from studying examples of military discipline?

## SOL Correlation by Task

39	Provide rationale for member selections for a leadership team.	English: 12.5
40	Demonstrate personal leadership qualities and skills.	English: 12.1 History and Social Science: GOVT.1, GOVT.16, VUS.1
41	Achieve personal and leadership goals.	English: 12.5
42	Demonstrate different leadership styles in given situations.	History and Social Science: GOVT.1, VUS.1
43	Assess personal leadership style.	
44	Distinguish a leader from a manager.	
45	Employ motivational strategies to inspire others to achieve goals.	English: 12.5
46	Demonstrate professionalism.	
47	Update a personal vision statement.	English: 12.6, 12.7 History and Social Science: GOVT.16
48	Update personal and leadership goals.	English: 12.5

49	Lead a team through the process of completing a project with specific goals.	English: 12.1, 12.5
50	Solve problems, with limited resources.	
51	Participate in a local leadership opportunity.	
52	Conduct a meeting.	English: 12.1
53	Prepare a presentation for a group.	English: 12.6, 12.7
54	Give a presentation to a group.	English: 12.1 Mathematics: COM.12
55	Conduct inspection.	English: 12.6, 12.7
56	Command U.S. Army regulation company drill.	English: 12.1
57	Describe the roles of the Department of Defense, Active Army, and reserve components of the U.S. Army.	English: 12.5 History and Social Science: GOVT.5, GOVT.7, GOVT.10
58	Demonstrate patriotism.	History and Social Science: GOVT.1, GOVT.16, VUS.1
59	Coordinate community-service and service-learning opportunities.	English: 12.1, 12.5
60	Explain the importance of financial planning.	English: 12.5
61	Analyze the evolution of a single technology in the military.	English: 12.5
62	Describe a new technology that currently benefits soldiers on the battlefield.	English: 12.5
63	Describe the historical relevance of military action in a foreign land.	English: 12.5 History and Social Science: GOVT.3, GOVT.4, GOVT.12, GOVT.13, VUS.4, VUS.6, VUS.7, VUS.9, VUS.11, VUS.12, VUS.14, WG.5, WG.6, WG.7, WG.8, WG.9, WG.10, WG.11, WG.12, WG.13, WG.14, WG.15, WG.17, WG.18, WHIL.9, WHIL.10, WHIL.11, WHIL.12, WHIL.15
64	Research the regional and political history of a foreign land where the U.S. maintains a military presence.	English: 12.6, 12.7, 12.8 History and Social Science: GOVT.1, GOVT.3, GOVT.4, GOVT.12, GOVT.13, VUS.1, VUS.4, VUS.6, VUS.7, VUS.9, VUS.11, VUS.12, VUS.14, WG.5, WG.6, WG.7, WG.8, WG.9, WG.10, WG.11, WG.12, WG.13, WG.14, WG.15, WG.17, WG.18, WHIL.9, WHIL.10, WHIL.11, WHIL.12, WHIL.15
65	Demonstrate the benefits of using mathematical skills as a soldier.	Mathematics: 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*
66	Demonstrate the benefits of using geographical skills as a soldier.	History and Social Science: WG.1, WG.2, WG.3
67	Identify strengths and weaknesses of personal fitness.	English: 12.6, 12.7

68	Take the Cadet Challenge.	
69	Analyze the effects of a personal physical fitness and training program over time.	English: 12.5
70	Track the progress of a personal training program.	English: 12.5
71	Identify postsecondary opportunities.	English: 12.5
72	Explain the use of the ASVAB (Armed Services Vocational Aptitude Battery) or another vocational aptitude assessment.	English: 12.5
73	Match personal interests to potential careers.	English: 12.5
74	Research postsecondary education opportunities.	English: 12.8
75	Identify qualifications needed to serve in the U.S. Army.	English: 12.5
76	Research the immediate and long-term benefits of a specific career.	English: 12.8
77	Participate in service learning orientation.	English: 12.5
78	Maintain high ethical standards.	
79	Comply with procedures in the cadet or student handbook.	English: 12.5
80	Assess the effectiveness of military discipline through case study.	English: 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 III (AR7918/36 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

<b>Career Cluster: Government and Public Administration</b>	
<b>Pathway</b>	<b>Occupations</b>
<b>Public Management and Administration</b>	<b>Court Clerk Government Accountant/Auditor Postal Service Clerk Postmaster/Mail Superintendent</b>
<b>Regulation</b>	<b>Compliance Officer Environmental Compliance Inspector 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 Probation, Parole Officer</b>
<b>Emergency and Fire Management Services</b>	<b>Emergency Medical Technician, Paramedic 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 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 Service Technician Small Engine Mechanic</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 Logistics Engineer 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 Civil Engineering Technician Transportation Manager</b>
<b>Warehousing and Distribution Center Operations</b>	<b>Traffic Engineer Transportation Manager</b>