

Navy JROTC II

NA7916 36 weeks

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Course Description

Suggested Grade Level: 10

Prerequisites: NA7913

This course builds on the general introduction provided in Navy JROTC I, to further develop the traits of citizenship and leadership, introduce cadets to the technical areas of naval science, the role of the U.S. Navy in maritime history, and the vital importance of the world's oceans to the national security of the United States.

An introduction to maritime history including the American Revolution, the American Civil War, the rise of the United States to world power status, World Wars I and II, the Cold War era, the 1990s, and conflict in the new millennium is provided. Additional instruction in the nautical sciences will include an introduction to maritime geography, oceanography, meteorology, astronomy, and the physical sciences.

Note: Unless otherwise noted, content is taken from the *Naval Junior Reserve Officers Training Corps (JROTC) Cadet Field Manual (CFM)* (11th Edition, NAVEDTRA 37116-K) and *NJROTC Cadet Reference Manual (CRM)*. 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	NA7916	Tasks/Competencies
Exploring JROTC		
39	+	Outline the benefits of participating in NJROTC.
40	+	Describe the U.S. military chain of command (i.e., organizational structure).
Exploring Leadership Education		
41	+	Describe the characteristics and essential qualities of an effective leader.
42	+	Identify common leadership and followership opportunities.
43	+	Define <i>morale</i> and <i>esprit de corps</i> .
44	+	Determine personal leadership skills.
45	+	Establish leadership goals.
46	+	Select the optimum leadership styles for given situations.
47	+	Identify the principle techniques and factors for motivating others.
48	+	Identify advantages of teamwork.
Applying Leadership Skills and Strategies		
49	+	Explain the principles of effective leadership and the importance of discipline.
50	+	Explain the importance of communication to effective leadership.
51	+	Demonstrate behaviors that might lead to promotion.
Enhancing Communication Techniques		
52	+	Identify nonverbal communication techniques.
53	+	Determine verbal and written presentation methods for a given topic.
Demonstrating U.S. Navy Traditions, Customs, and Courtesies		
54	+	Demonstrate courtesy in given situations.
55	+	Establish a checklist to improve inspection readiness (e.g., wear and care of the uniform).
56	+	Explain the philosophy and purpose behind military grades and ranks/rates.

57	+	Determine situations in which the hand salute is not required.
58	+	Demonstrate flag etiquette.
59	+	Explain the philosophy and purpose behind military address.
60	+	Identify personal strengths and weaknesses in performing military drill.
Developing Citizenship		
61	+	Participate in community service.
62	+	Demonstrate patriotism.
Reinforcing Maritime History		
63	+	Describe the rationale of studying history, military strategies, and leaders.
64	+	Review the Navy's role and the influence of sea power in the history of U.S. military engagement.
65	+	Identify the major events within a single U.S. military engagement.
66	+	Identify key historical developments in the history of U.S. military operations.
67	+	Connect contemporary military strategy, actions, and leaders to historical precedents.
68	+	Describe how mathematical skills can benefit naval tactics.
69	+	Describe how geographical skills can benefit naval tactics.
70	+	Describe how meteorological skills can benefit naval tactics.
71	+	Research technology's influence on the military.
72	+	Describe how skills in astronomy can benefit naval tactics.
Using Technology		
73	+	Develop computer knowledge.
74	+	Operate technology tools and digital resources.
75	+	Demonstrate use of digital files.
76	+	Exhibit personal responsibility for appropriate, legal, and ethical conduct when using computer technology.
77	+	Demonstrate concepts of confidentiality, security, and integrity related to computer use.

Exploring Personal Wellness, Fitness, and Financial Responsibility		
78	⊕	Maintain personal hygiene.
79	⊕	Identify the components of fitness.
80	⊕	Take a physical fitness test.
81	⊕	Demonstrate first-aid techniques for controlling bleeding.
82	⊕	Demonstrate first-aid methods to care for those with various classifications of burn injuries.
83	⊕	Improve physical performance.
84	⊕	Describe the components of a physical training program.
85	⊕	Maintain an exercise and diet plan.
86	⊕	Analyze the effects of a personal fitness and training program.
87	⊕	Describe the biological effects of substance abuse and stress that impede a healthy lifestyle.
88	⊕	Manage a monthly budget, a paycheck, and a pay stub.
89	⊕	Explain investments, credit agencies, interest, education funding options, banking procedures, and Internal Revenue Service (IRS) forms.
Exploring Careers		
90	⊕	Assess personal qualifications needed to serve in the military.
Teaching Concepts of Discipline		
91	⊕	Explain the NJROTC philosophy of personal responsibility for actions.
92	⊕	Define <i>discipline</i> .
93	⊕	Develop self-discipline.
94	⊕	Comply with procedures in the cadet or student handbook.

Legend: ⊕ Essential ○ Non-essential ⊖ Omitted

Curriculum Framework

Exploring JROTC

Task Number 39

Outline the benefits of participating in NJROTC.

Definition

Outlining should include

- benefits to self
 - acquire leadership, teamwork, and other professional skills
 - increase level of physical fitness and health awareness
 - enter a branch of the military at a higher grade and pay rate, or qualify for financial assistance for opportunities in continuing education (optional for JROTC graduates)
- benefits to community
 - acquired citizenship and leadership skills lead to community service and volunteerism
 - acquired military science skills provide preparation to serve the military needs of the U.S.

Process/Skill Questions

- How can NJROTC personally benefit a cadet?
- How can NJROTC benefit the community?

Task Number 40

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

Definition

Description should include the following:

- Commander in chief
- Secretary of defense
- National Security Council
- Department of Defense
- U.S. military branch departments: Navy, Army, and Air Force
- Unified commands
- Joint Chiefs of Staff
- Commandant of the Marine Corps
- Coast Guard and Merchant Marine
- Department of Homeland Security

Process/Skill Questions

- What organizations are included in the U.S. military chain of command?
- Who is the secretary of defense?

Exploring Leadership Education

Task Number 41

Describe the characteristics and essential qualities of an effective leader.

Definition

Description should include the following characteristics:

- Common sense
- Concern for people
- Courage (physical and moral)
- Faith
- Good judgment
- Health and energy
- Honesty
- Honor
- Loyalty
- Modesty
- Optimism
- Self-confidence
- Sense of humor
- Sense of responsibility
- Tact
- Truthfulness

Process/Skill Questions

- What are the roles and responsibilities that a leader assumes before beginning to work on a project?
- How does a leader communicate these ideas to the team and amend the ideas, as needed?
- What leadership characteristics does one bring to a class?

Task Number 42

Identify common leadership and followership opportunities.

Definition

Identification should include

- participating in community events or service
- volunteering at human services organizations (e.g., Red Cross, Habitat for Humanity)
- campaigning during elections, registering others to vote
- contributing to public forums
- managing others at work
- competing on sports teams
- participating in student organizations
- participating in NJROTC drill.

Process/Skill Questions

- How are ideas contributed from diverse pathways of experience?
- How can a leader create satisfaction in a team?
- What is expertise?
- What are some tasks that can be accomplished simultaneously with other team members, reducing the expenditure of time as a resource?
- Why should teams provide a forum for individuals to exchange concerns, ideas, and solve problems?
- When is support necessary?
- What followership opportunities did you participate in last school year?
- What leadership opportunities will you seek this school year?

Task Number 43

Define *morale* and *esprit de corps*.

Definition

Definition should include

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

Process/Skill Questions

- How does one define morale?
- What term describes a sense of unity in NJROTC?

Task Number 44

Determine personal leadership skills.

Definition

Determining personal leadership skills could include using

- Maslow's theory as it relates to leadership
- methods used to increase the motivational levels of naval personnel
- description of the elements that contribute to good morale
- rules for building morale
- description of skills an effective leader uses when holding a conversation with subordinates
- factors a leader must remember about leadership.

Process/Skill Questions

- How does one help build class morale?
- Why should teams provide a forum for individuals to exchange concerns, ideas, and solve problems?

Task Number 45

Establish leadership goals.

Definition

Establishment of goals should include

- identifying leadership opportunities
- selecting leadership opportunities to which personal skills are well matched
- selecting leadership opportunities that are progressively challenging and require increasing amounts of responsibility
- assessing the pros and cons of personal performance in each leadership opportunity.

Process/Skill Questions

- What leadership opportunities will you seek this school year?
- Why should leadership opportunities be challenging?

Task Number 46

Select the optimum leadership styles for given situations.

Definition

Selection should pair the following leadership styles with identified situations

- *telling*: provides specific instructions and closely supervises all phases of the project
- *selling*: closely supervises task, completion, and follow up
- *participating*: helps and supports team members; shares ideas and decisions
- *testing*: leader test the group, the group reacts by performing tasks
- *consulting*: leader presents the problem and asks for ideas

- *delegating*: turns over decision making, problem solving, and implementation to team members, providing help when asked, and monitoring progress
- *joining*: the group decides, the leader follows.

Process/Skill Questions

- What type of leadership style would best be defined by a situation where the leader follows the group?
- What other leadership styles and scenarios could one describe?

Task Number 47

Identify the principle techniques and factors for motivating others.

Definition

Identification should include

- making team members aware of their roles and the project goals
- acknowledging that one's work is important
- experiencing the opportunity to do interesting work
- exploring the opportunity for self-development and improvement
- gaining the incentive of good pay
- assessing team members and applying an effective motivation technique
- modeling behaviors and practices that exemplify expectations
- communicating effectively, listening, and supporting team members
- rewarding positive contributions to team success
- solving morale problems and encouraging focused contributions.

Process/Skill Questions

- How could one's class leader motivate the class?
- How can a leader create satisfaction in a team?

Task Number 48

Identify advantages of teamwork.

Definition

Identification should include

- *creativity*: ideas are contributed from diverse pathways of experience
- *satisfaction*: pride in belonging to a team that meets goals that an individual could not meet alone
- *expertise*: skills each member contributes to the success of the group, empowering the team
- *efficiency*: tasks are accomplished simultaneously with other team members, reducing the expenditure of time as a resource
- *assessment*: teams provide a forum for individuals to exchange concerns, ideas, and solve problems

- support: each member is available to help and be helped by another, when needed, and is recognized for his/her efforts.

Process/Skill Questions

- What are essential qualities of leadership in building teamwork?
- What are some of the important skills that a cadet leader needs for effective teamwork?
- How does leadership style affect morale within the unit?

Applying Leadership Skills and Strategies

Task Number 49

Explain the principles of effective leadership and the importance of discipline.

Definition

Explanation should include

- advantages of unit leadership
- elements required for leadership positions to exist
- relationship between good followership and good leadership
- effectiveness stemming from personal relationships
- qualities of an effective leader.

Process/Skill Questions

- What are the advantages of unit leadership?
- What elements are required for leadership positions to exist?

Task Number 50

Explain the importance of communication to effective leadership.

Definition

Explanation should include the

- importance of authority in the Navy
- differences between authority in the military and civilian life
- importance of self-discipline in military and civilian life

- requirements for discipline in unit drill ceremonies
- differences between a democratic style of leadership and an autocratic style of leadership
- approaches to leadership
- skills necessary for a leader to communicate effectively.

Process/Skill Questions

- Why is self-discipline important in military and civilian life?
- What skills are necessary for a leader to communicate effectively? What happens if a leader does not communicate effectively?

Task Number 51

Demonstrate behaviors that might lead to promotion.

Definition

Demonstration should include

- showing initiative and independence
- offering help to peers, being a good team member
- developing a mentor relationship with a leader
- maintaining professionalism at all times
- providing good ideas
- seeking leadership roles
- resolving conflicts between team members.

Process/Skill Questions

- What are some essential qualities of an effective leader?
- What are the ways that good followership develops good leadership?
- What role does the uniform play in demonstrating readiness for advancement?

Enhancing Communication Techniques

Task Number 52

Identify nonverbal communication techniques.

Definition

Identification should include observing and interpreting

- body movements
- eye contact
- gestures
- posture
- tone of voice.

Process/Skill Questions

- When are non-verbal communication skills important?
- How are good non-verbal communication skills displayed?
- Why is listening an effective communication tool?

Task Number 53

Determine verbal and written presentation methods for a given topic.

Definition

Determination should be based on

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

Process/Skill Questions

- How can presentation software be used as a learning/teaching tool?
- What are strategies used for a useful presentation?
- Why should one consider the audience when preparing for a presentation?

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

Task Number 54

Demonstrate courtesy in given situations.

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

- How should the U.S. flag be retired when it is no longer suitable for display?
- How does one distinguish commissioned officers from enlisted personnel?
- What is the purpose of saluting? Who is saluted?

Task Number 55

Establish a checklist to improve inspection readiness (e.g., wear and care of the uniform).

Definition

Checklist should include Navy standards for wear and care of the

- coat
- trousers or slacks
- skirt
- shirt and sleeves
- undershirt
- neckwear
- hat/helmet/cap
- belt, brass, buckle
- socks
- shoes
- insignia
- awards.

Process/Skill Questions

- What are inspectors examining during uniform inspections?
- How and when is the uniform worn?
- How is the uniform prepared for inspection?

Task Number 56

Explain the philosophy and purpose behind military grades and ranks/rates.

Definition

Explanation should include that *rate* (used for the Navy and the Coast [enlisted personnel have rates and commissioned officers have ranks] Guard) or *rank* (used for all other branches)

- is a designation to determine level of authority
- is to be rendered appropriate respect/courtesy and distinction
- is displayed on the uniform and elsewhere.

Explanation should include that *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
- 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 base rate of pay, and would be labeled as such across every U.S. military branch.

Process/Skill Questions

- What is the function of pay grades?
- How do the levels of military ranks/rates differ? Explain?

Task Number 57

Determine situations in which the hand salute is not required.

Definition

Determination should include times when

- indoors, except when reporting to an officer or when on duty as a guard
- addressing a prisoner
- saluting is impractical
- the senior or the subordinate is wearing civilian clothes
- officers of equal rank pass each other.

Also, military personnel would not salute civilians with the exception of certain government officials.

Process/Skill Questions

- When is the hand salute not required?
- How do traditions, customs, and courtesies figure in saluting?
- What determines who is saluted and at what time?

Task Number 58

Demonstrate flag etiquette.

Definition

Demonstration should include

- raising and lowering the flag
- flying the flag
- folding the flag
- carrying/transporting the flag.

Process/Skill Questions

- Why is it important to know flag etiquette?
- When will a cadet need to demonstrate flag etiquette?

Task Number 59

Explain the philosophy and purpose behind military address.

Definition

Explanation should include that military address, by rank, and, optionally, last name, is provided as a sign of respect and courtesy.

Process/Skill Questions

- What is the purpose of military address?
- How is military address a sign of respect?

Task Number 60

Identify personal strengths and weaknesses in performing military drill.

Definition

Identification should include assessing personal performance of the following commands:

- Attention
- Salute
- Rest positions
- Right/left face
- About face
- Eyes right/left and ready front
- Present arms and order arms
- Forward march and halt
- To the rear march

- Flanking movement
- Double time
- Mark time
- Half step
- Right/left step
- Change step

Process/Skill Questions

- When does a military drill take place?
- Why is a specific formation important?

Developing Citizenship

Task Number 61

Participate in community service.

Definition

Participation should include

- resources for community service
- potential roles within community service
- tasks and time required to perform community service
- benefits of community service.

Process/Skill Questions

- What roles can one participate in within one's community?
- Why is it important to give time toward community service?

Task Number 62

Demonstrate patriotism.

Definition

Demonstration should include

- being an informed citizen
- participating in local, state, or national service
- working for or with the government

- voting
- demonstrating and assembling peacefully
- respecting elected officials
- honoring the flag.

Process/Skill Questions

- What are some ways one can participate in local service?
- How can one demonstrate and assemble peacefully?

Reinforcing Maritime History

Task Number 63

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

Definition

Description should include

- recognizing that context provides a sense of national identity
- exploring national origins to understand how culture and country are evolving
- understanding the past provides a point of reference and precedence to judge the present day and may improve decisions regarding the future.

Process/Skill Questions

- How can one apply knowledge of past military strategies to advance current military strategies?
- Why is studying the history of a country important?

Task Number 64

Review the Navy's role and the influence of sea power in the history of U.S. military engagement.

Definition

Review should include the Navy's role in and how sea power influenced the

- American Revolution
- American Civil War

- World War I
- World War II
 - Atlantic battles
 - Pacific battles
- Cold War era
- contemporary operations (e.g., Persian Gulf and Afghanistan).

Process/Skill Questions

- How are America’s roles in foreign wars different than its role in domestic wars?
- How has America’s military role changed throughout history?

Task Number 65

Identify the major events within a single U.S. military engagement.

Definition

Identification should include

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

Process/Skill Questions

- Why are dates important when studying military engagements?
- How are engagements changing the outlook of the military?

Task Number 66

Identify key historical developments in the history of U.S. military operations.

Definition

Identification should include the major U.S. military operations associated with weapons technologies. Examples of weapons may include

- airplanes
- firearms
- missiles/rocketry
- nuclear weapons
- submarines
- surface ships
- tanks.

Process/Skill Questions

- How does wartime increase the amount of resources dedicated to technological research and development to create or improve weapons that will provide an advantage over adversaries?
- How does one identify a current U.S. military presence in a foreign region? (Identification should include the location and the objectives of operations. Military presence should not imply a fighting force currently engaged with an enemy. Identified operations may include those as part of U.N. peacekeeping mission(s).)

Task Number 67

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

Definition

Connection may include the recent strategies pursued in Iraq, Afghanistan, Somalia, the Balkans, and during the Cold War.

The strategies may include those of the following leaders:

- Alexander the Great
- Sun Tzu
- Julius Caesar
- Napoleon
- Robert E. Lee, Stonewall Jackson, William Tecumseh Sherman, Ulysses S. Grant
- Alfred T. Mahan
- John Paul Jones
- Adm. David Farragut
- Adm. George Dewey
- Capt. James Lawrence
- Adm. Chester Nimitz
- Adm. Hyman G. Rickover

Process/Skill Questions

- Who has had the most significant influence on military strategy and why?
- What actions/leaders stand out in history as being instrumental in changing the way wars are fought?

Task Number 68

Describe how mathematical skills can benefit naval tactics.

Definition

Description should include examples of how mathematics is used in day-to-day operations (e.g., logistical information) and its importance in advanced-level operations (e.g., engineering).

Process/Skill Questions

- What types of mathematics are used in day-to-day operations?
- What ranks/rates use mathematical skills?

Task Number 69

Describe how geographical skills can benefit naval tactics.

Definition

Description should include the benefits of using maritime geography, a subset of geography, to make decisions regarding

- base locations and construction
- oceanfront analysis (e.g., harbors, beaches, sea cliffs)
- strategic geography, as it relates to geopolitics
- littoral analysis.

Process/Skill Questions

- Why is it important to be knowledgeable of the world's geography?
- How has knowing geography benefited the U.S. Navy throughout history?
- What happens when military personnel does not know geography?

Task Number 70

Describe how meteorological skills can benefit naval tactics.

Definition

Description should include the

- aspects of the science of weather
- benefits of properly predicting and preparing for weather events
- effects upon regions at different times of the year
- effects on planning for operations.

Process/Skill Questions

- How does one learn about weather?
- What programs exist in the U.S. Navy for someone interested in meteorology?

Task Number 71

Research technology's influence on the military.

Definition

Researching should include

- selecting a specific technology that has influenced the military
- describing the history of the technology and how it has evolved
- describing the benefits of the technology
- describing the application of the technology beyond the military
- documenting research.

Process/Skill Questions

- How is robotics being used in naval operations?
- How are drones being used in naval operations?
- How have computers become an important tool for the military?
- What is the role of the Internet in today's Navy?
- Why is Internet security of vital importance to the Navy?

Task Number 72

Describe how skills in astronomy can benefit naval tactics.

Definition

Description should include

- theories of the creation of the universe
- methods for astronomical observation
- methods for using the telescope
- types of telescopes
- types of satellites and other exploratory spacecraft
- methods for exploring the solar system
- types of events in the field of astronomy and space exploration
- methods of discovery and development of the radio telescope
- methods for using the radio telescope and its purpose
- methods for using balloon observatories, satellites, and other exploratory spacecraft.

Using Technology

Task Number 73

Develop computer knowledge.

Definition

Development should include

- inputting data
- managing files
- creating/managing back-up files.

Process/Skill Questions

- Why is it important to know how to input data?
- What happens when files are not backed up?

Task Number 74

Operate technology tools and digital resources.

Definition

Operation should include deciding which tools, software, and programs to use to accomplish projects.

Process/Skill Questions

- What factors would one consider when changing or updating software?
-

Task Number 75

Demonstrate use of digital files.

Definition

Demonstration should include

- using, storing, and updating files (e.g., word processing, spreadsheets, database applications)
- identifying the menus and interfaces.

Process/Skill Questions

- Why is it important to learn how word processing, presentation, spreadsheet, and database applications work?
- What is the purpose of spreadsheet software?

Task Number 76

Exhibit personal responsibility for appropriate, legal, and ethical conduct when using computer technology.

Definition

Exhibition should include

- demonstrating the value of *fair use*
- identifying copyright laws that influence student work
- applying netiquette when using technology to communicate with peers and teachers
- demonstrating use of digital resources and tools.

Process/Skill Questions

- What influence could fair use laws have on student work?
- What are some possible consequences of not using etiquette when communicating digitally?
- What should happen when a student encounters illegal activity on the Internet?

Task Number 77

Demonstrate concepts of confidentiality, security, and integrity related to computer use.

Definition

Demonstration should include

- comparing public and private information
- selecting ways to ensure that private online information is secure
- verifying sources of information
- practicing proper uses of social networking sites.

Process/Skill Questions

- How does one verify sources of information?
- How can one be sure information is confidential?

Exploring Personal Wellness, Fitness, and Financial Responsibility

Task Number 78

Maintain personal hygiene.

Definition

Maintenance should include

- necessity of washing/bathing daily
- importance of regular dental and physical doctor visits
- purpose of personal hygiene products (e.g., soaps, toothbrushes, toothpaste, antiperspirant)
- need for cotton swabs (for ears), facial tissue
- purpose of nail files and/or clippers.

Process/Skill Questions

- Why is washing daily important?
 - Why are regular doctor visits important?
-

Task Number 79

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 are the benefits of cardiovascular fitness?
- What are the benefits of strength training?
- Why is physical training important?

Task Number 80

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
- interpreting results.

Process/Skill Questions

- What would one expect to achieve during a physical fitness test?
- For what results should a cadet strive?

Task Number 81

Demonstrate first-aid techniques for controlling bleeding.

Definition

Demonstration should include the following steps:

- Apply direct finger pressure to the bleeding site, exerting firm, constant force (direct pressure on the wound).
- If bleeding continues
 - elevate the wound above the level of the heart
 - apply an absorbent cloth or dressing and continue to apply pressure
 - physically occlude the artery that is supplying blood to the wound by applying manual pressure to the artery at a pressure point, where the artery lies next to a bone.
 - apply a tourniquet (may result in loss of the limb).

Process/Skill Questions

- Why is it important to know how to react in a situation that involves controlling bleeding?
 - What are the conditions under which one would practice this specific type of first-aid?
-

Task Number 82

Demonstrate first-aid methods to care for those with various classifications of burn injuries.

Definition

Demonstration of first-aid methods should be determined by type of burn (i.e., thermal, chemical, electrical, friction, radiation) and by burn extent (i.e., superficial, partial-thickness, full-thickness, extension to deep-tissue burns).

Process/Skill Questions

- Why is it important to know how to react in a situation that involves various types of burns?
 - What are the conditions under which one would practice first aid?
-

Task Number 83

Improve physical performance.

Definition

Improvement should be based on striving for improved performance and documenting those achievements in the following categories:

- Flexibility
- Cardiovascular ability
- Strength
- Stamina
- Energy
- Psycho-motor skills
- Mental acuity
- Reflexes
- Recovery from injuries

Process/Skill Questions

- How does one increase the level of difficulty in a training program?
 - How can one identify one's weak areas and turn them into strengths?
-

Task Number 84

Describe the components of a physical training program.

Definition

Description should include the three main required components of

- strength training
- cardiovascular training

- flexibility training.

Process/Skill Questions

- What are ways to document progress in the three main fitness areas: strength training, cardiovascular training, and flexibility training?
- What are some ways to monitor body composition and weight?

Task Number 85

Maintain an exercise and diet plan.

Definition

Maintenance should include

- determining whether goals for weight loss, improved nutrition, and/or improved fitness have been met, and, if not, the reasons why
- adjusting goals as needed.

Process/Skill Questions

- Why is maintenance important when following a training program?
- How does one adjust a nutrition plan to achieve and further goals and objectives in a training program?

Task Number 86

Analyze the effects of a personal fitness and training program.

Definition

Analysis should include elements of

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

Process/Skill Questions

- How does exercise affect one's mental acuity?

- How does exercise affect one's cardiovascular ability?

Task Number 87

Describe the biological effects of substance abuse and stress that impede a healthy lifestyle.

Definition

Description should include the following:

- 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. Different drugs affect biological processes in different ways. Commonly abused categories of drugs include
 - opioids and morphine derivatives (e.g., heroin)
 - cannabinoids (e.g., marijuana)
 - depressants (e.g., flunitrazepam, alcohol)
 - dissociative anesthetics (e.g., ketamine)
 - hallucinogens (e.g., LSD)
 - stimulants (e.g., methamphetamine)
 - other compounds (e.g., steroids, inhalants).
- Stress: triggers chemical reactions in the body (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 the functions of other organs) that, if not alleviated, can result in
 - insomnia
 - grinding teeth
 - diarrhea
 - indigestion
 - ulcers
 - nausea
 - backaches
 - headaches, migraines
 - uncontrollable twitching
 - stuttering
 - allergies
 - asthma
 - high blood pressure
 - heart disease.

Process/Skill Questions

- What are some of the ways substance abuse affects a person's health?
- What are some the types of drugs used by substance abusers?
- What does stress do to a person's body?

Task Number 88

Manage a monthly budget, a paycheck, and a pay stub.

Definition

Management should include

- establishing a monthly personal budget, using the 70-20-10 rule
- evaluating the budget and making necessary adjustments
- analyzing the various components of a paycheck and pay stub
- using a financial planning pyramid.

Process/Skill Questions

- How can using a financial planning pyramid aid one in creating a monthly budget?

Task Number 89

Explain investments, credit agencies, interest, education funding options, banking procedures, and Internal Revenue Service (IRS) forms.

Definition

Explanation should include

- knowing how to calculate simple interest
- identifying various funding options available for continuing education
- knowing the difference between banks, credit unions, and saving institutions
- knowing how to use a savings and checking account
- understanding the function of the IRS
- understanding the function and use of simple IRS forms.

Process/Skill Questions

- Why is it important to save a portion of your income on a regular basis?
- How is simple interest calculated?
- Why is it important to have a checking account?
- What is the function of the IRS?

Exploring Careers

Task Number 90

Assess personal qualifications needed to serve in the military.

Definition

Identification should include meeting the

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

Additional items may or may not affect admission into the military, including

- number of dependents under 18 years of age
- criminal record
- U.S. citizenship status (for officers).

Process/Skill Questions

- When is one eligible to serve in the military?
- What are the necessary academic requirements for one to enter the military?
- What are the consequences of having a criminal record when attempting to enter the military?
- What are some of the barriers that could prevent one from joining the military?

Teaching Concepts of Discipline

Task Number 91

Explain the NJROTC philosophy of personal responsibility for actions.

Definition

Explanation should include the philosophy of disciplinary actions as

- demonstrating there are consequences for actions
- conforming to the discipline of the unit, valuing the goals of the group more than those of the individual.

Process/Skill Questions

- What is the NJROTC philosophy of personal responsibility for actions?

- Why would it make sense to administer disciplinary action to an entire group for the lack of discipline or lack of success of one individual?
- How might one compare group disciplinary action in NJROTC to that of the general population within a high school setting?

Task Number 92

Define *discipline*.

Definition

Definition should include an orderly or prescribed conduct or pattern of behavior and self-control.

Process/Skill Questions

- How does discipline relate to drill?
- How might one compare discipline and punishment?
- In what manner could discipline play a role in instruction?

Task Number 93

Develop self-discipline.

Definition

Developing self-discipline should include

- identifying a personal goal (e.g., a personal condition or behavior that needs improvement, an accomplishment that requires 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

- What is the relationship between self-discipline and the attainment of one's personal goal(s)?
- How does self-discipline help when experiencing a temporary setback while pursuing a long-term goal?
- How does self-discipline help a person resist temporary pleasures in pursuit of a goal?

Task Number 94

Comply with procedures in the cadet or student handbook.

Definition

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

Process/Skill Questions

- How does one know that one is in compliance with NJROTC procedures?
- How does the cadet handbook help a cadet?
- Whose responsibility is it to adhere to NJROTC procedures, and what is the resource for this guidance?

SOL Correlation by Task

39	Outline the benefits of participating in NJROTC.	English: 10.6, 10.7 History and Social Science: WHI.1
40	Describe the U.S. military chain of command (i.e., organizational structure).	English: 10.5
41	Describe the characteristics and essential qualities of an effective leader.	English: 10.5 History and Social Science: WHI.1
42	Identify common leadership and followership opportunities.	English: 10.5 History and Social Science: WHI.1
43	Define <i>morale</i> and <i>esprit de corps</i> .	English: 10.3
44	Determine personal leadership skills.	English: 10.5
45	Establish leadership goals.	English: 10.5 History and Social Science: WHI.1
46	Select the optimum leadership styles for given situations.	English: 10.5
47	Identify the principle techniques and factors for motivating others.	English: 10.5 History and Social Science: WHI.1
48	Identify advantages of teamwork.	English: 10.5
49	Explain the principles of effective leadership and the importance of discipline.	English: 10.5
50	Explain the importance of communication to effective leadership.	English: 10.5
51	Demonstrate behaviors that might lead to promotion.	English: 10.5 History and Social Science: WHI.1
52	Identify nonverbal communication techniques.	English: 10.5
53	Determine verbal and written presentation methods for a given topic.	English: 10.5 History and Social Science: WHII.1, WHII.14
54	Demonstrate courtesy in given situations.	English: 10.5, 10.6, 10.7
55	Establish a checklist to improve inspection readiness (e.g., wear and care of the uniform).	English: 10.6, 10.7, 10.8

56	Explain the philosophy and purpose behind military grades and ranks/rates.	English: 10.5, 10.8
57	Determine situations in which the hand salute is not required.	English: 10.5
58	Demonstrate flag etiquette.	English: 10.5
59	Explain the philosophy and purpose behind military address.	English: 10.5
60	Identify personal strengths and weaknesses in performing military drill.	English: 10.5
61	Participate in community service.	History and Social Science: WHI.1
62	Demonstrate patriotism.	History and Social Science: WHI.1
63	Describe the rationale of studying history, military strategies, and leaders.	English: 10.5
64	Review the Navy's role and the influence of sea power in the history of U.S. military engagement.	English: 10.5, 10.8 History and Social Science: WHI.1, WHII.1, WHII.10, WHII.12, WHII.13
65	Identify the major events within a single U.S. military engagement.	English: 10.5, 10.8
66	Identify key historical developments in the history of U.S. military operations.	English: 10.5, 10.8 History and Social Science: WHII.8, WHII.10
67	Connect contemporary military strategy, actions, and leaders to historical precedents.	English: 10.5, 10.8 History and Social Science: WHII.5, WHII.8
68	Describe how mathematical skills can benefit naval tactics.	English: 10.5 Mathematics: G.1, G.8, G.11, G.13, G.14
69	Describe how geographical skills can benefit naval tactics.	English: 10.5 Science: ES.10
70	Describe how meteorological skills can benefit naval tactics.	English: 10.5 Science: ES.12
71	Research technology's influence on the military.	English: 10.5 History and Social Science: WHII.14
72	Describe how skills in astronomy can benefit naval tactics.	English: 10.5, 10.8 History and Social Science: WHII.1, WHII.14 Science: ES.13
73	Develop computer knowledge.	English: 10.1, 10.5 History and Social Science: WHII.14

		Mathematics: COM.7, COM.10, COM.16
74	Operate technology tools and digital resources.	
75	Demonstrate use of digital files.	English: 10.5, 10.8 History and Social Science: WHII.14 Mathematics: COM.7
76	Exhibit personal responsibility for appropriate, legal, and ethical conduct when using computer technology.	English: 10.5, 10.8
77	Demonstrate concepts of confidentiality, security, and integrity related to computer use.	English: 10.5, 10.8 History and Social Science: WHII.1, WHII.14
78	Maintain personal hygiene.	
79	Identify the components of fitness.	English: 10.5
80	Take a physical fitness test.	English: 10.5
81	Demonstrate first-aid techniques for controlling bleeding.	
82	Demonstrate first-aid methods to care for those with various classifications of burn injuries.	
83	Improve physical performance.	
84	Describe the components of a physical training program.	English: 10.5
85	Maintain an exercise and diet plan.	English: 10.5
86	Analyze the effects of a personal fitness and training program.	English: 10.5
87	Describe the biological effects of substance abuse and stress that impede a healthy lifestyle.	English: 10.5
88	Manage a monthly budget, a paycheck, and a pay stub.	English: 10.5
89	Explain investments, credit agencies, interest, education funding options, banking procedures, and Internal Revenue Service (IRS) forms.	
90	Assess personal qualifications needed to serve in the military.	English: 10.3
91	Explain the NJROTC philosophy of personal responsibility for actions.	English: 10.3
92	Define <i>discipline</i> .	English: 10.3
93	Develop self-discipline.	English: 10.5
94	Comply with procedures in the cadet or student handbook.	English: 10.5

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.*

- Navy JROTC I (NA7913/36 weeks)
- Navy JROTC III (NA7918/36 weeks)
- Navy JROTC IV (NA7919/36 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

Career Cluster: Government and Public Administration	
Pathway	Occupations
	Military Intelligence Specialist 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