

# Marine Corps JROTC IV

MC7919 36 weeks

## Table of Contents

Acknowledgments.....	1
Course Description.....	2
Task Essentials Table.....	2
Curriculum Framework.....	5
Mastering General Military Subjects .....	5
Mastering Leadership Skills .....	10
Mastering Citizenship.....	17
Mastering Personal Growth and Responsibility .....	19
Mastering Knowledge of Public Service and Career Exploration .....	25
SOL Correlation by Task.....	28
Appendix: Credentials, Course Sequences, and Career Cluster Information .....	31

## Acknowledgments

The components of this instructional framework were developed by the following curriculum development panelists:

Carmen E. Cole, Operations and Instructional Branch Manager, Commanding General Training and Education Command  
Capt. Thomas W. Holder, USMC (ret.), Highland Springs High School, Henrico County Public Schools  
Maj. John G. Liddle, USMC (ret.), Culpeper County High School, Culpeper County Public Schools  
Lt. Col. Paul J. Pratt, USMC (ret.), Churchland High School, Portsmouth Public Schools  
Master Gunnery Sgt. Troy L. Sawyer, USMC (ret.), Highland Springs High School, Henrico County Public Schools  
Col. Caroline A. Simkins-Mullins, USMC (ret.), Mount Vernon High School, Fairfax County Public Schools  
Staff Sgt. Daniel Strong, USMC (ret.), Goochland High School, Goochland County Public Schools  
1st Sgt. Marcus K. Tucker, USMC (ret.), Phoebus High School, Hampton City Schools

Correlations to the Virginia Standards of Learning were reviewed and updated by:

Leslie R. Bowers, English Teacher (ret.), Newport News Public Schools  
Vickie L. Inge, Mathematics Committee Member, Virginia Mathematics and Science Coalition

Anne F. Markwith, New Teacher Mentor (Science), Gloucester County Public Schools  
Cathy Nichols-Cocke, PhD, Social Studies Teacher, Fairfax High School, Fairfax County Public Schools

The framework was edited and produced by the CTE Resource Center:

Heather A. Widener, Writer/Editor  
Kevin P. Reilly, Administrative Coordinator

LaVeta Nutter, Specialist, Agricultural Education and Related Clusters  
Office of Career, Technical, and Adult Education  
Virginia Department of Education

Tricia S. Jacobs, PhD, CTE Coordinator of Curriculum and Instruction  
Office of Career, Technical, and Adult Education  
Virginia Department of Education

---

Copyright © 2018

## Course Description

**Suggested Grade Level:** 12

**Prerequisites:** MC7918

Students are mastering knowledge in the fourth 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 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	MC7919	Tasks/Competencies
-------------	--------	--------------------

<b>Mastering General Military Subjects</b>		
39	+	Instruct others about the U.S. military chain of command (i.e., organizational structure).
40	+	Describe the elements of a Marine Air Ground Task Force (MAGTF).
41	+	Describe the historical relevance of military action in a foreign land.
42	+	Conduct inspection.
43	+	Teach the hand salute.
44	+	Teach flag etiquette.
45	+	Enforce proper greeting to senior officers and peers.
46	+	Conduct military drill.
47	+	Demonstrate marksmanship safety procedures.
48	+	Identify marksmanship shooting positions.
49	+	Demonstrate safe range operations.
50	+	Perform land navigation/orienteering.
<b>Mastering Leadership Skills</b>		
51	+	Distinguish a leader from a manager.
52	+	Demonstrate awareness of equal opportunity, sexual harassment, and fraternization policies in the USMC.
53	+	Participate in a research project.
54	+	Evaluate leadership.
55	+	Assess personal leadership style.
56	+	Demonstrate personal leadership qualities and skills.
57	+	Practice different leadership styles in given situations.
58	+	Encourage morale and esprit de corps.
59	+	Encourage others to reach a goal.
60	+	Demonstrate professionalism.

61	+	Lead a team through the process of completing a project or solving a problem with specific goals.
62	+	Prioritize team actions to create a workable solution to a problem.
63	+	Solve problems, using limited resources.
64	+	Apply one or more problem-solving processes to given situation(s).
65	+	Convey promotion expectations and requirements for the military and civilian workforce.
66	+	Draft a professional résumé.
67	+	Participate in a local leadership opportunity.
<b>Mastering Citizenship</b>		
68	+	Demonstrate patriotism.
69	+	Describe great Americans and the contributions they made to the development of the United States.
70	+	Describe the branches of the U.S. government and their roles.
71	+	Conduct a mock trial related to nonjudicial punishment.
<b>Mastering Personal Growth and Responsibility</b>		
72	+	Maintain personal hygiene.
73	+	Assist in the administration of a physical fitness test.
74	+	Evaluate the strengths and weaknesses of one's personal fitness.
75	+	Maintain an exercise and diet plan.
76	+	Track the progress of a personal physical fitness-training program.
77	+	Describe factors related to mental health and well-being.
78	+	Demonstrate first-aid procedures.
79	+	Maintain high ethical standards within military and civilian life.
80	+	Comply with procedures in the cadet or student handbook.
81	+	Conduct a meeting.
82	+	Instruct a group on an agreed-upon topic.

<b>Mastering Knowledge of Public Service and Career Exploration</b>		
83	+	Consider the Armed Services Vocational Aptitude Battery (ASVAB) as an aptitude assessment tool.
84	+	Match personal interests to potential careers.
85	+	Research the immediate and long-term benefits of a potential career.
86	+	Research postsecondary education opportunities.
87	+	Identify the requirements and importance of registering with the Selective Service System.
88	+	Assess all requirements to serve in the military.
89	+	Apply skills required to succeed in the U.S. military.

Legend: + Essential ○ Non-essential - Omitted

## Curriculum Framework

### Mastering General Military Subjects

#### Task Number 39

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

##### Definition

Instruction 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 U.S. 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**

### **Describe the elements of a Marine Air Ground Task Force (MAGTF).**

#### **Definition**

Description should include the types and organizational structure of the MAGTF.

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

- What are the four elements of the MAGTF?
- How are MAGTFs organized to meet the mission?
- What are the types of MAGTFs?

## **Task Number 41**

### **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, cultural, and political history of the region
- how regional history has influenced strategies to achieve U.S. military and political objectives.

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

- What USMC leaders have influenced U.S. history, and how have they done so?
- How has the USMC helped shape U.S. strategy and objectives [in a given time period]?
- What advantages does the USMC provide in terms of geography?

## **Task Number 42**

### **Conduct inspection.**

#### **Definition**

Conducting peer or self-inspection should include

- uniform inspection

- records of performance
- command checklist (e.g., drill requirements)
- equipment
- feedback for improvement
- executing procedures in adherence to instructions in 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 43**

### **Teach the hand salute.**

#### **Definition**

Teaching the hand salute should include using instructions in 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 44**

### **Teach flag etiquette.**

#### **Definition**

Teaching should include standards identified in 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 is the significance of half-staff/half-mast, and when does it apply?

---

## **Task Number 45**

### **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 46**

### **Conduct military drill.**

#### **Definition**

Conducting a military drill should include executing commands according to instructions 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 drill commands?
- What is the pace count for quick-time march?

---

## **Task Number 47**

### **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 is the safety objective in marksmanship?
  - What are the advantages of understanding marksmanship safety?
  - How should safety procedures be incorporated into range operations?
- 

## Task Number 48

### Identify marksmanship shooting positions.

#### Definition

Identification should include the following:

- Prone
- Kneeling
- Off-hand or standing

#### Process/Skill Questions

- What are the components of a stable prone position?
  - What are the components of a stable standing position?
  - What are the components of a stable kneeling position?
- 

## Task Number 49

### Demonstrate safe range operations.

#### Definition

Demonstration should include the following:

- Range commands
- Firing line
- Firing point

#### Process/Skill Questions

- What are the mandatory parts of a safety brief?
  - What do the commands *stop*, *load*, *start*, *hot*, and *cold* mean?
  - What are the minimum requirements for each shooter's firing point?
-

## Task Number 50

### Perform land navigation/orienteering.

#### Definition

Performance should include

- planning and setting up a land navigation or orienteering course
- conducting risk assessments
- conducting basic land navigation.

#### Process/Skill Questions

- What is *orienteering*?
  - What are safety considerations for setting up a land navigation or orienteering course?
  - What are the benefits from being able to navigate and teach others to navigate without using one's cell phone?
- 
- 

## Mastering Leadership Skills

---

---

### Task Number 51

#### Distinguish a leader from a manager.

#### Definition

Distinction should be consistent and 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
- 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 the differences between a leader and manager?
- What are the similarities between a leader and a manager?
- Why does the military emphasize leadership vs. management?

## **Task Number 52**

### **Demonstrate awareness of equal opportunity, sexual harassment, and fraternization policies in the USMC.**

#### **Definition**

Demonstration should include examples of policies related to

- equal opportunity (e.g., promotions, jobs)
- sexual harassment
- fraternization.

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

- What are the key elements of the equal opportunity policies of the USMC?
- What are the responsibilities of individuals and leaders regarding equal opportunity?
- What are the types of sexual harassment?
- What is the Marine Corps policy on sexual harassment?
- What does the term *fraternization* mean? What is the Marine Corps policy on fraternization?
- What are the potential consequences of sexual harassment or fraternization within a unit?

## **Task Number 53**

### **Participate in a research project.**

#### **Definition**

Participation should include following best practices in researching a topic of the student's/instructor's choosing.

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

- How does one go about identifying and narrowing down a topic and creating a thesis statement?
- Why is it important to identify the purpose of a research project before beginning?
- What steps need to be taken to organize a research project?
- What are the characteristics of an effective thesis statement?
- What are the benefits of outlining, note-taking, and proofreading?
- Why is it important to document sources correctly?

## **Task Number 54**

### **Evaluate leadership.**

#### **Definition**

Evaluation should include identifying the selected leadership experience and

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

### **Process/Skill Questions**

- Why is time management important?
  - Why is strategic thinking important?
  - How do the 14 leadership traits and 11 leadership principles affect one's goals?
- 

## **Task Number 55**

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

#### **Definition**

Assessment should describe the experience of using any of the following leadership styles, or combination of styles, in a given situation:

- Authoritarian
- Participative
- Delegative

Assessment should also include the reason for selecting a particular style(s) for the situation.

### **Process/Skill Questions**

- What is self-assessment?
  - Why is self-assessment important in developing a leadership style?
  - How can one use self-assessment to become a better leader?
- 

## **Task Number 56**

### **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
- Ethics

### **Process/Skill Questions**

- How do personal qualities influence the development of a person's leadership skills?
- Why is analysis of one's personal strengths and weaknesses critical in the development of effective leadership skills?

## **Task Number 57**

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

#### **Definition**

Practicing leadership should include consistently using the following styles:

- Authoritarian
- Participative
- Delegative

### **Process/Skill Questions**

- What is an authoritarian 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 58**

### **Encourage morale and esprit de corps.**

#### **Definition**

Encouragement 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, as developed among a group of persons closely associated in a task, cause, enterprise (e.g., "We're all in this together.").

### **Process/Skill Questions**

- What is *esprit de corps*?

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

## **Task Number 59**

### **Encourage others to reach a goal.**

#### **Definition**

Encouragement 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**

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

## **Task Number 60**

### **Demonstrate professionalism.**

#### **Definition**

Demonstration should include

- maintaining a high degree of knowledge and skill in one's field
- cooperating with others for the sake of reaching a goal and remaining goal-focused
- remaining dedicated to teamwork and objectives
- demonstrating fairness and equity in decision-making
- refusing to allow negative personal emotions to affect morale.

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

- How are the 14 principles of motivation important to professionalism?
- How are the 11 leadership traits important to professionalism?

## **Task Number 61**

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

## **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
- acknowledging individual/team performance
- achieving objectives
- assessing team performance.

## **Process/Skill Questions**

- How is communication relevant to leadership?
- Why is it important to establish clear goals?
- Why are mission statements important?
- Why are benchmarks and deadlines important?
- Why is it important to conduct individual/team performance reviews?

## **Task Number 62**

### **Prioritize team actions to create a workable solution to a problem.**

#### **Definition**

Prioritizing team actions should include

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

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

- Why is it important to know one's team along with the strengths and weaknesses of each team member?
- Why is it important to task a team in accordance with their capabilities?
- How can communication affect the task positive or negatively?

## **Task Number 63**

### **Solve problems, using limited resources.**

#### **Definition**

Solutions should include delegating tasks and making efficient use of the following limited resources:

- Time
- Materials (reference and other)
- Personnel

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

- What is reverse planning and why is it important?
  - Why is stress management important to the problem-solving process?
- 

## **Task Number 64**

### **Apply one or more problem-solving processes to given situation(s).**

#### **Definition**

Application should be based on assessing the type of problem and available resources (e.g., time) and establishing solutions, conditions, and/or expectations (e.g., levels of accuracy and reliability).

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

Why is it important to know one's team along with the strengths and weaknesses of each team member?

## **Task Number 65**

### **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
- citizenship characteristics.



## Process/Skill Questions

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

## Task Number 66

### Draft a professional résumé.

#### Definition

Drafting should include the following:

- Proper grammar and usage
- Summary of education, skills, experience, and activities/services
- Proper formatting and style

#### Process/Skill Questions

- What is the purpose and significance of a good résumé?
  - What does the phrase *less is more* mean?
- 

## Task Number 67

### Participate in a local leadership opportunity.

#### Definition

Participation should include taking leadership roles in

- cadet corps
- school organizations
- community organizations.

#### Process/Skill Questions

- What is the importance of joining groups, clubs, or organizations?
- How does participating in other organizations relate to JROTC?

## Mastering Citizenship

---

---

## **Task Number 68**

### **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 69**

### **Describe great Americans and the contributions they made to the development of the United States.**

#### **Definition**

Description should include reference to the Marine Corps Junior Reserve Officer's Training Corps Leadership Education IV manual.

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

How have prominent Americans contributed to the development of the United States? Explain.

## **Task Number 70**

### **Describe the branches of the U.S. government and their roles.**

#### **Definition**

Description should include the roles of the executive, legislative, and judicial branches and the significance of the separation of powers and checks and balances, as provided by the U.S. Constitution.

## Process/Skill Questions

- What are the roles of each branch of the U.S. government?
- What is the purpose of each branch?

## Task Number 71

### Conduct a mock trial related to nonjudicial punishment.

#### Definition

Conducting a mock trial should include an explanation of

- minor offenses
- extenuating circumstances
- mitigating circumstances
- aggravating circumstances
- admonition and reprimand
- restriction
- correctional custody
- forfeiture
- detention
- demotion
- summary courts-martial
  - jurisdiction
  - convening authority
  - composition
  - rights of the accused
  - authorized punishments.

## Process/Skill Questions

- When an offense is brought to the attention of a commander, what options does he/she have to deal with the offense?
- What does *forfeiture* mean?

# Mastering Personal Growth and Responsibility

---

---

## Task Number 72

### 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 73**

### **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 74**

### **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 75**

### **Maintain an exercise and diet plan.**

#### **Definition**

Maintenance should include

- 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**

- Why is it important to have specific goals for exercise and nutrition?
  - Why is it important to understand the relationship between fitness and nutrition?
- 

## **Task Number 76**

### **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 may 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 influence physical fitness?

## **Task Number 77**

### **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**

- What does a safe home/school environment entail?
- What is a trustworthy relationship?
- What does it mean to be responsible?
- Why are stress-management plans/routines important?
- What are some stress-management techniques?

## **Task Number 78**

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

#### **Definition**

Demonstration may be in the form of a simulation and should include the 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 79**

### **Maintain high ethical standards within military and civilian life.**

#### **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 unit
- making irrefragable and trustworthy leadership decisions.

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

- How can one demonstrate leadership traits?
  - How can one demonstrate accountability?
  - How can one demonstrate putting others' needs before one's own?
  - How do the various leadership traits relate to high ethical standards?
- 

## **Task Number 80**

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

#### **Definition**

Compliance should include identification of and adherence to branch-specific 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 81**

### **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**

- How does one determine who is required to attend a meeting?
- How does one decide what will be required to bring to the meeting?
- Why is it important to have an agenda to discuss?

## **Task Number 82**

### **Instruct a group on an agreed-upon topic.**

#### **Definition**

Instruction preparation should include consideration of

- motivation
- knowledge of the material
- lesson objectives
  - task
  - condition
  - standard
- teaching aids
- message (lesson plan)
- available media
- audience composition and size
- duration of lesson
- delivery of instruction.



Instruction should also include

- using communication skills
- organizing content
- self-representation
- visual aids and technology.

### **Process/Skill Questions**

- How can one effectively present information to a group?
- Why is developing an effective lesson plan an important part of teaching?
- What are the eight tips for lesson planning?
- Why are training aids important and how are they used when teaching a lesson?
- How does one determine how the presentation will be given and how long it will last?
- Why are presentation rehearsals important?

## **Mastering Knowledge of Public Service and Career Exploration**

---

---

### **Task Number 83**

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

#### **Definition**

Consideration should include

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

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

- When/where can one take the ASVAB?
  - How can the ASVAB help someone planning a career in the military?
- 

### **Task Number 84**

**Match personal interests to potential careers.**

## Definition

Matching should include

- taking a personality test
- taking a career interest survey
- 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 information pertinent to potential occupations.

Resource: [Virginia Education Wizard](#)

## Process/Skill Questions

- How can one identify interests?
- How can one prioritize interests?
- How can one determine aptitudes?

## Task Number 85

### **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 for travel
- health coverage
- pension.

#### Process/Skill Questions

- What type of health/medical benefits are provided in a potential job position/type of employment?
- Are there educational opportunities associated with a potential career? Explain.

## Task Number 86

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

#### Definition

Research should focus on a potential career path and include documentation of

- company and work-based learning opportunities (e.g., apprenticeships, 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 some potential (educational/career/military) plans after high school?
- How can apprenticeships and internships help one learn about a potential career?

## **Task Number 87**

### **Identify the requirements and importance of registering with the Selective Service System.**

#### **Definition**

Identification should include knowledge of the legal obligation of young men to register with the Selective Service System when they turn 18 years of age.

### **Process/Skill Questions**

- What is the Selective Service?
- What is Selective Service registration?
- Do females have to register?
- What happens if there is a draft?
- What is the punishment for failure to register?

## **Task Number 88**

### **Assess all requirements to serve in the military.**

#### **Definition**

Assessment should include

- age
- level of completed education and satisfactory academic performance
- 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 89

### Apply skills required to succeed in the U.S. military.

#### Definition

Application 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?

## SOL Correlation by Task

39	Instruct others about the U.S. military chain of command (i.e., organizational structure).	History and Social Science: GOVT.1, GOVT.4, GOVT.11, GOVT.12
40	Describe the elements of a Marine Air Ground Task Force (MAGTF).	English: 12.5
41	Describe the historical relevance of military action in a foreign land.	English: 12.5
42	Conduct inspection.	
43	Teach the hand salute.	
44	Teach flag etiquette.	
45	Enforce proper greeting to senior officers and peers.	
46	Conduct military drill.	

47	Demonstrate marksmanship safety procedures.	
48	Identify marksmanship shooting positions.	
49	Demonstrate safe range operations.	
50	Perform land navigation/orienteering.	
51	Distinguish a leader from a manager.	English: 12.5
52	Demonstrate awareness of equal opportunity, sexual harassment, and fraternization policies in the USMC.	History and Social Science: GOVT.6, GOVT.9
53	Participate in a research project.	English: 12.8  History and Social Science: GOVT.1
54	Evaluate leadership.	
55	Assess personal leadership style.	
56	Demonstrate personal leadership qualities and skills.	History and Social Science: GOVT.1, GOVT.16
57	Practice different leadership styles in given situations.	
58	Encourage morale and esprit de corps.	History and Social Science: GOVT.1, GOVT.16
59	Encourage others to reach a goal.	History and Social Science: GOVT.1, GOVT.16
60	Demonstrate professionalism.	History and Social Science: GOVT.1, GOVT.16
61	Lead a team through the process of completing a project or solving a problem with specific goals.	English: 12.1
62	Prioritize team actions to create a workable solution to a problem.	English: 12.5, 12.6, 12.7
63	Solve problems, using limited resources.	
64	Apply one or more problem-solving processes to given situation(s).	English: 12.5
65	Convey promotion expectations and requirements for the military and civilian workforce.	History and Social Science: GOVT.1, GOVT.16
66	Draft a professional résumé.	
67	Participate in a local leadership opportunity.	History and Social Science: GOVT.6, GOVT.16
68	Demonstrate patriotism.	History and Social Science: GOVT.16
69	Describe great Americans and the contributions they made to the development of the United States.	English: 12.8  History and Social Science: GOVT.2, GOVT.10
70	Describe the branches of the U.S. government and their roles.	English: 12.5  History and Social Science: GOVT.2, GOVT.4, GOVT.7, GOVT.8, GOVT.9, GOVT.12, GOVT.13
71	Conduct a mock trial related to nonjudicial punishment.	English: 12.1  History and Social Science: GOVT.2, GOVT.10
72	Maintain personal hygiene.	
73	Assist in the administration of a physical fitness test.	

74	Evaluate the strengths and weaknesses of one's personal fitness.	
75	Maintain an exercise and diet plan.	
76	Track the progress of a personal physical fitness-training program.	English: 12.6, 12.7
77	Describe factors related to mental health and well-being.	English: 12.5
78	Demonstrate first-aid procedures.	
79	Maintain high ethical standards within military and civilian life.	
80	Comply with procedures in the cadet or student handbook.	
81	Conduct a meeting.	English: 12.1  History and Social Science: GOVT.1, GOVT.16
82	Instruct a group on an agreed-upon topic.	English: 12.1
83	Consider the Armed Services Vocational Aptitude Battery (ASVAB) as an aptitude assessment tool.	
84	Match personal interests to potential careers.	English: 12.1, 12.8
85	Research the immediate and long-term benefits of a potential career.	English: 12.8
86	Research postsecondary education opportunities.	English: 12.8
87	Identify the requirements and importance of registering with the Selective Service System.	English: 12.5
88	Assess all requirements to serve in the military.	
89	Apply skills required to succeed in the U.S. military.	English: 12.5  History and Social Science: GOVT.16

# 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 III (MC7918/36 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>