

# Marine Corps JROTC III

MC7918 36 weeks

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## Course Description

**Suggested Grade Level:** 11 or 12

**Prerequisites:** MC7916

Students are applying and mastering knowledge in the third year of 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. Specifically, students are applying and mastering knowledge of general military subjects, leadership, citizenship, personal growth and responsibilities, public service and career exploration.

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	MC7918	Tasks/Competencies
<b>Applying Knowledge of General Military Subjects</b>		
39	⊕	Diagram the U.S. military chain of command (i.e., organizational structure).
40	⊕	Determine senior status, based on military grade and rank/rate.
41	⊕	Connect contemporary military strategy, actions, and leaders to historical precedents.
42	⊕	Research the tactical history of a current U.S. military engagement.
43	⊕	Describe the influence of technology on the military.
44	⊕	Analyze the relationship between war and technological advancements.
45	⊕	Demonstrate courtesy.
46	⊕	Conduct inspection.
47	⊕	Teach the hand salute.
48	⊕	Teach flag etiquette.
49	⊕	Enforce proper greeting to senior officers and peers.
50	⊕	Conduct military drill.
51	⊕	Demonstrate marksmanship safety procedures.
52	⊕	Identify marksmanship shooting positions.
53	⊕	Demonstrate safe range operations.
54	⊕	Perform land navigation.
<b>Applying Leadership Skills</b>		
55	⊕	Distinguish a leader from a manager.
56	⊕	Compare the effectiveness of various leadership styles.
57	⊕	Describe techniques for encouraging others.
58	⊕	Identify problem-solving and conflict-resolution processes.
59	⊕	Identify examples of civil rights issues that may arise in civilian and military life.
60	⊕	Assess personal leadership qualities.

61	+	Assess personal short-, mid-, and long-term leadership goals.
62	+	Update leadership goals.
63	+	Lead a peer/classmate.
64	+	Lead a team through the process of planning an event or solving a problem.
65	+	Set priorities for given situations.
66	+	Identify available resources that might enable or restrict a solution.
67	+	Apply problem-solving or conflict-resolution processes.
68	+	Identify a local leadership opportunity.
69	+	Convey promotion expectations and requirements for the military and civilian workforce.
<b>Applying Citizenship Skills</b>		
70	+	Demonstrate patriotism.
71	+	Identify U.S. symbols and their significance.
72	+	Differentiate the roles and responsibilities of the U.S. president and the U.S. Congress in relation to the declaration of war.
73	+	Explore community-service opportunities.
<b>Applying Personal Growth and Responsibilities</b>		
74	+	Maintain personal hygiene.
75	+	Assist in the administration of a physical fitness test.
76	+	Evaluate the strengths and weaknesses of one's personal fitness.
77	+	Maintain short-, medium-, and long-term goals for exercise and diet.
78	+	Track the progress of a personal physical fitness training program.
79	+	Describe factors related to mental health and well-being.
80	+	Demonstrate first-aid procedures.
81	+	Describe military disciplinary systems.
82	+	Research U.S. courts-martial.

83	⊕	Explain the concept and importance of maintaining high ethical standards within a military unit.
84	⊕	Describe the benefits of self-discipline.
85	⊕	Develop self-discipline.
86	⊕	Comply with procedures in the cadet or student handbook.
87	⊕	Prepare to conduct a meeting or event.
88	⊕	Demonstrate verbal and written presentation skills.
<b>Applying Knowledge of Public Service and Career Exploration</b>		
89	⊕	Consider the Armed Services Vocational Aptitude Battery (ASVAB) as an assessment tool.
90	⊕	Match personal interests to potential careers.
91	⊕	Research the immediate and long-term benefits of a potential career.
92	⊕	Research postsecondary education opportunities.
93	⊕	Assess personal qualifications needed to serve in the military.
94	⊕	Demonstrate skills required to succeed in the U.S. military.

Legend: ⊕ Essential ○ Non-essential ⊖ Omitted

## Curriculum Framework

### Applying Knowledge of General Military Subjects

#### Task Number 39

**Diagram the U.S. military chain of command (i.e., organizational structure).**

#### Definition

Diagramming the U.S. military chain of command 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**

- Who is commander in chief of the U.S. Armed Forces?
- Why does a civilian hold the highest position 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 40**

### **Determine senior status, based on military grade and rank/rate.**

#### **Definition**

Determination should be based on identifying all ranks/rates and grades within the USMC and identifying corresponding insignia on the uniform.

### **Process/Skill Questions**

- Why does the military have ranks/rates?
- How does rank relate to responsibility?
- What does *grade* mean in the military?
- What is the difference between grade and rank/rate?

## **Task Number 41**

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

#### **Definition**

Connection may include the recent strategies pursued in Iraq, Afghanistan, Somalia, and the Balkans, and during the Cold War. The strategies may include those of leaders such as the following:

- Alexander the Great
- Chandragupta Maurya
- Hannibal
- Qin Shi Huang
- Julius Cæsar

- Zhuge Liang
- Khalid ibn al-Walid
- Cyrus II
- Napoleon
- Genghis Khan
- Archibald Henderson
- Ulysses S. Grant, Robert Gould Shaw, William Harvey Carney
- Robert E. Lee, Stonewall Jackson, William Tecumseh Sherman

### **Process/Skill Questions**

- How does history apply to the present day?
- How can the strategy of a Civil War general be related to current or recent operations in Iraq?
- Choose a current military leader and compare that leader to a military leader from history. What parallels and major differences do you notice?

## **Task Number 42**

### **Research the tactical history of a current U.S. military engagement.**

#### **Definition**

Researching a tactical history of the current U.S. military engagement should include

- selecting an engagement (e.g., Iraq, Afghanistan, Somalia/counterterrorism)
- determining the causes for the U.S. operation and when the operation began
- identifying milestones, achievements, setbacks
- identifying the current status, resolution, or outlook
- documenting resources.

### **Process/Skill Questions**

- How did the United States initially get involved in Iraq?
- When did the United States end its peacekeeping operations in Somalia? Why did they end?
- Who were the countries/agents involved in the 2001 attack on the World Trade Center? Explain.

## **Task Number 43**

### **Describe the influence of technology on the military.**

#### **Definition**

Description should include how, in times of war or in preparation for war, countries allocate more resources to develop new technologies in an attempt to gain an advantage over their adversaries.

### **Process/Skill Questions**

- What was one technological innovation that changed tactics during World War I?
- What was one technological innovation that changed tactics during World War II?
- How did technology give the United States the tactical advantage during the Vietnam War?

## **Task Number 44**

### **Analyze the relationship between war and technological advancements.**

#### **Definition**

Analysis should include

- identifying technologies that might include
  - automatic rifles
  - machine guns
  - airplanes
  - tanks
  - submarines
  - trinitrotoluene (TNT)/explosives
  - missiles/rocketry
  - atom bomb/nuclear weapons
  - targeting systems
  - Global Positioning System (GPS)/Geographic Information System (GIS)
  - communications systems
  - sonar
  - radar
- military events that led to the use of specific technologies
- the impact of technologies on military outcomes
- the continuing impact of military technologies on society (e.g., communications, transportation).

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

- How does history apply to the present day?
- Why is it important to understand the relationship between war and technology?

## **Task Number 45**

### **Demonstrate courtesy.**

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

## Task Number 46

### Conduct inspection.

#### Definition

Conducting peer or self-inspection should include

- uniform inspection
- records of performance
- command checklist (drill requirements)
- equipment
- feedback for improvement
- execution of procedures in adherence to the *Marine Corps Drill and Ceremonies Manual (MCO P5060.20 w/CH-1)*.

## 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?
- 

## Task Number 47

### Teach the hand salute.

#### Definition

Teaching the hand salute should include using instructions in the 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 is the hand salute executed?
  - What is the proper distance from which to execute the hand salute?
-

## **Task Number 48**

### **Teach flag etiquette.**

#### **Definition**

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

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

- What are the three types of flags?
  - When is the flag raised and lowered?
  - What does half-mast/half-staff mean, and when does it apply?
- 

## **Task Number 49**

### **Enforce proper greeting to senior officers and peers.**

#### **Definition**

Enforcement should include ensuring that others administer proper greeting.

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

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

## **Task Number 50**

### **Conduct military drill.**

#### **Definition**

Conducting a military drill should include executing commands in adherence to instructions included in the *Marine Corps Drill and Ceremonies Manual (MCO P5060.20 w/CH-1)*.

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

- What is the purpose of drill?
- What are the three types of commands in drill?

- What is the pace count for quick-time march?
- 

## **Task Number 51**

### **Demonstrate marksmanship safety procedures.**

#### **Definition**

Demonstration 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 are the marksmanship safety rules?
  - What is inserted into the weapon before leaving the firing line?
  - What action is taken on the command, “cease-fire”?
- 

## **Task Number 52**

### **Identify marksmanship shooting positions.**

#### **Definition**

Identification should include the following:

- Prone
- Kneeling
- Off-hand or standing

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

- What are the marksmanship shooting positions?
- What is used to place the weapon on one’s shoulder?

## **Task Number 53**

### **Demonstrate safe range operations.**

#### **Definition**

Demonstration should include the following:

- Range commands
- Firing line
- Firing point

### **Process/Skill Questions**

- What must one do when his/her air rifle malfunctions?
  - What does the command “stop” mean?
  - When should one place one’s finger on the trigger?
- 

## **Task Number 54**

### **Perform land navigation.**

#### **Definition**

Performance should include

- orienting the map
- determining one’s location
- locating positions on a map
- navigating using a lensatic compass
- following a compass azimuth during the day
- terrain association and dead reckoning
- identifying key elements of a map
- identifying an azimuth and individual pace count from one point to another to measure distance.

### **Process/Skill Questions**

- What is the heading and pace count from a designated point to another?
  - What method of navigation should one use with easily identifiable terrain features?
  - Why is it important to know a back azimuth?
- 
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## **Applying Leadership Skills**

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### **Task Number 55**

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

### **Definition**

Distinction should be based on the difference 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 establishes a vision, creates objectives to achieve project goals, and motivates personnel to believe in the vision and to contribute their efforts to achieving the goals.

### **Process/Skill Questions**

- What are important characteristics of a leader?
- What are important characteristics of a manager?
- When can a leader be an effective manager?

## **Task Number 56**

### **Compare the effectiveness of various leadership styles.**

#### **Definition**

Comparison should be made among authoritarian, participative, and delegative leadership styles.

Comparison should also acknowledge that leaders should be versatile and allow the situation to determine their selection of leadership style or combination of styles.

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

- What types of situations warrant the use of the authoritarian leadership style?
- In what type of situation would one use a participative leadership style?
- What conditions warrant the use of the delegative leadership style?

## **Task Number 57**

### **Describe techniques for encouraging others.**

#### **Definition**

Description should include

- making team members aware of their roles and the project goals
- assessing team members and applying the technique that might work best for each member
- 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**

- Why is setting an example important in motivating others?
- How does camaraderie relate to esprit de corps?
- Why is morale important?

## **Task Number 58**

### **Identify problem-solving and conflict-resolution processes.**

#### **Definition**

Identification should include use of a decision-making process.

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

- What are the characteristics of effective decision-making?
- What are the steps in a decision-making process?
- What leadership characteristics assist in the conflict-resolution process?

## **Task Number 59**

### **Identify examples of civil rights issues that may arise in civilian and military life.**

#### **Definition**

Identification of examples should include

- discrimination issues (e.g., age, gender, race, religion)
- equal opportunity issues (e.g., promotions, jobs)
- equal housing and consumer issues (e.g., loans).

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

- What are some programs that exist in the USMC to help increase awareness of civil rights issues?
- How are civil rights issues related to leadership?
- What issues related to this subject are evident in school?

## **Task Number 60**

### **Assess personal leadership qualities.**

## **Definition**

Assessment should include

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

## **Process/Skill Questions**

- How do JROTC instructors demonstrate personal leadership qualities?
- How can one exhibit personal leadership qualities daily?

## **Task Number 61**

### **Assess personal short-, mid-, and long-term leadership goals.**

#### **Definition**

Assessment should include

- identifying and adjusting immediate goals and strengthening or adding to them
- identifying and adjusting goals that need to be met during and/or by the end of the school year, the end of the JROTC program, upon graduation from a secondary education program, and for postsecondary opportunities.

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

- Why is it important to set and assess goals for oneself?
  - How do goals enhance leadership development?
  - How does one ensure that a goal is realistic and attainable?
  - How will setting and assessing leadership goals assist with life beyond high school?
- 

## **Task Number 62**

### **Update leadership goals.**

#### **Definition**

Updating leadership goals should include

- identifying leadership opportunities
- researching 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**

- How can one define current leadership goals?
- How might goals change over time? Explain.

## **Task Number 63**

### **Lead a peer/classmate.**

#### **Definition**

Leadership should include

- giving clear and concise directions
- communicating effectively
- identifying goals/objectives
- providing a positive role model to influence peer behaviors.

### **Process/Skill Questions**

- How can one improve in leading one's peers?
- Why is it important to adapt and be willing to change when leading peers?

## **Task Number 64**

### **Lead a team through the process of planning an event or solving a 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
- delegating specialized roles to team members
- establishing a deadline and performance benchmarks.

### **Process/Skill Questions**



- How is communication relevant to leadership?
  - What communication goals should a leader set? Why?
  - How can one apply the lessons learned from one leadership experience to the next?
- 

## **Task Number 65**

### **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 in the completion of projects.

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

- How can a leader effectively delegate during the execution of an assignment?
- What are some factors that influence how a leader prioritizes tasks?
- What is supervision in the six troop-leading steps? Explain.

## **Task Number 66**

### **Identify available resources that might enable or restrict a solution.**

#### **Definition**

Identification should include

- time
- materials
- references
- personnel.

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

- How does the time available to make decisions affect a group's ability to collaborate?
- How would organizing the processes impact the efficiency of an effort?
- Should everyone in the group be involved in all aspects of the effort? Why or why not?

## **Task Number 67**

### **Apply problem-solving or conflict-resolution processes.**

#### **Definition**

Application should be based on assessing the type of problem and the available resources, such as time, and establishing solution conditions/expectations, such as levels of accuracy and reliability.

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

- How and when does one measure the effectiveness of a problem-solving effort?
- What are important factors to consider in weighing immediate positive impact on a small scale vs. greater positive impact over time? Is one more valuable than the other?

## **Task Number 68**

### **Identify a local leadership opportunity.**

#### **Definition**

Identification should include leadership opportunities in

- cadet corps
- school organizations
- community organizations.

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

- Are all leadership opportunities valuable? Explain.
- How do the cultures of particular organizations affect their leadership activities?
- How does the size of an organization affect its ability to be influenced or led?

## **Task Number 69**

### **Convey promotion expectations and requirements for the military and civilian workforce.**

#### **Definition**

Conveying promotion expectations includes evaluating peers in areas such as

- leadership traits
- leadership principles
- academic progress and aptitude

- characteristics of positive citizenship.

### **Process/Skill Questions**

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

## **Applying Citizenship Skills**

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### **Task Number 70**

#### **Demonstrate patriotism.**

##### **Definition**

Demonstration should include

- being an informed citizen
- honoring the flag
- participating in your 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 does patriotism relate to JROTC?
- How does patriotism relate to citizenship?

### **Task Number 71**

#### **Identify U.S. symbols and their significance.**

##### **Definition**

Identification should include the following:

- Flag of the United States—bars represent original colonies; stars represent fifty current states
- Seal of the United States—used to authenticate important documents (e.g., the one-dollar bill)
- Liberty Bell—from the Revolutionary War, a symbol of liberty and justice

- Statue of Liberty—donated by France to commemorate the centennial of the signing of the Declaration of Independence and friendship between the two nations; the Statue of Liberty welcomes travelers and those returning to the U.S., representing a nation that supports the freedom of its citizens, or "land of the free"

### **Process/Skill Questions**

- Why are symbols important to the culture of the United States?
- In what way are U.S. symbols similar to each other?
- Should symbols ever be updated? Explain.

## **Task Number 72**

### **Differentiate the roles and responsibilities of the U.S. president and the U.S. Congress in relation to the declaration of war.**

#### **Definition**

Differentiation should include the following:

- Presidential responsibilities as commander in chief of the U.S. Armed Forces
- Congressional war powers (e.g., authority, reasons for declaration of war)
- Congressional responsibilities in relation to the provision and maintenance of the U.S. Navy

### **Process/Skill Questions**

- Why would the president be expected to act more expeditiously than congress?
- How are the responsibilities of the president and of the congress examples of our government's system of checks and balances?
- Why did the founders of the United States place so much importance on a navy (as opposed to an army)?

## **Task Number 73**

### **Explore community-service opportunities.**

#### **Definition**

Exploration should include

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

## Process/Skill Questions

- How would community service promote leadership growth in an individual?
- Why do community service organizations exist?
- What is the relationship between community service and citizenship?

# Applying Personal Growth and Responsibilities

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## Task Number 74

### Maintain personal hygiene.

#### Definition

Maintenance 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 75

### Assist in the administration of a physical fitness test.

#### Definition

Assisting in the administration of a physical fitness test should include

- identifying the conditions of the test
- following instructor's guidelines, including safety measures
- interpreting 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 score requirements for each element of the physical fitness test?

## **Task Number 76**

### **Evaluate the strengths and weaknesses of one's personal fitness.**

#### **Definition**

Evaluation should include a personal assessment of

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

### **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 77**

### **Maintain short-, medium-, and long-term goals for exercise and diet.**

#### **Definition**

Maintenance should include an analysis of

- whether short-, medium-, and long-term goals for weight management, improved nutrition, and/or improved fitness have been or will be met, and, if not, the reasons why they have not been or will not be met
- adjusting goals as needed.

### **Process/Skill Questions**

- How does time affect goal setting? Explain.
  - What should be the relationship between short-term and long-term goals?
  - What must be taken into consideration when adjusting goals? Explain.
- 

## **Task Number 78**

### **Track the progress of a personal physical fitness training program.**

#### **Definition**

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

- Strength training
- Cardiovascular training
- Flexibility training

Additionally, body composition and weight might also be monitored.

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

- How many days per week should one train?
- How does sleep relate to physical fitness?
- How does diet/nutrition impact physical fitness?

## **Task Number 79**

### **Describe factors related to mental health and well-being.**

#### **Definition**

Description may include feeling or being

- safe
- free
- resilient
- able to solve problems
- in control
- trustworthy and in trustworthy relationships
- socially adept
- financially secure
- active
- responsible
- able to attach meaning to roles
- creative
- peaceful

- present/mindful.

## **Process/Skill Questions**

- How does physical well-being (i.e., fitness, state of health) affect mental health?
- How does support from others (e.g., family, friends, co-workers) affect mental health?
- How would education support enhanced mental health?

## **Task Number 80**

### **Demonstrate first-aid procedures.**

#### **Definition**

Demonstration may be in the form of a simulation and should include the following four life-saving steps:

- Restore the breathing.
- Stop the bleeding.
- Protect the wound.
- Treat for shock.

## **Process/Skill Questions**

- What does ABC stand for? (airway, breathing, circulation)
  - What is the recommended number of compressions per minute during cardiopulmonary resuscitation (CPR)?
  - How does one obtain CPR certification?
- 

## **Task Number 81**

### **Describe military disciplinary systems.**

#### **Definition**

Description should include

- Uniform Code of Military Justice (UCMJ)
- the Preamble
- the Military Rules of Evidence
- punitive articles
- nonjudicial punishment
- the rules for courts-martial
- punishment options
- types of discharges.



## Process/Skill Questions

- What is *discipline*?
- How does self-reliance relate to discipline?
- How does discipline relate to mission accomplishment?
- What are the two categories of separation from the Marine Corps?
- What are the five types of discharges?

## Task Number 82

### Research U.S. courts-martial.

#### Definition

Researching U.S. courts-martial should include documentation of the

- origins of the courts-martial
- origins of the courts-martial in the United States
- levels of courts-martial in the United States
- rationale for establishing the courts-martial.

#### Process/Skill Questions

- Why do courts-martial vary in their degree of severity of punishment?
- How are individual rights protected at courts-martial?
- How do courts-martial compare with civil trials?

## Task Number 83

### Explain the concept and importance of maintaining high ethical standards within a military unit.

#### Definition

Explanation should include that high ethical standards

- allow the individual to lead by example and to instill confidence in others
- demonstrate that an individual puts the unit first and will sacrifice for the benefit and principles of the unit
- make leadership decisions irreproachable and trustworthy.

#### Process/Skill Questions

- What is *ethics*?
- What does it mean to *lead by example*?
- How is trustworthiness related to high ethical standards?

## **Task Number 84**

### **Describe the benefits of self-discipline.**

#### **Definition**

Description should include that self-discipline

- helps one achieve goals even when one lacks motivation
- enables the accomplishment of difficult tasks
- improves confidence
- brings behaviors into alignment with goals.

#### **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 85**

### **Develop self-discipline.**

#### **Definition**

Development should include

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

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

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

## **Task Number 86**

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

## **Definition**

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

## **Process/Skill Questions**

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

## **Task Number 87**

### **Prepare to conduct a meeting or event.**

#### **Definition**

Preparation should include

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

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

- How does the use of available time affect planning?
  - Why do participants' experience and motivation impact a meeting's productivity? Explain.
  - Why is it important to plan collaboratively?
- 

## **Task Number 88**

### **Demonstrate verbal and written presentation skills.**

#### **Definition**

Demonstration should include consideration of

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

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

- Why should presenters rehearse their presentations?
- How does the type of media impact the effectiveness of a presentation?
- How does the length of a presentation affect its effectiveness?

# Applying Knowledge of Public Service and Career Exploration

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## Task Number 89

**Consider the Armed Services Vocational Aptitude Battery (ASVAB) as an assessment tool.**

### Definition

Consideration should include

- cost (no cost)
- benefits
- application for career exploration.

### Process/Skill Questions

- What types of individual assessment does the ASVAB provide?
  - What are aptitudes? Are they learned? Explain.
  - How does the ASVAB measure academic progress?
- 

## Task Number 90

**Match personal interests to potential careers.**

### Definition

Matching should include

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

Resource: [Virginia Education Wizard](#)

## **Process/Skill Questions**

- What factors should be considered when choosing a career?
- What are some helpful resources for matching interests and aptitudes with a potential career?
- What tests and surveys can be taken to better understand interests and skills?

## **Task Number 91**

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

#### **Definition**

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

- compensation and other financial benefits
- tuition/retraining support
- career preparation
- opportunities to travel
- health coverage
- pension.

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

- What are the pay and benefits for the E1 pay grade in the military?
- What are the pay and benefits for the O1 pay grade in the military?
- What are the potential benefits and compensation for your career choice?

## **Task Number 92**

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

#### **Definition**

Research should focus on a potential career path and include

- 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 are the advantages and challenges of going to a local school and community college?

- What are the advantages and challenges of going to a four-year college or university?
- What are the advantages and challenges associated with trade schools?
- What are the advantages and challenges associated with enlisting in the military?

## **Task Number 93**

### **Assess personal qualifications needed to serve in the military.**

#### **Definition**

Assessment should include

- 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 94**

### **Demonstrate skills required to succeed in the U.S. military.**

#### **Definition**

Demonstration should include

- considering an Armed Services Vocational Aptitude Battery (ASVAB) practice exam and exploring careers
- maintaining physical fitness
- becoming financially responsible
- researching military career options
- adjusting mentally.

## Process/Skill Questions

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

## SOL Correlation by Task

39	Diagram the U.S. military chain of command (i.e., organizational structure).	English: 11.5, 12.5 History and Social Science: GOVT.1, GOVT.4, GOVT.11, GOVT.12, VUS.12, VUS.14
40	Determine senior status, based on military grade and rank/rate.	English: 11.5, 12.5
41	Connect contemporary military strategy, actions, and leaders to historical precedents.	English: 11.8, 12.8 History and Social Science: VUS.7, VUS.12, VUS.13, WHII.5, WHII.8
42	Research the tactical history of a current U.S. military engagement.	English: 11.8, 12.8 History and Social Science: VUS.13, VUS.14, WHII.13, WHII.14
43	Describe the influence of technology on the military.	English: 11.1, 12.1 History and Social Science: VUS.1, VUS.13, WHII.14
44	Analyze the relationship between war and technological advancements.	English: 11.5, 12.5 History and Social Science: VUS.13, VUS.14, WHII.14
45	Demonstrate courtesy.	History and Social Science: GOVT.1, VUS.1, WHII.1
46	Conduct inspection.	
47	Teach the hand salute.	
48	Teach flag etiquette.	
49	Enforce proper greeting to senior officers and peers.	
50	Conduct military drill.	
51	Demonstrate marksmanship safety procedures.	
52	Identify marksmanship shooting positions.	English: 11.5, 12.5
53	Demonstrate safe range operations.	
54	Perform land navigation.	
55	Distinguish a leader from a manager.	English: 11.5, 12.5
56	Compare the effectiveness of various leadership styles.	English: 11.5, 12.5
57	Describe techniques for encouraging others.	English: 11.1, 12.5

		History and Social Science: GOVT.1, VUS.1, WHII.1
58	Identify problem-solving and conflict-resolution processes.	English: 11.5, 12.5
59	Identify examples of civil rights issues that may arise in civilian and military life.	English: 11.5, 12.5 History and Social Science: GOVT.6, GOVT.9, VUS.8, VUS.13, WHII.13
60	Assess personal leadership qualities.	History and Social Science: GOVT.1, VUS.1, WHII.1
61	Assess personal short-, mid-, and long-term leadership goals.	
62	Update leadership goals.	English: 11.5, 12.5
63	Lead a peer/classmate.	History and Social Science: GOVT.1, VUS.1, WHII.1
64	Lead a team through the process of planning an event or solving a problem.	
65	Set priorities for given situations.	English: 11.6, 12.6
66	Identify available resources that might enable or restrict a solution.	English: 11.5, 12.5
67	Apply problem-solving or conflict-resolution processes.	English: 11.5, 12.5
68	Identify a local leadership opportunity.	English: 11.5, 12.5
69	Convey promotion expectations and requirements for the military and civilian workforce.	History and Social Science: GOVT.1, VUS.1, WHII.1
70	Demonstrate patriotism.	History and Social Science: GOVT.1, VUS.1, WHII.1
71	Identify U.S. symbols and their significance.	History and Social Science: VUS.2, VUS.3, VUS.4, VUS.8
72	Differentiate the roles and responsibilities of the U.S. president and the U.S. Congress in relation to the declaration of war.	History and Social Science: GOVT.4, GOVT.6, GOVT.7, GOVT.10, GOVT.12, GOVT.15, VUS.5, VUS.6, VUS.8, VUS.11, VUS.14
73	Explore community-service opportunities.	History and Social Science: GOVT.1, GOVT.16, VUS.1, WHII.1
74	Maintain personal hygiene.	
75	Assist in the administration of a physical fitness test.	English: 11.5, 12.5
76	Evaluate the strengths and weaknesses of one's personal fitness.	
77	Maintain short-, medium-, and long-term goals for exercise and diet.	
78	Track the progress of a personal physical fitness training program.	English: 11.6, 12.6
79	Describe factors related to mental health and well-being.	English: 11.5, 12.5
80	Demonstrate first-aid procedures.	
81	Describe military disciplinary systems.	English: 11.5, 12.5
82	Research U.S. courts-martial.	English: 11.8, 12.8



83	Explain the concept and importance of maintaining high ethical standards within a military unit.	English: 11.5, 12.5 History and Social Science: GOVT.1, GOVT.16, VUS.1, WHIL.1
84	Describe the benefits of self-discipline.	
85	Develop self-discipline.	English: 11.5, 12.5
86	Comply with procedures in the cadet or student handbook.	English: 11.5, 12.5
87	Prepare to conduct a meeting or event.	
88	Demonstrate verbal and written presentation skills.	History and Social Science: GOVT.1, VUS.1, WHIL.1
89	Consider the Armed Services Vocational Aptitude Battery (ASVAB) as an assessment tool.	
90	Match personal interests to potential careers.	English: 11.8, 12.8
91	Research the immediate and long-term benefits of a potential career.	English: 11.8, 12.8
92	Research postsecondary education opportunities.	English: 11.8, 12.8
93	Assess personal qualifications needed to serve in the military.	
94	Demonstrate skills required to succeed in the U.S. military.	English: 11.8, 12.8

# 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 I (MC7913/36 weeks)
- Marine Corps JROTC II (MC7916/36 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

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

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

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