

Marine Corps JROTC I

MC7913 36 weeks

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Course Description

Suggested Grade Level: 9 or 10 or 11

Students are introduced to the Junior Reserve Officer Training Corps (JROTC) program. JROTC is a program designed to teach leadership skills, character development, self-discipline, and citizenship through the study and practical application of United States Marine Corps (USMC) leadership traits and principles. Students are introduced to general military subjects, leadership, citizenship, personal growth and responsibilities, public service, and career exploration in the first year of this program.

NOTE: 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	MC7913	Tasks/Competencies
Introducing General Military Subjects		

39	+	Identify the branches of United States military service.
40	+	Identify the mission statement of Junior Reserve Officer Training Corps (JROTC).
41	+	Identify the core values of the United States Marine Corps' (USMC) JROTC program.
42	+	List the benefits of participating in USMC JROTC.
43	+	Identify the U.S. military chain of command (i.e., organizational structure).
44	+	Explain the concept of rank/rate in the U.S. Armed Forces.
45	+	Identify U.S. Navy and USMC military ranks/rates.
46	+	Identify U.S. military grade within rank/rate.
47	+	Identify American conflicts as they relate to the history of the USMC.
48	+	Describe the rationale behind studying history, military strategies, and leaders.
49	+	Define <i>courtesy</i> .
50	+	Identify expectations for inspection readiness (e.g., wear and care of the uniform, insignia placement, and personal grooming).
51	+	Identify the procedures for executing the hand salute.
52	+	Identify standards of flag etiquette.
53	+	Identify expectations for U.S. Navy and USMC proper greeting.
54	+	Identify the procedures for USMC drill.
55	+	Explain the evolution of marksmanship.
56	+	Identify marksmanship safety procedures.
Introducing Leadership		
57	+	Define <i>leadership</i> .
58	+	Define <i>followership</i> .
59	+	List the traits of a good leader.
60	+	List the principles of a good leader.

61	+	Identify benefits and risks in assuming a leadership role.
62	+	Identify leadership skills and strategies.
63	+	Identify leadership styles.
64	+	Identify the benefits of using different leadership styles in different situations.
65	+	Define <i>morale</i> and <i>esprit de corps</i> .
66	+	Identify historical and contemporary leaders and their distinguishing characteristics.
67	+	Follow the leadership of a peer/classmate.
68	+	Identify behaviors that might lead to promotion.
Introducing Citizenship		
69	+	Define <i>patriotism</i> .
70	+	Demonstrate patriotism.
71	+	Identify current events relating to political and military issues.
72	+	Identify ways to make a contribution to the local community.
Introducing Personal Growth and Responsibility		
73	+	Identify personal hygiene standards.
74	+	Identify the components of fitness.
75	+	Describe the benefits of exercise and a healthy diet.
76	+	Take a physical fitness test.
77	+	Describe how training can improve physical performance over time.
78	+	Engage in a personal physical fitness training program.
79	+	Identify factors that impede a healthy lifestyle.
80	+	Identify first-aid terms and abbreviations.
81	+	Identify social and JROTC consequences for personal actions.
82	+	Define <i>discipline</i> .
83	+	Establish goals for developing self-discipline.

84	+	Comply with procedures in the cadet or student handbook.	
Introducing Public Service and Career Exploration			
85	+	Define <i>public service</i> .	
86	+	Identify qualifications for serving in the U.S. military.	
87	+	Identify the skills required to succeed in the U.S. military.	

Legend: + Essential ○ Non-essential - Omitted

Curriculum Framework

Introducing General Military Subjects

Task Number 39

Identify the branches of United States military service.

Definition

Identification should include the United States

- Army
- Navy
- Air Force
- Marine Corps
- Coast Guard
- National Guard (Army and Air)
- Reserves: Army, Marine Corps Forces, Navy, Air Force, and Coast Guard.

Process/Skill Questions

- What are the branches of the United States military?
- Under which department does the United States Marine Corps (USMC) fall?
- What are the differences among the active and reserve components?

Task Number 40

Identify the mission statement of Junior Reserve Officer Training Corps (JROTC).

Definition

Identification should include Title 10, Section 2031 of the United States Code, "to instill in students in United States secondary educational institutions the values of citizenship, service to the United States, and personal responsibility and a sense of accomplishment."

Process/Skill Questions

- What is the mission statement of the JROTC?
- How does the JROTC mission statement affect a student participant?
- How does the mission statement affect the conduct of the JROTC program?

Task Number 41

Identify the core values of the United States Marine Corps' (USMC) JROTC program.

Definition

Identification should include

- honor
- courage
- commitment.

Process/Skill Questions

- What does *honor* mean?
- What does *courage* mean?
- What does *commitment* mean?

Task Number 42

List the benefits of participating in USMC JROTC.

Definition

List should include the following:

- 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 postsecondary educational opportunities.
- Acquire citizenship and leadership skills that may lead to community philanthropy and volunteerism.
- Acquire military science skills that may provide preparation for postsecondary opportunities (e.g., enrollment in postsecondary education, employment, or enlistment in the military).

Process/Skill Questions

- How can JROTC lead to self-improvement?
 - How does JROTC assist in military enlistment for those interested?
 - How does JROTC assist with the pursuit of a military career pathway?
-

Task Number 43

Identify 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
- Department of Defense
- United States military branch departments: Navy, Army, and Air Force
- commandant of the USMC
- sergeant major of the USMC
- unit command (USMC JROTC).

Process/Skill Questions

- Why does a civilian hold the highest level of leadership in the military?
- Who is the commandant of the USMC? To whom does he/she report?
- Why is there a chain of command in the U.S. military?

Task Number 44

Explain the concept of rank/rate in the U.S. Armed Forces.

Definition

Explanation should include that rank/rate is a designation to determine level of authority and

- is to be rendered appropriate respect/courtesy and distinction

- is displayed on the uniform and elsewhere.

Process/Skill Questions

- Why does the military have ranks/rates?
- How does rank relate to responsibility?
- What is the rank of your school's marine instructor (MI) and senior marine instructor (SMI)?

Task Number 45

Identify U.S. Navy and USMC military ranks/rates.

Definition

Identification should include U.S. Navy and USMC ranks/rates for

- warrant officers
- enlisted personnel and non-commissioned officers
- commissioned officers
 - general or flag officers
 - company grade and field grade.

Process/Skill Questions

- What are the ranks for E-1 through E-5 in the USMC?
 - Who is more senior, a major or a captain?
 - What does the chevron of a gunnery sergeant look like?
-

Task Number 46

Identify U.S. military grade within rank/rate.

Definition

Identification should include the following:

- *Grade* is a term used for determining pay categories across all branches of the uniformed services of the United States to govern wages, benefits, and entitlements based on the corresponding military rank.
- Grade is indicated by the numeral (1–9, with 9 being the highest rate of pay) after the rank/rate of E (enlisted personnel), W (warrant officers), or O (commissioned officers).

For example, the lowest enlisted personnel is E-1, enlisted at the lowest or base rate of pay, and would be labeled as such across every U.S. military branch.

Process/Skill Questions

- What does grade mean in the military?
- What is the difference between grade and rank/rate?
- What is the rank associated with a pay grade of E-4?

Task Number 47

Identify American conflicts as they relate to the history of the USMC.

Definition

Review should include the American role in conflicts such as

- the American Revolution
- World War I
- World War II
- the Cold War Era
- the Korean Conflict
- the Vietnam War
- contemporary operations.

Process/Skill Questions

- What was the Battle of Derna and why is it important to the USMC?
- What was the Battle of Chapultepec and what was its significance to the USMC?
- What was the Battle of Iwo Jima and what was its historical significance?

Task Number 48

Describe the rationale behind studying history, military strategies, and leaders.

Definition

Description should include the following:

- Making sense of national context provides a sense of national identity.
- Exploring national origins describes how culture and country are evolving.
- Using history as a guide helps make future decisions with regard to the United States.

Process/Skill Questions

- Why is history important in the USMC?
- Why is history important in JROTC?
- How does history apply to the present day?

Task Number 49

Define *courtesy*.

Definition

Definition should include

- the standard definition—a courteous, respectful, or considerate act or expression
- the USMC-specific use of the definition—military customs showing consideration and respect for others (e.g., salutes, colors, rendering honors, addressing individuals).

Process/Skill Questions

- What is courtesy?
- How does courtesy enable mission accomplishment?
- Is courtesy only applicable in the military? Explain.

Task Number 50

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

Definition

Identification should include meeting the USMC regulations regarding

- blouse
- trousers or slacks
- shirt and sleeves
- neck tie/neck tab
- cover
- shoes/boots
- insignia placement
- personal grooming (e.g., hair, nails, etc.).

Process/Skill Questions

- How does one prepare for an inspection?
- How is time management related to preparedness?
- What are the parts of the utility uniform?
- What are the grooming regulations for males and females?
- What are the types of uniforms?

Task Number 51

Identify the procedures for executing the hand salute.

Definition

Identification should include executing the hand salute per instructions included in the most current version of the *Marine Corps Drill and Ceremonies Manual (MCO P5060.20 w/CH-1)*.

Process/Skill Questions

- When should one salute indoors?
- How does one execute a proper hand salute?
- What is the proper distance from which to execute the hand salute?

Task Number 52

Identify standards of flag etiquette.

Definition

Identification should include standards identified in the most current version of the *Marine Corps Flag Manual (MCO P10520.3B)*.

Process/Skill Questions

- When should one salute the flag?
- What are the three types of flags?
- When is the flag raised and lowered?
- What is the significance of a flag flying at half-mast? When does it apply?

Task Number 53

Identify expectations for U.S. Navy and USMC proper greeting.

Definition

Identification should include greeting individuals by rank and, optionally, last name.

Process/Skill Questions

- What is a proper greeting in the USMC?
- How should one address a senior?
- How would one address a person of unknown rank?

Task Number 54

Identify the procedures for USMC drill.

Definition

Identification should include adherence to the most current version of the USMC Drill Manual.

Process/Skill Questions

- What are the purposes of drill?
- What are the three types of commands in drill?
- What is the pace count for quick-time march?

Task Number 55

Explain the evolution of marksmanship.

Definition

Explanation should include the purposes of marksmanship and how changes in technology have affected marksmanship over time.

Process/Skill Questions

- Is marksmanship considered a sport? Explain.
- What are some key factors for a successful marksmanship program?
- What are the goals for a marksmanship program?

Task Number 56

Identify marksmanship safety procedures.

Definition

Identification should include the following:

- Muzzle (i.e., point in a safe direction)
- Action (i.e., keep your action open)
- Trigger (i.e., finger off the trigger)

Process/Skill Questions

- What is MAT? Why is it important to marksmanship safety procedures?
- In what direction should the muzzle be pointed at all times?
- Who is a safety officer?

Introducing Leadership

Task Number 57

Define *leadership*.

Definition

Definition should include the concept that leadership is the ability to influence or guide others to accomplish a mission in the manner desired by providing purpose, direction, and motivation.

Process/Skill Questions

- Why is leadership important in JROTC?
- What qualities do good leaders possess?

Task Number 58

Define *followership*.

Definition

Definition should include

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

Process/Skill Questions

- Why is followership important to leadership?
- Can one be a good leader without being a good follower? Explain.

Task Number 59

List the traits of a good leader.

Definition

List may include the following traits:

- Justice
- Judgment
- Dependability
- Integrity
- Decisiveness
- Tact
- Initiative
- Endurance
- Bearing
- Unselfishness
- Courage
- Knowledge
- Loyalty
- Enthusiasm

Note: The acronym for the leadership traits is JJDIDTIEBUCKLE.

Process/Skill Questions

- What is the definition of each leadership trait?
- How does one use leadership in everyday life?
- What trait(s) might one use to talk with someone with whom one disagrees?

Task Number 60

List the principles of a good leader.

Definition

List should include the following:

- Know yourself and seek self-improvement.
- Be technically and tactically proficient.
- Know your people and look out for their welfare.
- Keep your personnel informed.
- Set the example.
- Ensure that the task is understood, supervised, and accomplished.
- Train your marines and sailors as a team.
- Make sound and timely decisions.
- Develop a sense of responsibility among your subordinates.
- Employ your command within its capabilities.
- Seek responsibilities and take responsibility.

[Note: the mnemonic/acronym for leadership principles is KK B METS KIDS.](#)

Process/Skill Questions

- How does self-knowledge relate to leadership?
- What is the most important leadership principle, and why? Why is each important?
- How does proficiency relate to employing one's command?

Task Number 61

Identify benefits and risks in assuming a leadership role.

Definition

Identification should include

- benefits
 - directly contribute to and shape positive and high-stakes outcomes and control of continuing initiatives
 - gain leadership experience and credentials
- risks
 - assume the blame for failure
 - effect of personal/leadership flaws on the integrity of the group/team.

Process/Skill Questions

- What is a risk related to assuming a leadership role?
- What is a benefit related to assuming a leadership role?
- Why must a leader assume the blame for failure?

Task Number 62

Identify leadership skills and strategies.

Definition

Identification should include

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

Process/Skill Questions

- How is communication relevant to leadership?
- What are ethics?
- Why are ethics important in leadership?

Task Number 63

Identify leadership styles.

Definition

Identification should include

- authoritarian leadership
- participative leadership
- delegative leadership.

Process/Skill Questions

- What is an authoritarian leadership style?
- In what type of situation would one use a participative leadership style?
- What conditions should exist to warrant use of the delegative leadership style?

Task Number 64

Identify 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 would best enable the team to accomplish its goals
- Allows leaders to get the most out of different types of followers
- Allows leaders to capitalize on the strengths of multiple leadership styles vs. using the same leadership approach consistently in every situation, which often reveals the weaknesses of the particular style.

Process/Skill Questions

- In what type of situation would one use a participative leadership style?
- What conditions should exist to warrant use of the delegative leadership style?
- When might one choose an authoritarian leadership style?

Task Number 65

Define *morale* and *esprit de corps*.

Definition

Definitions should include

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

Process/Skill Questions

- How does camaraderie relate to esprit de corps?
- Why is morale important?
- How does one measure morale?

Task Number 66

Identify historical and contemporary leaders and their distinguishing characteristics.

Definition

Identification should include

- the leader's name, position, and accomplishments
- the leadership characteristics portrayed
- the effects of the leader.

Process/Skill Questions

- What is the significance of Dr. Martin Luther King, Jr.'s "I Have a Dream" speech?
- Who was Mahatma Gandhi?
- Who was Lt. Gen. Lewis Burwell "Chesty" Puller?
- Who was Gen. Oliver P. Smith?
- Who was Sgt. John Quick?

Task Number 67

Follow the leadership of a peer/classmate.

Definition

Following a peer/classmate should include

- listening to his or her directions
- communicating
- supporting his or her goals/objectives
- positively influencing the outcome.

Process/Skill Questions

- Why is it important to understand both leadership and followership?
- How can a follower positively influence an outcome?
- How is communication related to leadership/followership?

Task Number 68

Identify behaviors that might lead to promotion.

Definition

Identification should include behaviors that demonstrate leadership traits and principles and should include

- showing initiative and independence
- offering help to peers and being a good team member
- developing a mentor relationship with a leader
- maintaining professionalism at all times
- providing good ideas
- seeking leadership roles
- emphasizing conflict resolution.

Process/Skill Questions

- What is *initiative*?
- How does professionalism support promotion?
- Why is seeking responsibility important?

Introducing Citizenship

Task Number 69

Define *patriotism*.

Definition

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

Process/Skill Questions

- What is *patriotism*?
- How does patriotism relate to JROTC?
- How does patriotism relate to citizenship?

Task Number 70

Demonstrate patriotism.

Definition

Demonstration may include

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

Process/Skill Questions

- What is *patriotism*?
- How many stripes are on the U.S. flag and what do they represent?
- What do the stars on the U.S. flag represent?
- How does being an informed citizen demonstrate patriotism?

Task Number 71

Identify current events relating to political and military issues.

Definition

Identification should include events at home or abroad for which the U.S. military has been deployed or may be deployed for military or peacekeeping actions or for relief and aid, including operations as part of United Nations Peacekeeping Forces.

Process/Skill Questions

- How does knowledge of current events relate to citizenship?
- What are reliable sources of information about current events?
- What information should be presented in a news story?

Task Number 72

Identify ways to make a contribution to the local community.

Definition

Identification should include

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

Process/Skill Questions

- What is *volunteerism*?
- What are some organizations with which one can volunteer?
- How does volunteerism relate to citizenship?

Introducing Personal Growth and Responsibility

Task Number 73

Identify personal hygiene standards.

Definition

Identification should include

- understanding the importance of seeing a doctor/dentist for prevention and treatment of health issues
- eating healthfully
- washing/bathing daily
- using personal hygiene products
 - soap
 - toothbrush, toothpaste
 - cotton swabs (for ears)
 - antiperspirant
 - facial tissue
 - nail file and/or clippers.

Process/Skill Questions

- What is *halitosis*?
- What is the purpose of good hygiene?
- How does regular hygiene relate to health?

Task Number 74

Identify the components of fitness.

Definition

Identification should include

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

Process/Skill Questions

- What does *cardiovascular* mean?
- Why is it important to warm up prior to a workout?
- What is the difference between warming up and stretching?

Task Number 75

Describe the benefits of exercise and a healthy diet.

Definition

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

- Healthy body weight and lean muscle
- Increased levels of energy
- Improved psychological and emotional well-being, critical thinking, and problem solving

Process/Skill Questions

- Why is exercise important?
- Should one eat fast food every day? Explain.
- What are the benefits of proper nutrition?

Task Number 76

Take a physical fitness test.

Definition

Taking a physical fitness test should include

- identifying the conditions of the test

- following instructor's guidelines, including safety measures
- understanding results.

Process/Skill Questions

- What are the elements of a physical fitness test?
 - How does one prepare for a physical fitness test?
 - What are the minimum acceptable performance requirements for the physical fitness test?
-

Task Number 77

Describe how training can improve physical performance over time.

Definition

Description should include improving

- flexibility
- cardiovascular ability
- strength
- stamina
- energy
- hand-eye coordination
- mental acuity
- reflexes
- recovery from injuries through physical therapy
- self-awareness and confidence.

Process/Skill Questions

- How does one know if he/she is becoming more physically fit?
- How does one improve strength?
- What are the benefits of taking the stairs rather than an elevator?
- What is the minimum duration for conducting cardiovascular training to increase cardiovascular fitness?

Task Number 78

Engage in a personal physical fitness training program.

Definition

Engagement in a personal physical fitness training program should include

- realistic short-, medium-, and long-term goals for healthy weight management and improved fitness
- a diet/nutrition plan

- an exercise plan (strength, cardiovascular, flexibility).

Process/Skill Questions

- How many days/weeks should one train?
 - How does sleep relate to physical fitness?
 - How does diet/nutrition affect physical fitness?
-

Task Number 79

Identify factors that impede a healthy lifestyle.

Definition

Identification should include

- substance abuse—aside from the physical damage that drugs, alcohol, and tobacco can inflict on the body's organs, substance abuse can prevent subjects from dealing with emotional stress and reality.
- stress—triggers chemical reactions in the body that can have adverse health consequences (e.g., increased blood flow to muscles and brain, decreased blood flow to the skin and digestive organs, reduced effectiveness of the immune system, altered functions of other organs).

Process/Skill Questions

- What lifestyle habits may keep someone from being healthy?
- What are three examples of healthy lifestyle choices?
- How does one reduce the negative effects of stress?

Task Number 80

Identify first-aid terms and abbreviations.

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 suffers from hypoperfusion, resulting in inadequate oxygenation of cells, tissues, and organs.

Process/Skill Questions

- What is the recommended number of compressions required per minute during cardiopulmonary resuscitation (CPR)?
- How does one obtain CPR certification?

Task Number 81

Identify social and JROTC consequences for personal actions.

Definition

Identification should include

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

Process/Skill Questions

- What is the relationship between action and consequence?
- Why is there a high standard of conduct in JROTC?
- What is an example of behavior that may lead to positive consequences?

Task Number 82

Define *discipline*.

Definition

Definition should include discipline as

- instant, willing obedience to all orders
- respect for authority
- self-reliance
- teamwork.

Definition should also include the ability to do what is right and to accept the consequences for one's actions.

Process/Skill Questions

- How does self-reliance relate to discipline?
- How does discipline relate to mission accomplishment?

Task Number 83

Establish goals for developing self-discipline.

Definition

Setting goals to improve self-discipline should include

- practicing integrity (i.e., the ability to do the right thing at the right time for the right reason)
- identifying a personal goal (e.g., a personal condition or behavior that needs improvement, an accomplishment that could 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 behavioral patterns
- resisting temporary pleasures to achieve a greater good.

Process/Skill Questions

- Why is it imperative to establish goals?
 - Why is self-discipline important?
 - How might one go about changing a bad habit?
-

Task Number 84

Comply with procedures in the cadet or student handbook.

Definition

Compliance should include identification of and adherence to USMC expectations that coincide with performance evaluation. Refer to your school's command handbook.

Process/Skill Questions

- Where can one access the cadet or student handbook?
 - How can one use the cadet handbook outside of JROTC?
-
-

Introducing Public Service and Career Exploration

Task Number 85

Define *public service*.

Definition

Definition should include examples of opportunities for students to serve the local, state, and national communities.

Process/Skill Questions

- What is public service?
- Why is public service important in the community?
- What are some examples of careers in public service?

Task Number 86

Identify qualifications for serving in the U.S. military.

Definition

Identification should include meeting

- age requirement
- education requirements and academic performance standards
- physical health requirements
- mental health requirements
- moral qualifications.

Additional items affect admission into the military, including (but not limited to)

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

Process/Skill Questions

- What are the mental qualifications for serving in the U.S. military?
- What are the moral qualifications for serving in the U.S. military?
- What are the physical qualifications for serving in the U.S. military?
- How old does one have to be to serve in the U.S. military?

Task Number 87

Identify the skills required to succeed in the U.S. military.

Definition

Identification should include the importance of

- the Armed Services Vocational Aptitude Battery (ASVAB)

- physical fitness
- financial responsibility
- research into military career options
- mental adjustment.

Process/Skill Questions

- When is the ASVAB offered?
- What are the benefits of taking a practice ASVAB test?
- Who coordinates the ASVAB?
- How will discipline assist a person in the military? As a civilian?

SOL Correlation by Task

39	Identify the branches of United States military service.	
40	Identify the mission statement of Junior Reserve Officer Training Corps (JROTC).	English: 9.5, 10.5, 11.5 History and Social Science: VUS.1, WHI.1, WHII.2
41	Identify the core values of the United States Marine Corps' (USMC) JROTC program.	English: 9.5, 10.5, 11.5
42	List the benefits of participating in USMC JROTC.	
43	Identify the U.S. military chain of command (i.e., organizational structure).	English: 9.5, 10.5, 11.5
44	Explain the concept of rank/rate in the U.S. Armed Forces.	English: 9.5, 10.5, 11.5
45	Identify U.S. Navy and USMC military ranks/rates.	
46	Identify U.S. military grade within rank/rate.	English: 9.3, 9.5, 10.3, 10.5, 11.3, 11.5
47	Identify American conflicts as they relate to the history of the USMC.	History and Social Science: VUS.4, VUS.9, VUS.11, VUS.12, WHII.10, WHII.11, WHII.12
48	Describe the rationale behind studying history, military strategies, and leaders.	English: 9.5, 10.5, 11.5 History and Social Science: VUS.1, VUS.6, VUS.12, WHII.8, WHII.9, WHII.10, WHII.11, WHII.12
49	Define <i>courtesy</i> .	English: 9.3, 10.3, 11.3
50	Identify expectations for inspection readiness (e.g., wear and care of the uniform, insignia placement, and personal grooming).	
51	Identify the procedures for executing the hand salute.	English: 9.5, 10.5, 11.5
52	Identify standards of flag etiquette.	English: 9.5, 10.5, 11.5
53	Identify expectations for U.S. Navy and USMC proper greeting.	English: 9.5, 10.5, 11.5
54	Identify the procedures for USMC drill.	English: 9.5, 10.5, 11.5
55	Explain the evolution of marksmanship.	English: 9.5, 10.5, 11.5
56	Identify marksmanship safety procedures.	English: 9.5, 10.5, 11.5
57	Define <i>leadership</i> .	English: 9.3, 9.5, 10.3, 10.5, 11.3, 11.5

58	Define <i>followership</i> .	English: 9.3, 10.3, 11.3 History and Social Science: VUS.1, WHI.1, WHII.1
59	List the traits of a good leader.	English: 9.6, 10.6, 11.6 History and Social Science: VUS.1, WHI.1, WHII.1
60	List the principles of a good leader.	English: 9.6, 10.6, 11.6 History and Social Science: VUS.1, WHI.1, WHII.1
61	Identify benefits and risks in assuming a leadership role.	English: 9.5, 10.5, 11.5
62	Identify leadership skills and strategies.	English: 9.5, 10.5, 11.5 History and Social Science: VUS.1, WHI.1, WHII.1
63	Identify leadership styles.	English: 9.5, 10.5, 11.5
64	Identify the benefits of using different leadership styles in different situations.	English: 9.5, 10.5, 11.5
65	Define <i>morale</i> and <i>esprit de corps</i> .	English: 9.3, 10.3, 11.3
66	Identify historical and contemporary leaders and their distinguishing characteristics.	English: 9.3, 9.5, 10.3, 10.5, 11.3, 11.5 History and Social Science: VUS.14
67	Follow the leadership of a peer/classmate.	English: 9.1, 10.1, 11.1
68	Identify behaviors that might lead to promotion.	History and Social Science: VUS.1, WHI.1, WHII.1
69	Define <i>patriotism</i> .	English: 9.3, 10.3, 11.3
70	Demonstrate patriotism.	History and Social Science: VUS.1, WHI.1, WHII.1
71	Identify current events relating to political and military issues.	English: 9.5, 10.5, 11.5
72	Identify ways to make a contribution to the local community.	English: 9.5, 10.5, 11.5 History and Social Science: VUS.1, WHI.1, WHII.1
73	Identify personal hygiene standards.	
74	Identify the components of fitness.	English: 9.3, 10.3, 11.3
75	Describe the benefits of exercise and a healthy diet.	English: 9.5, 10.5, 11.5
76	Take a physical fitness test.	
77	Describe how training can improve physical performance over time.	English: 9.5, 10.5, 11.5
78	Engage in a personal physical fitness training program.	
79	Identify factors that impede a healthy lifestyle.	English: 9.5, 10.5, 11.5
80	Identify first-aid terms and abbreviations.	English: 9.5, 10.5, 11.5
81	Identify social and JROTC consequences for personal actions.	English: 9.5, 10.5, 11.5
82	Define <i>discipline</i> .	English: 9.3, 10.3, 11.3
83	Establish goals for developing self-discipline.	

84	Comply with procedures in the cadet or student handbook.	
85	Define <i>public service</i> .	English: 9.3, 10.3, 11.3 History and Social Science: VUS.1, WHI.1, WHII.1
86	Identify qualifications for serving in the U.S. military.	English: 9.5, 10.5, 11.5
87	Identify the skills required to succeed in the U.S. military.	English: 9.5, 10.5, 11.5

Appendix: Credentials, Course Sequences, and Career Cluster Information

Industry Credentials: Only apply to 36-week courses

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

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

- Marine Corps JROTC II (MC7916/36 weeks)
- Marine Corps JROTC III (MC7918/36 weeks)
- Marine Corps JROTC IV (MC7919/36 weeks)

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

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

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

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

Career Cluster: Transportation, Distribution and Logistics	
Pathway	Occupations
Facility and Mobile Equipment Maintenance	Diesel Service Technician
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