

**Marine Corps
Junior Reserve Officers' Training Corps**



LEADERSHIP EDUCATION

**Program of Instruction
(POI)**

Course: Leadership Education

Course Name: Marine Corps Junior Reserve Officers' Training Corps

Preparation Date: 14 February 2002

Optimum Class Size: 20

DISTRIBUTION RESTRICTION: Approved for public release; distribution is unlimited.

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Preface

Status: Directorate Approved

Training Location(s): Three- or four-year high schools

Purpose: The Marine Corps Junior Reserve Officers' Training Corps (MCJROTC) program is hereafter referred to as simply the Marine Corps JROTC program. It is designed to instill in high school students a value of citizenship, service to the United States, personal responsibility and a sense of accomplishment. It prepares high school students for responsible leadership roles while making them aware of their rights, responsibilities, and privileges as American citizens. The program is a stimulus for promoting graduation from high school, and it provides instruction and rewarding opportunities that will benefit the student, community, and nation.

Collaboration: The Marine Corps JROTC program is a cooperative effort on the part of the Marine Corps and the host institution to provide secondary school students with opportunities for total development. Satisfactory completion of the program can lead to advanced placement credit in the Senior ROTC program or advanced rank in the Armed Forces.

The Marine Corps JROTC program is one of the Marine Corps's contributions to assisting America's youth to become better citizens. The program produces successful students and productive adults, while fostering in each school a more constructive and disciplined learning environment. This program makes substantial contributions to many communities and ultimately to the nation's future. It is the centerpiece of the Department of Defense's commitment to America's Promise for Youth through its emphasis on community service and teen anti-drug efforts.

This Program Intends to:

- Develop leadership and build character.
- Create informed, patriotic, and responsible citizens.
- Develop responsible young adults who are physically, mentally, and morally fit.
- Develop informed and civic-minded young adults prepared for higher education, civilian careers, and public service.
- Instill discipline, respect, and responsibility through military-related subjects and activities.

Course Length: Normally four years at a traditional high school (grades 9 - 12)

Course Prerequisites:

- Completion of the eighth grade
- For LE 2-4, completion of a previous LE program

Special Information: This program consists of up to four levels of LE instruction. Each level must total 180 academic hours or the same number of academic hours to meet the curriculum

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requirements for 1.0 credit in courses such as Math or English. Host institutions are required to award credit, preferably core credit in an academic discipline, toward graduation for each year of the Marine Corps JROTC program.

Schools may elect to award additional credit, other than elective, for core subject areas such as Physical Education, Health, Wellness, Life Management Skills, Government, Social Studies, Practical and Performing Arts, Careers, etc., throughout the Marine Corps JROTC program. Instructors can teach alone or on teams with teachers certified in the appropriate areas to earn this credit.

Normal Course Length – Hours: 720 at 180 per year

Class Sizes – Optimum: 20

Instructor: Student Ratio – Worst Case: 1:30

Training Start Date: Training is conducted on a school-year basis. In year-round schools, Marine Corps JROTC will follow the school policy in establishing the start of a new school year.

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Course Summary

Academic Time:

Category 1: Leadership

| | |
|-----------------------------------|----|
| Skill 1: Objectives of Leadership | 4 |
| Skill 2: Core Values | 4 |
| Skill 3: Leadership Traits | 3 |
| Skill 4: Leadership Principles | 2 |
| Skill 5: Responsibilities | 6 |
| Skill 6: Esprit De Corps | 10 |
| Skill 7: Proficiency | 9 |
| ----- | |
| Total: | 38 |

Category 2: Citizenship

| | |
|---------------------------------|----|
| Skill 1: Patriotism | 18 |
| Skill 2: Civic Responsibilities | 7 |
| Skill 3: National Defense | 14 |
| ----- | |
| Total: | 39 |

Category 3: Personal Growth and Responsibility

| | |
|---|-----|
| Skill 1: Physical Fitness | 8 |
| Skill 2: Health, Hygiene and Nutrition | 16 |
| Skill 3: Social Skills | 8 |
| Skill 4: Written and Oral Communication | 28 |
| Skill 5: Personal Finance | 48 |
| ----- | |
| Total: | 108 |

Category 4: Public Service and Career Exploration

| | |
|--|----|
| Skill 1: Career Preparation | 8 |
| Skill 2: Opportunities in Public Service | 7 |
| ----- | |
| Total: | 15 |

Category 5: General Military Subjects

| | |
|--|----|
| Skill 1: Administration | 13 |
| Skill 2: Drill and Ceremonies | 4 |
| Skill 3: Uniforms, Clothing and Equipment | 12 |
| Skill 4: Customs, Courtesies, and Traditions | 18 |
| Skill 5: Rank Structure | 13 |

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|--|-----|
| Skill 6: Chain of Command | 10 |
| Skill 7: Military History | 38 |
| Skill 8: Marksmanship | 20 |
| Skill 9: First Aid | 6 |
| Skill 10: Interior Guard | 5 |
| Skill 11: Land Navigation | 40 |
| Skill 12: Uniform Code of Military Justice | 13 |
| ----- | |
| Total: | 192 |

Grand Total: 392

Courses will be taught using the following table as a guide.

| PROGRAM OF INSTRUCTION | | | | | |
|--|--------------------|--------------------|--------------------|--------------------|--------------------|
| <u>CATEGORY</u> | <u>LE 1</u> | <u>LE 2</u> | <u>LE 3</u> | <u>LE 4</u> | <u>CORE</u> |
| Leadership | 9 | 19 | 6 | 4 | 0 |
| Citizenship | 9 | 18 | 8 | 8 | 2 |
| Personal Growth and Responsibility | 42 | 14 | 54 | 8 | 8 |
| Public Service and Career Exploration | 2 | 3 | 7 | 3 | 0 |
| General Military Subjects | 61 | 70 | 48 | 31 | 26 |
| Total | 123 | 124 | 123 | 54 | 36 |
| ----- | | | | | |
| Practical Application, state and school requirements | 57 | 56 | 57 | 126 | |
| Grand Total | 180 | 180 | 180 | 180 | |
| Notes: | | | | | |
| 1. An hour in this POI equates to 45 minutes of instruction. | | | | | |
| 2. State and school requirements include unit inspections, testing and evaluation. | | | | | |
| 3. Core classes may be taught throughout the entire four-year curriculum. | | | | | |

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Training Categories and Skills

CURRICULUM DESCRIPTION: Including Competencies and National Standards

CATEGORY 1 TITLE: **LEADERSHIP**

TRACKS: **PROGRAM OF INSTRUCTION:** 38 hours

PURPOSE: Introduces cadets to all aspects of leadership and provides leadership development training.

SKILL 1 TITLE: **Objectives of Leadership**

TIME: 180 minutes

PURPOSE: This skill provides the definition of leadership and objectives of leadership.

COMPETENCY: Assess attributes of leadership.

NATIONAL STANDARDS: NPH.K-12.5 Responsible Behavior, NPH.K-12.6 Respect for Others, NPH.K-12.7 Understanding Challenge, NL-ENG.K-12.3 Evaluation Strategies, NL-ENG.K-12.4 Communication Skills, NL-ENG.K-12.5 Communication Strategies

SKILL 2 TITLE: **Core Values**

TIME: 180 minutes

PURPOSE: Defines and explains core values.

COMPETENCY: Assess attributes of leadership.

NATIONAL STANDARDS: NPH.K-12.5 Responsible Behavior, NPH.K-12.6 Respect for Others, NPH.K-12.7 Understanding Challenge, NL-ENG.K-12.3 Evaluation Strategies, NL-ENG.K-12.4 Communication Skills, NL-ENG.K-12.5 Communication Strategies

SKILL 3 TITLE: **Leadership Traits**

TIME: 135 minutes

PURPOSE: Provides and explains the fourteen leadership traits.

COMPETENCY: Assess attributes of leadership.

NATIONAL STANDARDS: NPH.K-12.5 Responsible Behavior, NPH.K-12.6 Respect for Others, NPH.K-12.7 Understanding Challenge, NL-ENG.K-12.3 Evaluation Strategies, NL-ENG.K-12.4 Communication Skills, NL-ENG.K-12.5 Communication Strategies

SKILL 4 TITLE: **Leadership Principles**

TIME: 90 minutes

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PURPOSE: Provides and explains the eleven leadership principles.
COMPETENCY: Assess attributes of leadership.
NATIONAL STANDARDS: NPH.K-12.5 Responsible Behavior, NPH.K-12.6 Respect for Others, NPH.K-12.7 Understanding Challenge, NL-ENG.K-12.3 Evaluation Strategies, NL-ENG.K-12.4 Communication Skills, NL-ENG.K-12.5 Communication Strategies

SKILL 5 TITLE: **Responsibilities**
TIME: 270 minutes
PURPOSE: Introduces cadets to responsibility, authority and accountability and explains the relationship between them. It also explains the role of the officer and noncommissioned officer.
COMPETENCY: Assess attributes of leadership.
NATIONAL STANDARDS: NPH.K-12.5 Responsible Behavior, NPH.K-12.6 Respect for Others, NPH.K-12.7 Understanding Challenge, NL-ENG.K-12.3 Evaluation Strategies, NL-ENG.K-12.4 Communication Skills, NL-ENG.K-12.5 Communication Strategies

SKILL 6 TITLE: **Esprit de Corps**
TIME: 450 minutes
PURPOSE: Introduces cadets to motivation, morale, discipline, how to positively resolve conflicts, equal opportunity, sexual harassment, and fraternization.
COMPETENCY: Develop Esprit de Corps through applying motivational skills; develop leadership skills; develop leadership skills through military discipline; develop leadership skills through conflict resolution; maintain Esprit de Corps through equal opportunity.
NATIONAL STANDARDS: NL-ENG.K-12.4 Communication Skills, NL-ENG.K-12.3 Evaluation Strategies NL-ENG. K-12.6 Applying Knowledge, NL-ENG. K-12.7 Evaluating Data, NPH.K-12.5 Responsible Behavior, NPH.K-12.6 Respect for Others

SKILL 7 TITLE: **Proficiency**
TIME: 405 minutes
PURPOSE: Explains the importance of proficiency at all levels and the need to evaluate performance to maintain proficiency.
COMPETENCY: Assess attributes of leadership; develop proficiency in conducting individual and team training; develop leadership skills, evaluate and record the performance of subordinates.
NATIONAL STANDARDS: NPH.K-12.5 Responsible Behavior, NPH.K-12.6 Respect for Others, NPH.K-12.7 Understanding Challenge, NL-ENG.K-12.3 Evaluation Strategies, NL-ENG.K-12.4 Communication Skills, NL-ENG.K-12.5 Communication Strategies

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CATEGORY 2 TITLE: **CITIZENSHIP**

TRACKS: **PROGRAM OF INSTRUCTION:** 43 hours

PURPOSE: Provides all aspects of citizenship to include patriotism, citizenship requirements, civic responsibilities, and national defense.

SKILL 1 TITLE: **Patriotism**

TIME: 810 minutes

PURPOSE: Introduces cadets to patriotism, citizenship and its requirements, major freedom documents of the United States and noteworthy American Patriots.

COMPETENCY: Examine your role as an American citizen; assess the rights and responsibilities of citizenship; understand the institutions and practices of government created during the Revolution and how they were revised between 1787 and 1815 to create the foundation of the American political system based on the U.S. Constitution and the Bill of Rights.

NATIONAL STANDARDS: NSS-C.9-12.5. Role of Citizen, NSS-USH.5-12.3 ERA3: Revolution and the New Nation (1754 – 1820s), NPH.K-12.6 Respect for Others, NPH.K-12.7 Understanding Challenge

SKILL 2 TITLE: **Civil Responsibilities**

TIME: 315 minutes

PURPOSE: Explains civic responsibilities to include volunteerism, getting involved, planning, and conducting special events and the importance of staying abreast of current events.

COMPETENCY: Examine your role as an American citizen.

NATIONAL STANDARDS: NSS-C.9-12.5 Role of the Citizen

SKILL 3 TITLE: **National Defense**

TIME: 630 minutes

PURPOSE: Explains the systems of government, branches of government and history of the U.S. Flag and the Great American Seal. It also provides the requirements for the declaration of war.

COMPETENCY: Understand global and economic trends in the high period of Western dominance; describe how power and responsibility are distributed, shared, and limited in the government established by the United States Constitution; assess your awareness of the history of the U.S. Flag; assess your awareness of the Great Seal of the United States; understand the U.S. role in world affairs;

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NATIONAL STANDARDS: understand that civic dispositions or traits of private and public character are important to the preservation and improvement of American constitutional democracy.
NSS-USH.5-12.8 The 20th Century, NSS-C.9-12.3 Principles of Democracy, NSS-C.9-12.5 Role of the Citizen, NSS-USH.5-12.3 ERA 3: Revolution and the New Nation, NSS-USH.512.4 ERA 4: Expansion and Reform, NSS-USH.5-12.6 ERA 6: The Emergence of Modern America, NSS-USH.5-12.8 ERA 8: The Great Depression and World War II

CATEGORY 3 TITLE: **PERSONAL GROWTH AND RESPONSIBILITY**

TRACKS: **PROGRAM OF INSTRUCTION:** 118 hours

PURPOSE: Provides information and requires cadet involvement in physical fitness, health, hygiene, nutrition, social skills, written and oral communication and personal finance.

SKILL 1 TITLE: **Physical Fitness**

TIME: 360 minutes

PURPOSE: Provides instruction on all aspects of MCJROTC physical fitness.

COMPETENCY: Assess your awareness of fitness and a healthy lifestyle.

NATIONAL STANDARDS: NPH.K-12.4 Physical Fitness

SKILL 2 TITLE: **Health, Hygiene, and Nutrition**

TIME: 720 minutes

PURPOSE: Provides information on health, hygiene, and nutrition.

COMPETENCY: Assess your awareness of fitness and a healthy lifestyle; illustrate your awareness of drugs and drug abuse; explore prevention strategies for substance abuse.

NATIONAL STANDARDS: NPH-H.9-12.3 Reducing Health Risks, NPH-H.9-12.1 Health Promotion and Disease Prevention

SKILL 3 TITLE: **Social Skills**

TIME: 360 minutes

PURPOSE: Provides information on manners, dress, and etiquette to develop social skills.

COMPETENCY: Develop social skills; demonstrate how to act appropriately in social settings.

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NATIONAL STANDARDS: NL-ENG.K-12.3 Evaluation Strategies, NL-ENG.K-12.4 Communication Skills, NL-ENG.K-12.5 Communication Strategies, NL-ENG.K-12.11 Participating in Society

SKILL 4 TITLE: **Written and Oral Communication**

TIME: 1260 minutes

PURPOSE: Explains and requires demonstration of cadets' written and oral communications skills.

COMPETENCY: Develop effective and efficient study skills; state the importance of proper written and oral communication techniques; use communication processes to relate to others; explain and demonstrate effective speaking skills; assess oral presentation ability; explain and demonstrate effective writing skills; improve written and oral communication through teaching; improve written communication through writing a research paper.

NATIONAL STANDARDS: NL-ENG.K-12.3 Evaluation Strategies, NL-ENG.K-12.4 Communication Skills, NL-ENG.K-12.5 Communication Strategies, NL-ENG.K-12.12 Applying Language Skills, NL-ENG.K-12.7 Evaluating Data

SKILL 5 TITLE: **Personal Finance**

TIME: 2160 minutes

PURPOSE: Introduces cadets to all aspects of personal finance as provided by the National Endowment for Financial Education® (NEFE®) High School Financial Planning Program. Introduces cadets to: financial planning, careers, budgeting, savings and investments, credit, and insurance. Cadets will learn about the financial planning process and how they can take control of their finances. This program is offered to instructors at no cost, contact NEFE® <http://www.nefe.org> for HSFPF ordering information.

COMPETENCY: Develop a financial plan.

NATIONAL STANDARDS: NSS-EC.9-12.2 Effective Decision Making, NSS-EC.9-12.4 Positive and Negative Incentives, NSS-EC.9-12.11 Money, NSS-EC.9-12.12 Interest Rates, NSS-EC.9-12.13 Income and Earning, NSS-EC.9-12.14 Entrepreneurs, NSS-EC.9-12.15 Investment, NM.5-8.1 Problem Solving, NM.5-8.2 Communication, NM.5-8.3 Reasoning, NM.5-8.4 Connections, NM.5-8.6 Number Systems and Theory, NL-ENG.K-12.1 Reading for Perspective, NL-ENG.K-12.3 Evaluation Strategies, NL-ENG.K-12.4 Communication Skills, NL-ENG.K-12.7 Evaluating Data

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CATEGORY 4 TITLE: **PUBLIC SERVICE AND CAREER EXPLORATION**

TRACKS: **PROGRAM OF INSTRUCTION:** 15 hours

PURPOSE: Provides information on career preparation and opportunities for public service.

SKILL 1 TITLE: **Career Preparation**

TIME: 360 minutes

PURPOSE: Introduces cadets to the importance of career preparation that includes portfolios, resumes, job applications and interviews, college preparation and behavior in the workplace.

COMPETENCY: Create a portfolio; complete a job application and participate in a job interview; know basic entrance requirements for college; complete a college application; develop acceptable behavior; prepare a resume.

NATIONAL STANDARDS: NL-ENG.K-12.3 Evaluation Strategies, NT.K-12.4 Technology Communication Tools, NL-ENG.K-12.1 Reading for Perspective, NL-ENG.K-12.3 Evaluation Strategies, NL-ENG.K-12.4 Communication Skills, NL-ENG.K-12.5 Communication Strategies, NL-ENG.K-12.6 Applying Knowledge, NL-ENG.K-12.6 Applying Language Skills; NL-ENG.K-12.7 Evaluating Data, NL-ENG.K-12.8 Developing Research Skills

SKILL 2 TITLE: **Opportunities in Public Service**

TIME: 315 minutes

PURPOSE: Provides information on opportunities for community service and employment in public service. It also explains military benefits, Marine officer, and enlisted opportunities, the Selective Service System and the ASVAB.

COMPETENCY: Become aware of community service careers; explore career opportunities; explore military service benefits; describe the different enlisted accession and career programs; prepare for your career; understand Selective Service registration procedures.

NATIONAL STANDARDS: NL-ENG.K-12.3 Evaluation Strategies, NL-ENG.K-12.6 Applying Knowledge, NL-ENG.K-12.6 Applying Language Skills, NT.K-12.4 Technology Communication Tools, NL-ENG.K-12.1 Reading for Perspective, NL-ENG.K-12.3 Evaluation Strategies, NL-ENG.K-12.4 Communication Skills, NL-ENG.K-12.5 Communication Strategies, NL-ENG.K-12.7 Evaluating Data, NL-ENG.K-12.8 Developing Research Skills

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CATEGORY 5 TITLE: **GENERAL MILITARY SUBJECTS**

TRACKS: **PROGRAM OF INSTRUCTION:** 210 hours

PURPOSE: Explains all aspects of MCJROTC administration, drill and ceremonies, uniforms, clothing and equipment, customs, courtesies and traditions of the Marine Corps, ranks structure, chain of command, military history, marksmanship, first aid, guard duty, land navigation, and the Uniform Code of Military Justice (UCMJ).

SKILL 1 TITLE: **Administration**

TIME: 585 minutes

PURPOSE: Introduces cadets to all aspects of MCJROTC Leadership Education to include organization, requirements, benefits, promotions and awards, uniform, conduct, record maintenance, and security.

COMPETENCY: Identify the requirements for successful completion of MCJROTC leadership education course; identify the organizational elements of a MCJROTC unit; identify the requirements for MCJROTC participation; identify the benefits of MCJROTC; explain policies for promotions and awards; identify uniform issue items; exhibit good conduct; describe cadet records; identify proper security procedures.

NATIONAL STANDARDS: NL-ENG.K-12.3 Evaluation Strategies, NL-ENG.K-12.6 Applying Knowledge, NL-ENG.K-12.6 Applying Language Skills, NSS-C.9-12.5 Role of the Citizen

SKILL 2 TITLE: **Drill and Ceremonies**

TIME: 180 minutes

PURPOSE: Provides information and requires execution to standard of all aspects of drill and ceremonies.

COMPETENCY: Relate your leadership skill to the JROTC program.

NATIONAL STANDARDS: NPH.K-12.1 Movement Forms, NPH.K-12.2 Movement Concepts, NPH.K-12.5 Responsible Behavior, NPH.K-12.6 Respect for Others, NPH.K-12.7 Understanding Challenge, NL-ENG.K-12.3 Evaluation Strategies, NL-ENG.K-12.4 Communication Skills, NL-ENG.K-12.5 Communication Strategies, NL-ENG.K-12.12 Applying Language Skills

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| | |
|----------------------------|---|
| SKILL 3 TITLE: | Uniforms, Clothing, and Equipment |
| TIME: | 540 minutes |
| PURPOSE: | Provides information on uniforms, clothing, and equipment in accordance with regulatory guidelines. |
| COMPETENCY: | Maintain a professional personal appearance; identify MCJROTC uniforms; properly wear and care for Service A, B, and C uniforms; properly wear and care for MCJROTC uniforms; demonstrate knowledge of uniforms, insignia, and grooming. |
| NATIONAL STANDARDS: | NL-ENG.K-12.3 Evaluation Strategies, NL-ENG.K-12.6 Applying Knowledge, NL-ENG.K-12.6 Applying Language Skills |
| SKILL 4 TITLE: | Customs, Courtesies, and Traditions |
| TIME: | 815 minutes |
| PURPOSE: | Provides information on all aspects of customs, courtesies, and traditions to include rendering salutations, reporting, the Marine Corps birthday celebrations, Marine Corps symbols, and Hymn. |
| COMPETENCY: | Execute a proper hand salute; render proper salutations; demonstrate proper reporting procedures; render honors to the colors; sing the Marines' Hymn; know the three parts of the Marine Corps emblem; know the significance of the Marine Corps birthday; identify sea service terms; identify significant symbols of the Marine Corps; properly display National, State, Organizational flags; describe the significance of the Pledge of Allegiance; demonstrate the proper procedures for entering vehicles and boarding Naval vessels; conduct a Marine Corps birthday ceremony; plan a mess night. |
| NATIONAL STANDARDS: | NPH.K-12.5 Responsible Behavior, NPH.K-12.6 Respect for Others, NPH.K-12.7 Understanding Challenge, NL-ENG.K-12.3 Evaluation Strategies, NL-ENG.K-12.4 Communication Skills, ENG.K-12.5 Communication Strategies |
| SKILL 5 TITLE: | Rank Structure |
| TIME: | 585 minutes |
| PURPOSE: | Provides the rank structures for the Marine Corps and MCJROTC, Navy and Navy JROTC, Army and Army JROTC, and Air Force and Air Force JROTC. |
| COMPETENCY: | Identify rank structure. |
| NATIONAL STANDARDS: | NL-ENG.K-12.3 Evaluation Strategies, NI-ENG.K-12.6 Applying Knowledge |

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SKILL 6 TITLE: **Chain of Command**
TIME: 450 minutes
PURPOSE: Introduces cadets to the purpose of the chain of command, the MCJROTC chain of command, and the Marine Corps chain of command.
COMPETENCY: Identify chain of command; describe the Marine Corps organization; describe the Marine Air-Ground Task Force; identify posts and stations.
NATIONAL STANDARDS: NL-ENG.K-12.3 Evaluation Strategies, NI-ENG.K-12.6 Applying Knowledge

SKILL 7 TITLE: **Military History**
TIME: 1710 minutes
PURPOSE: Provides an overview of the history of the Marine Corps to include origins of the Corps, significant dates, people, and battles.
COMPETENCY: Understand territorial expansion and how it affected relations with external powers and Native Americans; changing role of the United States in world affairs through World War I; understand the causes and course of World War II; understand recent developments in foreign and domestic politics; understand the reasons for U.S. victory in the Revolution and territorial expansion after 1801; assess knowledge of Marine History during expansion and reform; understand the changing role of the United States in world affairs through World War I; understand how the United States changed from the end of World War I to the eve of the Great Depression; understand the causes and course of World War II, the character of the war at home and abroad, and its reshaping of the U.S. role in world affairs; identify Bronze Star through Medal of Honor medals and ribbons; understand how the Cold War and conflicts in Korea and Vietnam influenced domestic and international policies; understand the recent developments in foreign and domestic politics.
NATIONAL STANDARDS: NSS-USH.5-12.3 Era 3: Revolution and the New Nation (1754-1820s); NSS-USH.5-12.4 Era 4: Expansion and Reform (1801-1861); NSS-USH.5-12.7 Era 7: The Emergence of Modern America (1890-1930); NSS-USH.5-12.8 Era 8: The Great Depression and World War II (1929-1945); NSS-USH.5-12.9 Era 9: Postwar United States (1945 to early 1970s); NSS-USH.5-12.10 Era 10: Contemporary United States (1968 to the Present); NSS-C.9-12.5 Roles of the Citizen

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SKILL 8 TITLE: **Marksmanship**
TIME: 900 minutes
PURPOSE: Provides information on the safe operation and training of rifle marksmanship.
COMPETENCY: Demonstrate air rifle safety and marksmanship skills.
NATIONAL STANDARDS: NPH.K-12.1 Movement Forms, NPH.K-12.2 Movement Concepts, NPH.K-12.5 Responsible Behavior, NPH.K-12.6 Respect for Others, NPH.K-12.7 Understanding Challenge

SKILL 9 TITLE: **First Aid**
TIME: 270 minutes
PURPOSE: Provides information and training on the four life-saving steps and prevention and treatment of heat and cold weather injuries.
COMPETENCY: Apply basic life-saving and first aid skills.
NATIONAL STANDARDS: NL-ENG.K-12.3 Evaluation Strategies, NL-ENG.K-12.6 Applying Knowledge, NPH-H.9-12.3 Reducing Health Risks, NPH-H.9-12.5 Using Communication Skills to Promote Health, NPH-H.9-12.7 Health Advocacy, NPH.K-12.5 Responsible Behavior

SKILL 10 TITLE: **Interior Guard**
TIME: 225 minutes
PURPOSE: Explains general and special orders and guard duty.
COMPETENCY: Describe guard duty; describe the interior guard.
NATIONAL STANDARDS: NL-ENG.K-12.3 Evaluation Strategies, NL-ENG.K-12.6 Applying Knowledge, NL-ENG.K-12.6 Applying Language Skills

SKILL 11 TITLE: **Land Navigation**
TIME: 1800 minutes
PURPOSE: Provides information on all aspects of land navigation.
COMPETENCY: Identify the marginal information, colors used, and topographic symbols; determine four and six digit grid coordinates; determine straight-line and irregular map distances between two points; determine azimuths; identify terrain features on a topographical map; identify the parts and functions of the compass; determine current location; determine the location of distant objects; navigate with a compass during daylight and navigate around obstacles; navigate using terrain association and dead reckoning; use map reading skills for an orienteering course; determine slope and contour interval on a topographical map.

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NATIONAL STANDARDS: NPH.K-12.5 Responsible Behavior, NM.9-12.7 Geometry, NSS-G.K-12.3 Physical Systems, NSS-G.K-12.1 The World in Spatial Terms, NSS-G.K-12.6 The Uses of Geography

SKILL 12 TITLE: **Uniform Code of Military Justice**

TIME: 585 minutes

PURPOSE: Explains the Uniform Code of Military Justice (UCMJ) to include origin, purpose, and types of courts martial, punishments, and discharges.

COMPETENCY: Understand how power and responsibility are distributed, shared, and limited in the government established by the United States Constitution; understand the rights of the citizen; understand the place of law in the American constitutional system; understand the general provisions of selected punitive articles; understand the forms of punishment authorized by the UCMJ and the five types of discharge; what is the place of law in the American constitutional system?

NATIONAL STANDARDS: NSS-C.9-12.3 Principles of Democracy, NSS-C.9-12.5 Role of the Citizen

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Categories, Skills, and Tasks (Lessons)

| | | |
|-------------------|--|---------|
| Category 1 | Leadership | |
| <i>Skill 1</i> | <i>Objectives of Leadership</i> | |
| C1-S1-T1 | Leadership Defined | 45 min |
| C1-S1-T2 | The Leader Within | 45 min |
| C1-S1-T3 | Leadership Primary and Secondary Objectives | 90 min |
| <i>Skill 2</i> | <i>Core Values</i> | |
| C1-S2-T1 | Ethics, Morals, Values | 90 min |
| C1-S2-T2 | Marine Corps Values | 90 min |
| <i>Skill 3</i> | <i>Leadership Traits</i> | |
| C1-S3-T1 | Using Introspection to Develop Leadership Traits | 45 min |
| C1-S3-T2 | Military Leadership Traits | 90 min |
| <i>Skill 4</i> | <i>Leadership Principles</i> | |
| C1-S4-T1 | The 11 Leadership Principles | 90 min |
| <i>Skill 5</i> | <i>Responsibilities</i> | |
| C1-S5-T1 | Responsibility, Accountability, Authority | 90 min |
| C1-S5-T2 | The Role of the NCO | 90 min |
| C1-S5-T3 | The Role of the Officer | 90 min |
| <i>Skill 6</i> | <i>Esprit De Corps</i> | |
| C1-S6-T1 | Motivational Principles and Techniques | 90 min |
| C1-S6-T2 | Maintaining High Morale | 90 min |
| C1-S6-T3 | Marine Discipline | 90 min |
| C1-S6-T4 | Resolving Conflicts in a Group | 90 min |
| C1-S6-T5 | In All Fairness – Equal Opportunity, Sexual Harassment and Fraternization | 90 min |
| <i>Skill 7</i> | <i>Proficiency</i> | |
| C1-S7-T1 | Team Training | 90 min |
| C1-S7-T2 | Proficiency Defined | 45 min |
| C1-S7-T3 | Conducting Individual and Team Training | 90 min |
| C1-S7-T4 | Importance of Inspections and Evaluations | 45 min |
| C1-S7-T5 | Evaluating and Recording Performance | 45 min |
| C1-S7-T6 | Leadership Styles | 90 min |
| Category 2 | Citizenship | |
| <i>Skill 1</i> | <i>Patriotism</i> | |
| C2-S1-T1 | Defining Patriotism | 90 min |
| C2-S1-T2 | Rights, Responsibilities, and Privileges | 90 min |
| C2-S1-T3 | Attaining Citizenship | 90 min |
| C2-S1-T4 | Freedom Documents | 180 min |
| C2-S1-T5 | U.S. Citizenship | 90 min |
| C2-S1-T6 | Portraits of Patriots | 180 min |
| C2-S1-T7 | Great Americans and Their Contributions | 90 min |

Course: Leadership Education

Course Name: Marine Corps Junior Reserve Officers' Training Corps

Preparation Date: 6 March 2002

Optimum Class Size: 20

| | | |
|-------------------|---|---------|
| Skill 2 | Civic Responsibilities | |
| C2-S2-T1 | Volunteerism | 90 min |
| C2-S2-T2 | Getting Involved | 45 min |
| C2-S2-T3 | Plan and Conduct Special Events | 90 min |
| C2-S2-T4 | Keeping Current with Current Events | 90 min |
| Skill 3 | National Defense | |
| C2-S3-T1 | Systems of Government | |
| L1 | Political Systems of Government | 90 min |
| L2 | Economic Systems of Government | 90 min |
| C2-S3-T2 | Three Branches of Government | 90 min |
| C2-S3-T3 | History of the U.S. Flag | 90 min |
| C2-S3-T4 | Great American Seal | 90 min |
| C2-S3-T5 | Declare War/Maintain Navy | 90 min |
| C2-S3-T6 | Congress and the President – Their Tug of “War” | 90 min |
| Category 3 | Personal Growth and Responsibilities | |
| Skill 1 | Physical Fitness | |
| C3-S1-T1 | Physical Fitness Training-The Daily Sixteen | 180 min |
| C3-S1-T2 | The National Youth Physical Fitness Program | 180 min |
| Skill 2 | Health, Hygiene and Nutrition | |
| C3-S2-T1 | Personal Hygiene | 90 min |
| C3-S2-T2 | Suicide Awareness and Prevention | 90 min |
| C3-S2-T3 | Managing Your Stress | 90 min |
| C3-S2-T4 | Drug and Alcohol Use and Abuse | 90 min |
| C3-S2-T5 | Drug and Alcohol, Prevention and Intervention | 90 min |
| C3-S2-T6 | Tobacco-Use and Effects | 90 min |
| C3-S2-T7 | You Are What You Eat | 90 min |
| C3-S2-T8 | Nourishing Your Body | 90 min |
| Skill 3 | Social Skills | |
| C3-S3-T1 | Practicing Good Manners | 90 min |
| C3-S3-T2 | Proper Table Manners | 90 min |
| C3-S3-T3 | Service Etiquette | 180 min |
| Skill 4 | Written and Oral Communications | |
| C3-S4-T1 | Effective Study Skills: Note Taking and SQ3R | 180 min |
| C3-S4-T2 | Communicating Effectively through Writing | 90 min |
| C3-S4-T3 | Becoming a Better Listener | 90 min |
| C3-S4-T4 | Becoming a Better Speaker | 90 min |
| C3-S4-T5 | Preparing and Giving Speeches | 360 min |
| C3-S4-T6 | Learn Effective Writing Skills | 90 min |
| C3-S4-T7 | No lesson plan required | 90 min |
| C3-S4-T8 | Preparing and Teaching a Lesson | 180 min |
| C3-S4-T9 | Writing a Research Paper | 180 min |
| Skill 5 | Personal Finance | |
| C3-S5-T1 | NEFE Unit 1 | 360 min |

Course: Leadership Education

Course Name: Marine Corps Junior Reserve Officers' Training Corps

Preparation Date: 6 March 2002

Optimum Class Size: 20

| | | |
|----------|-------------|---------|
| C3-S5-T2 | NEFE Unit 2 | 360 min |
| C3-S5-T3 | NEFE Unit 3 | 360 min |
| C3-S5-T4 | NEFE Unit 4 | 360 min |
| C3-S5-T5 | NEFE Unit 5 | 360 min |
| C3-S5-T6 | NEFE Unit 6 | 360 min |

Category 4 Public Service and Career Exploration

Skill 1

Career Preparation

| | | |
|----------|--|---------|
| C4-S1-T1 | Introduction to Career Preparation – The Portfolio | 90 min |
| C4-S1-T2 | The Job Application and Interview | 135 min |
| C4-S1-T3 | College Preparation | 45 min |
| C4-S1-T4 | Behavior in the Workplace | 45 min |
| C4-S1-T5 | Resume | 45 min |

Skill 2

Opportunities in Public Service

| | | |
|----------|------------------------------------|--------|
| C4-S2-T1 | Community Service Careers | 45 min |
| C4-S2-T2 | State and Federal Careers | 45 min |
| C4-S2-T3 | Military Service Benefits | 45 min |
| C4-S2-T4 | Marine Enlisted Career Progression | 45 min |
| C4-S2-T5 | Marine Officer Career Progression | 45 min |
| C4-S2-T6 | Selective Service System | 45 min |
| C4-S2-T7 | ASVAB Test | 45 min |

Category 5 General Military Subjects

Skill 1

Administration

| | | |
|----------|---|--------|
| C5-S1-T1 | Introduction to MCJROTC Leadership Education | 45 min |
| C5-S1-T2 | MCJROTC Unit Organization | 45 min |
| C5-S1-T3 | Requirements for MCJROTC Participation | 45 min |
| C5-S1-T4 | The Benefits for Successful Completion of MCJROTC | 45 min |
| C5-S1-T5 | Promotions and Awards – Signs of Success | 90 min |
| C5-S1-T6 | Uniform Issue and Turn-In | 90 min |
| C5-S1-T7 | Codes of Conduct | 90 min |
| C5-S1-T8 | Cadet Records | 45 min |
| C5-S1-T9 | Security Procedures – Are you Aware? | 90 min |

Skill 2

Drill and Ceremonies

| | | |
|-----------|-----------------------|--------|
| C5-S2-T1 | | |
| L1 | History of Drill | 90 min |
| L2 | Introduction to Drill | 90 min |
| C5-S2-T2 | Drill and Ceremony | |
| C5-S2-T3 | Drill and Ceremony | |
| C5-S2-T4 | Drill and Ceremony | |
| C5-S2-T5 | Drill and Ceremony | |
| C5-S2-T6 | Drill and Ceremony | |
| C5-S2-T7 | Drill and Ceremony | |
| C5-S2-T8 | Drill and Ceremony | |
| C5-S2-T9 | Drill and Ceremony | |
| C5-S2-T10 | Drill and Ceremony | |

Course: Leadership Education

Course Name: Marine Corps Junior Reserve Officers' Training Corps

Preparation Date: 6 March 2002

Optimum Class Size: 20

| | | |
|----------------|--|--------|
| C5-S2-T11 | Drill and Ceremony | |
| C5-S2-T12 | Drill and Ceremony | |
| C5-S2-T13 | Drill and Ceremony | |
| C5-S2-T14 | Drill and Ceremony | |
| C5-S2-T15 | Drill and Ceremony | |
| C5-S2-T16 | Drill and Ceremony | |
| C5-S2-T17 | Drill and Ceremony | |
| C5-S2-T18 | Drill and Ceremony | |
| C5-S2-T19 | Drill and Ceremony | |
| C5-S2-T20 | Drill and Ceremony | |
| C5-S2-T21 | Drill and Ceremony | |
| C5-S2-T22 | Drill and Ceremony | |
| Skill 3 | <i>Uniforms, Clothing, and Equipments</i> | |
| C5-S3-T1 | Professional Personal Appearance | 90 min |
| C5-S3-T2 | Introduction to MCJROTC Uniforms | 90 min |
| C5-S3-T3 | Wear and Care of the Utility and Physical Training Uniform | 90 min |
| C5-S3-T4 | Wear and Care of the Service Uniform | 45 min |
| C5-S3-T5 | Uniforms, Insignia and Grooming | 90 min |
| C5-S3-T6 | Personnel Inspections | 45 min |
| C5-S3-T7 | Blue Dress Uniforms | 90 min |
| Skill 4 | <i>Customs, Courtesies and Traditions</i> | |
| C5-S4-T1 | The Salute – A Sign of Respect | 45 min |
| C5-S4-T2 | Rendering Salutations | 90 min |
| C5-S4-T3 | Reporting | 45 min |
| C5-S4-T4 | The National Colors – Symbol of Freedom | 45 min |
| C5-S4-T5 | Marines' Hymn | 90 min |
| C5-S4-T6 | A Symbol of Pride | 45 min |
| C5-S4-T7 | Marine Corps Birthday | 45 min |
| C5-S4-T8 | Nautical Terms | 45 min |
| C5-S4-T9 | Marine Corps Symbols | 90 min |
| C5-S4-T10 | United States Flag – Colors of Pride | 90 min |
| C5-S4-T11 | Pledge of Allegiance | 45 min |
| C5-S4-T12 | Boarding a Naval Vessel | 45 min |
| C5-S4-T13 | Marine Corps Birthday Celebration | 45 min |
| C5-S4-T14 | Mess Night | 45 min |
| Skill 5 | <i>Rank Structure</i> | |
| C5-S5-T1 | Marine Corps JROTC Rank Structure | 90 min |
| C5-S5-T2 | Marine Corps Rank Structure | 90 min |
| C5-S5-T3 | Navy Rank Structure | 90 min |
| C5-S5-T4 | Navy JROTC Rank Structure | 45 min |
| C5-S5-T5 | Army Rank Structure | 45 min |
| C5-S5-T6 | Army JROTC Rank Structure | 45 min |
| C5-S5-T7 | Air Force Rank Structure | 45 min |

Course: Leadership Education

Course Name: Marine Corps Junior Reserve Officers' Training Corps

Preparation Date: 6 March 2002

Optimum Class Size: 20

| | | |
|----------------|---|--------|
| C5-S5-T8 | Air Force JROTC Rank Structure | 45 min |
| C5-S5-T9 | Marine Corps Rank | 90 min |
| <i>Skill 6</i> | <i>Chain of Command</i> | |
| C5-S6-T1 | The Purpose of the Chain of Command | 45 min |
| C5-S6-T2 | MCJROTC Unit Chain of Command | 90 min |
| C5-S6-T3 | Marine Corps Chain of Command | 45 min |
| C5-S6-T4 | Marine Corps Posts and Stations | 90 min |
| C5-S6-T5 | The Organization of the Marine Corps | 90 min |
| C5-S6-T6 | The Marine Air-Ground Task Force | 90 min |
| <i>Skill 7</i> | <i>Military History</i> | |
| C5-S7-T1 | | |
| L1 | From the Halls of Montezuma | 90 min |
| L2 | Growth in Size and Stature | 90 min |
| L3 | World War II and the Korean War | 90 min |
| L4 | The Marines in the Modern Era | 90 min |
| C5-S7-T2 | | |
| L1 | U.S. Marine Corps - The Early Years (1175-1815) | 90 min |
| L2 | A New Nation Takes Shape | 90 min |
| L3 | The Marines have Landed | 90 min |
| L4 | The War to End all Wars | 90 min |
| C5-S7-T3 | | |
| L1 | In Between Wars (1919-1941) | 90 min |
| L2 | 1942 | 90 min |
| L3 | 1943 | 90 min |
| L4 | 1944 | 90 min |
| L5 | 1945 | 90 min |
| C5-S7-T4 | Medals and Ribbons | 90 min |
| C5-S7-T5 | | |
| L1 | The Korean War | 90 min |
| L2 | The Fifties and Early Sixties | 90 min |
| L3 | The Dominican Republic and the War in Vietnam | 90 min |
| L4 | Post Vietnam and the 80s | 90 min |
| L5 | The Gulf War, Somalia, and Bosnia | 90 min |
| <i>Skill 8</i> | <i>Marksmanship</i> | |
| C5-S8-T1 | | |
| L1 | History of Marksmanship | 90 min |
| L2 | Firearm Safety and Safe Range Operation | 90 min |
| L3 | Target Shooting Equipment and Its Operation | 90 min |
| C5-S8-T2 | | |
| L1 | The First Target Position Standing | 90 min |
| L2 | Aiming and Firing | 90 min |
| L3 | Sight Adjustment and Scoring | 90 min |
| L4 | The Prone Position | 90 min |

Course: Leadership Education

Course Name: Marine Corps Junior Reserve Officers' Training Corps

Preparation Date: 6 March 2002

Optimum Class Size: 20

| | | |
|-----------------|--|---------|
| L5 | The Kneeling Position | 90 min |
| L6 | Practice and Skill Development | 90 min |
| L7 | Competition Opportunities | 90 min |
| Skill 9 | First Aid | |
| C5-S9-T1 | The Four Life-Saving Steps | 90 min |
| C5-S9-T2 | Heat Injuries | 90 min |
| C5-S9-T3 | Treatment of Cold Weather Injuries | 90 min |
| Skill 10 | Interior Guard | |
| C5-S10-T1 | The Eleven General Orders | 135 min |
| C5-S10-T2 | Interior Guard | 90 min |
| Skill 11 | Land Navigation | |
| C5-S11-T1 | Introduction to the Military Map | 90 min |
| C5-S11-T2 | The Grid System | 90 min |
| C5-S11-T3 | Determining Distance | 90 min |
| C5-S11-T4 | Azimuth | 90 min |
| C5-S11-T5 | Terrain Features | 90 min |
| C5-S11-T6 | Slope and Contour Lines | 180 min |
| C5-S11-T7 | The Lensatic Compass | 90 min |
| C5-S11-T8 | Determining Your Location | 180 min |
| C5-S11-T9 | Determining the Location of Distant Objects | 180 min |
| C5-S11-T10 | Navigating with a Compass | 180 min |
| C5-S11-T11 | Terrain Association and Dead Reckoning | 180 min |
| C5-S11-T12 | Orienteering | 360 min |
| Skill 12 | Uniform Code of Military Justice (UCMJ) | |
| C5-S12-T1 | The Uniform Code of Military Justice – Why? When? Who? | 90 min |
| C5-S12-T2 | Nonjudicial Punishment and the Rights of the Accused | 135 min |
| C5-S12-T3 | Three Types of Court Martial | 90 min |
| C5-S12-T4 | Punitive Articles | 90 min |
| C5-S12-T5 | Punishments and Discharges | 90 min |
| C5-S12-T6 | Mock Trial - NJP | 90 min |

Course: Leadership Education

Course Name: Marine Corps Junior Reserve Officers' Training Corps

Preparation Date: 6 March 2002

Optimum Class Size: 20

Lessons by LE Level

LE 1

Category 1 Leadership

Skill 1 Objectives of Leadership

C1-S1-T1 Leadership Defined 45 min

C1-S1-T2 The Leader Within 45 min

Skill 2 Core Values

C1-S2-T1 Ethics, Morals, Values 90 min

C1-S2-T2 Marine Corps Values 90 min

Skill 3 Leadership Traits

C1-S3-T1 Using Introspection to Develop Leadership Traits 45 min

C1-S3-T2 Military Leadership Traits 90 min

Category 2 Citizenship

Skill 1 Patriotism

C2-S1-T1 Defining Patriotism 90 min

C2-S1-T2 Rights, Responsibilities, and Privileges 90 min

C2-S1-T3 Attaining Citizenship 90 min

Skill 2 Civic Responsibilities

C2-S2-T1 Volunteerism 90 min

C2-S2-T2 Getting Involved 45 min

Category 3 Personal Growth and Responsibilities

Skill 1 Physical Fitness

C3-S1-T1 Physical Fitness Training-The Daily Sixteen 180 min

C3-S1-T2 The National Youth Physical Fitness Program 180 min

Skill 2 Health, Hygiene and Nutrition

C3-S2-T1 Personal Hygiene 90 min

C3-S2-T2 Suicide Awareness and Prevention 90 min

C3-S2-T3 Managing Your Stress 90 min

C3-S2-T4 Drug and Alcohol Use and Abuse 90 min

C3-S2-T5 Drug and Alcohol, Prevention and Intervention 90 min

C3-S2-T6 Tobacco-Use and Effects 90 min

C3-S2-T7 You Are What You Eat 90 min

C3-S2-T8 Nourishing Your Body 90 min

Skill 3 Social Skills

C3-S3-T1 Practicing Good Manners 90 min

C3-S3-T2 Proper Table Manners 90 min

Skill 4 Written and Oral Communications

C3-S4-T1 Effective Study Skills: Note Taking and SQ3R 180 min

C3-S4-T2 Communicating Effectively through Writing 90 min

C3-S4-T3 Becoming a Better Listener 90 min

C3-S4-T4 Becoming a Better Speaker 90 min

Course: Leadership Education

Course Name: Marine Corps Junior Reserve Officers' Training Corps

Preparation Date: 6 March 2002

Optimum Class Size: 20

| | | |
|-------------------|--|---------|
| C3-S4-T5 | Preparing and Giving Speeches | 180 min |
| Category 4 | Public Service and Career Exploration | |
| <i>Skill 1</i> | <i>Career Preparation</i> | |
| C4-S1-T1 | Introduction to Career Preparation – The Portfolio | 90 min |
| Category 5 | General Military Subjects | |
| <i>Skill 1</i> | <i>Administration</i> | |
| C5-S1-T1 | Introduction to MCJROTC Leadership Education | 45 min |
| C5-S1-T2 | MCJROTC Unit Organization | 45 min |
| C5-S1-T3 | Requirements for MCJROTC Participation | 45 min |
| C5-S1-T4 | The Benefits for Successful Completion of MCJROTC | 45 min |
| C5-S1-T5 | Promotions and Awards – Signs of Success | 90 min |
| C5-S1-T6 | Uniform Issue and Turn-In | 90 min |
| C5-S1-T7 | Codes of Conduct | 90 min |
| C5-S1-T8 | Cadet Records | 45 min |
| C5-S1-T9 | Security Procedures – Are you Aware? | 90 min |
| <i>Skill 2</i> | <i>Drill and Ceremonies</i> | |
| C5-S2-T1 | | |
| L1 | History of Drill | 90 min |
| L2 | Introduction to Drill | 90 min |
| C5-S2-T2 | Drill and Ceremony | |
| C5-S2-T3 | Drill and Ceremony | |
| C5-S2-T4 | Drill and Ceremony | |
| C5-S2-T5 | Drill and Ceremony | |
| C5-S2-T6 | Drill and Ceremony | |
| C5-S2-T7 | Drill and Ceremony | |
| C5-S2-T8 | Drill and Ceremony | |
| C5-S2-T9 | Drill and Ceremony | |
| C5-S2-T10 | Drill and Ceremony | |
| C5-S2-T11 | Drill and Ceremony | |
| C5-S2-T12 | Drill and Ceremony | |
| C5-S2-T13 | Drill and Ceremony | |
| C5-S2-T14 | Drill and Ceremony | |
| C5-S2-T15 | Drill and Ceremony | |
| C5-S2-T16 | Drill and Ceremony | |
| C5-S2-T17 | Drill and Ceremony | |
| C5-S2-T18 | Drill and Ceremony | |
| C5-S2-T19 | Drill and Ceremony | |
| C5-S2-T20 | Drill and Ceremony | |
| C5-S2-T21 | Drill and Ceremony | |
| C5-S2-T22 | Drill and Ceremony | |
| <i>Skill 3</i> | <i>Uniforms, Clothing, and Equipments</i> | |
| C5-S3-T1 | Professional Personal Appearance | 90 min |
| C5-S3-T2 | Introduction to MCJROTC Uniforms | 90 min |
| C5-S3-T3 | Wear and Care of the Utility and Physical Training Uniform | 90 min |

Course: Leadership Education

Course Name: Marine Corps Junior Reserve Officers' Training Corps

Preparation Date: 6 March 2002

Optimum Class Size: 20

| | | |
|----------------|---|--------|
| C5-S3-T4 | Wear and Care of the Service Uniform | 45 min |
| <i>Skill 4</i> | <i>Customs, Courtesies and Traditions</i> | |
| C5-S4-T1 | The Salute – A Sign of Respect | 45 min |
| C5-S4-T2 | Rendering Salutations | 90 min |
| C5-S4-T3 | Reporting | 45 min |
| C5-S4-T4 | The National Colors – Symbol of Freedom | 45 min |
| C5-S4-T5 | Marines' Hymn | 90 min |
| C5-S4-T6 | A Symbol of Pride | 45 min |
| C5-S4-T7 | Marine Corps Birthday | 45 min |
| <i>Skill 5</i> | <i>Rank Structure</i> | |
| C5-S5-T1 | Marine Corps JROTC Rank Structure | 90 min |
| C5-S5-T2 | Marine Corps Rank Structure | 90 min |
| <i>Skill 6</i> | <i>Chain of Command</i> | |
| C5-S6-T1 | The Purpose of the Chain of Command | 45 min |
| C5-S6-T2 | MCJROTC Unit Chain of Command | 90 min |
| C5-S6-T3 | Marine Corps Chain of Command | 45 min |
| <i>Skill 7</i> | <i>Military History</i> | |
| C5-S7-T1 | | |
| L1 | From the Halls of Montezuma | 90 min |
| L2 | Growth in Size and Stature | 90 min |
| L3 | World War II and the Korean War | 90 min |
| L4 | The Marines in the Modern Era | 90 min |
| <i>Skill 8</i> | <i>Marksmanship</i> | |
| C5-S8-T1 | | |
| L1 | History of Marksmanship | 90 min |
| L2 | Firearm Safety and Safe Range Operation | 90 min |
| L3 | Target Shooting Equipment and Its Operation | 90 min |
| <i>Skill 9</i> | <i>First Aid</i> | |
| C5-S9-T1 | The Four Life-Saving Steps | 90 min |
| C5-S9-T2 | Heat Injuries | 90 min |
| C5-S9-T3 | Treatment of Cold Weather Injuries | 90 min |

Course: Leadership Education

Course Name: Marine Corps Junior Reserve Officers' Training Corps

Preparation Date: 6 March 2002

Optimum Class Size: 20

Lessons by LE Level

LE 2

Category 1 Leadership

Skill 1 Objectives of Leadership

C1-S1-T3 Leadership Primary and Secondary Objectives 90 min

Skill 4 Leadership Principles

C1-S4-T1 The 11 Leadership Principles 90 min

Skill 5 Responsibilities

C1-S5-T1 Responsibility, Accountability, Authority 90 min

C1-S5-T2 The Role of the NCO 90 min

C1-S5-T3 The Role of the Officer 90 min

Skill 6 Esprit De Corps

C1-S6-T1 Motivational Principles and Techniques 90 min

C1-S6-T2 Maintaining High Morale 90 min

C1-S6-T3 Marine Discipline 90 min

Skill 7 Proficiency

C1-S7-T1 Team Training 90 min

C1-S7-T2 Proficiency Defined 45 min

Category 2 Citizenship

Skill 1 Patriotism

C2-S1-T4 Freedom Documents 180 min

C2-S1-T5 U.S. Citizenship 90 min

Skill 2 Civic Responsibilities

C2-S2-T4 Keeping Current with Current Events 90 min

Skill 3 National Defense

C2-S3-T1 Systems of Government

L1 Political Systems of Government 90 min

L2 Economic Systems of Government 90 min

C2-S3-T2 Three Branches of Government 90 min

C2-S3-T3 History of the U.S. Flag 90 min

C2-S3-T4 Great American Seal 90 min

Category 3 Personal Growth and Responsibilities

Skill 1 Physical Fitness

C3-S1-T1 Physical Fitness Training-The Daily Sixteen

C3-S1-T2 The National Youth Physical Fitness Program

Skill 2 Health, Hygiene and Nutrition

C3-S2-T1 Personal Hygiene 45 min

C3-S2-T2 Suicide Awareness and Prevention 45 min

C3-S2-T3 Managing Your Stress 45 min

C3-S2-T4 Drug and Alcohol Use and Abuse 45 min

C3-S2-T5 Drug and Alcohol, Prevention and Intervention 45 min

Course: Leadership Education

Course Name: Marine Corps Junior Reserve Officers' Training Corps

Preparation Date: 6 March 2002

Optimum Class Size: 20

| | | |
|-------------------|--|---------|
| C3-S2-T6 | Tobacco-Use and Effects | 45 min |
| C3-S2-T7 | You Are What You Eat | 45 min |
| C3-S2-T8 | Nourishing Your Body | 45 min |
| <i>Skill 4</i> | <i>Written and Oral Communications</i> | |
| C3-S4-T5 | Preparing and Giving Speeches | 180 min |
| C3-S4-T6 | Learn Effective Writing Skills | 90 min |
| Category 4 | Public Service and Career Exploration | |
| <i>Skill 1</i> | <i>Career Preparation</i> | |
| C4-S1-T2 | The Job Application and Interview | 135 min |
| Category 5 | General Military Subjects | |
| <i>Skill 2</i> | <i>Drill and Ceremonies</i> | |
| C5-S2-T1 | | |
| L1 | History of Drill | 45 min |
| L2 | Introduction to Drill | 45 min |
| C5-S2-T2 | Drill and Ceremony | |
| C5-S2-T3 | Drill and Ceremony | |
| C5-S2-T4 | Drill and Ceremony | |
| C5-S2-T5 | Drill and Ceremony | |
| C5-S2-T6 | Drill and Ceremony | |
| C5-S2-T7 | Drill and Ceremony | |
| C5-S2-T8 | Drill and Ceremony | |
| C5-S2-T9 | Drill and Ceremony | |
| C5-S2-T10 | Drill and Ceremony | |
| C5-S2-T11 | Drill and Ceremony | |
| C5-S2-T12 | Drill and Ceremony | |
| C5-S2-T13 | Drill and Ceremony | |
| C5-S2-T14 | Drill and Ceremony | |
| C5-S2-T15 | Drill and Ceremony | |
| C5-S2-T16 | Drill and Ceremony | |
| C5-S2-T17 | Drill and Ceremony | |
| C5-S2-T18 | Drill and Ceremony | |
| C5-S2-T19 | Drill and Ceremony | |
| C5-S2-T20 | Drill and Ceremony | |
| C5-S2-T21 | Drill and Ceremony | |
| C5-S2-T22 | Drill and Ceremony | |
| <i>Skill 3</i> | <i>Uniforms, Clothing, and Equipments</i> | |
| C5-S3-T5 | Uniforms, Insignia and Grooming | 90 min |
| C5-S3-T7 | Blue Dress Uniforms | 90 min |
| <i>Skill 4</i> | <i>Customs, Courtesies and Traditions</i> | |
| C5-S4-T8 | Nautical Terms | 45 min |
| C5-S4-T9 | Marine Corps Symbols | 90 min |
| C5-S4-T10 | United States Flag – Colors of Pride | 90 min |
| C5-S4-T11 | Pledge of Allegiance | 45 min |
| C5-S4-T12 | Boarding a Naval Vessel | 45 min |

Course: Leadership Education

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| | | |
|-----------------|--|---------|
| Skill 5 | Rank Structure | |
| C5-S5-T3 | Navy Rank Structure | 90 min |
| C5-S5-T4 | Navy JROTC Rank Structure | 45 min |
| Skill 6 | Chain of Command | |
| C5-S6-T4 | Marine Corps Posts and Stations | 90 min |
| Skill 7 | Military History | |
| C5-S7-T2 | | |
| L1 | U.S. Marine Corps - The Early Years (1175-1815) | 90 min |
| L2 | A New Nation Takes Shape | 90 min |
| L3 | The Marines have Landed | 90 min |
| L4 | The War to End all Wars | 90 min |
| Skill 8 | Marksmanship | |
| C5-S8-T1 | | |
| L2 | Firearm Safety and Safe Range Operation | 90 min |
| L3 | Target Shooting Equipment and Its Operation | 90 min |
| C5-S8-T2 | | |
| L1 | The First Target Position Standing | 90 min |
| L2 | Aiming and Firing | 90 min |
| L3 | Sight Adjustment and Scoring | 90 min |
| L4 | The Prone Position | 90 min |
| L5 | The Kneeling Position | 90 min |
| L6 | Practice and Skill Development | 90 min |
| L7 | Competition Opportunities | 90 min |
| Skill 10 | Interior Guard | |
| C5-S10-T1 | The Eleven General Orders | 135 min |
| C5-S10-T2 | Interior Guard | 90 min |
| Skill 11 | Land Navigation | |
| C5-S11-T1 | Introduction to the Military Map | 90 min |
| C5-S11-T2 | The Grid System | 90 min |
| C5-S11-T3 | Determining Distance | 90 min |
| C5-S11-T4 | Azimuth | 90 min |
| C5-S11-T5 | Terrain Features | 90 min |
| C5-S11-T6 | Slope and Contour Lines | 180 min |
| Skill 12 | Uniform Code of Military Justice (UCMJ) | |
| C5-S12-T1 | The Uniform Code of Military Justice – Why? When? Who? | 90 min |
| C5-S12-T2 | Nonjudicial Punishment and the Rights of the Accused | 135 min |
| C5-S12-T3 | Three Types of Court Martial | 90 min |

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Lessons by LE Level

LE 3

Category 1 Leadership

Skill 7

Proficiency

| | | |
|----------|---|--------|
| C1-S7-T3 | Conducting Individual and Team Training | 90 min |
| C1-S7-T4 | Importance of Inspections and Evaluations | 45 min |
| C1-S7-T5 | Evaluating and Recording Performance | 45 min |
| C1-S7-T6 | Leadership Styles | 90 min |

Category 2 Citizenship

Skill 2

Civic Responsibilities

| | | |
|----------|-------------------------------------|--------|
| C2-S2-T3 | Plan and Conduct Special Events | 90 min |
| C2-S2-T4 | Keeping Current with Current Events | 90 min |

Skill 3

National Defense

| | | |
|----------|---|--------|
| C2-S3-T5 | Declare War/Maintain Navy | 90 min |
| C2-S3-T6 | Congress and the President – Their Tug of “War” | 90 min |

Category 3 Personal Growth and Responsibilities

Skill 1

Physical Fitness

| | | |
|----------|---|--|
| C3-S1-T1 | Physical Fitness Training-The Daily Sixteen | |
| C3-S1-T2 | The National Youth Physical Fitness Program | |

Skill 3

Social Skills

| | | |
|----------|-------------------|---------|
| C3-S3-T3 | Service Etiquette | 180 min |
|----------|-------------------|---------|

Skill 4

Written and Oral Communications

| | | |
|----------|---|--------|
| C3-S4-T7 | Speech Presentations (no formal lesson plan required) | 90 min |
|----------|---|--------|

Skill 5

Personal Finance

| | | |
|----------|-------------|---------|
| C3-S5-T1 | NEFE Unit 1 | 360 min |
| C3-S5-T2 | NEFE Unit 2 | 360 min |
| C3-S5-T3 | NEFE Unit 3 | 360 min |
| C3-S5-T4 | NEFE Unit 4 | 360 min |
| C3-S5-T5 | NEFE Unit 5 | 360 min |
| C3-S5-T6 | NEFE Unit 6 | 360 min |

Category 4 Public Service and Career Exploration

Skill 1

Career Preparation

| | | |
|----------|---------------------------|--------|
| C4-S1-T3 | College Preparation | 45 min |
| C4-S1-T4 | Behavior in the Workplace | 45 min |

Skill 2

Opportunities in Public Service

| | | |
|----------|------------------------------------|--------|
| C4-S2-T1 | Community Service Careers | 45 min |
| C4-S2-T2 | State and Federal Careers | 45 min |
| C4-S2-T3 | Military Service Benefits | 45 min |
| C4-S2-T4 | Marine Enlisted Career Progression | 45 min |
| C4-S2-T5 | Marine Officer Career Progression | 45 min |

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Category 5 General Military Subjects

Skill 2

Drill and Ceremonies

| | | |
|-----------|-----------------------|--------|
| C5-S2-T1 | | |
| L1 | History of Drill | 45 min |
| L2 | Introduction to Drill | 45 min |
| C5-S2-T2 | Drill and Ceremony | |
| C5-S2-T3 | Drill and Ceremony | |
| C5-S2-T4 | Drill and Ceremony | |
| C5-S2-T5 | Drill and Ceremony | |
| C5-S2-T6 | Drill and Ceremony | |
| C5-S2-T7 | Drill and Ceremony | |
| C5-S2-T8 | Drill and Ceremony | |
| C5-S2-T9 | Drill and Ceremony | |
| C5-S2-T10 | Drill and Ceremony | |
| C5-S2-T11 | Drill and Ceremony | |
| C5-S2-T12 | Drill and Ceremony | |
| C5-S2-T13 | Drill and Ceremony | |
| C5-S2-T14 | Drill and Ceremony | |
| C5-S2-T15 | Drill and Ceremony | |
| C5-S2-T16 | Drill and Ceremony | |
| C5-S2-T17 | Drill and Ceremony | |
| C5-S2-T18 | Drill and Ceremony | |
| C5-S2-T19 | Drill and Ceremony | |
| C5-S2-T20 | Drill and Ceremony | |
| C5-S2-T21 | Drill and Ceremony | |
| C5-S2-T22 | Drill and Ceremony | |

Skill 5

Rank Structure

| | | |
|----------|--------------------------------|--------|
| C5-S5-T5 | Army Rank Structure | 45 min |
| C5-S5-T6 | Army JROTC Rank Structure | 45 min |
| C5-S5-T7 | Air Force Rank Structure | 45 min |
| C5-S5-T8 | Air Force JROTC Rank Structure | 45 min |
| C5-S5-T9 | Marine Corps Rank | 90 min |

Skill 6

Chain of Command

| | | |
|----------|--------------------------------------|--------|
| C5-S6-T5 | The Organization of the Marine Corps | 90 min |
|----------|--------------------------------------|--------|

Skill 7

Military History

| | | |
|----------|-----------------------------|--------|
| C5-S7-T3 | | |
| L1 | In Between Wars (1919-1941) | 90 min |
| L2 | 1942 | 90 min |
| L3 | 1943 | 90 min |
| L4 | 1944 | 90 min |
| L5 | 1945 | 90 min |
| C5-S7-T4 | Medals and Ribbons | 90 min |

Skill 8

Marksmanship

C5-S8-T1

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| | | |
|-----------------|--|---------|
| L2 | Firearm Safety and Safe Range Operation | 90 min |
| L3 | Target Shooting Equipment and Its Operation | 90 min |
| <i>Skill 11</i> | <i>Land Navigation</i> | |
| C5-S11-T7 | The Lensatic Compass | 90 min |
| C5-S11-T8 | Determining Your Location | 180 min |
| C5-S11-T9 | Determining the Location of Distant Objects | 180 min |
| C5-S11-T10 | Navigating with a Compass | 180 min |
| C5-S11-T11 | Terrain Association and Dead Reckoning | 180 min |
| <i>Skill 12</i> | <i>Uniform Code of Military Justice (UCMJ)</i> | |
| C5-S12-T4 | Punitive Articles | 90 min |
| C5-S12-T5 | Punishments and Discharges | 90 min |

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Lessons by LE Level

LE 4

Category 1 Leadership

Skill 6 Esprit De Corps

C1-S6-T4 Resolving Conflicts in a Group 90 min

C1-S6-T5 In All Fairness – Equal Opportunity, Sexual Harassment, and
Fraternization 90 min

Category 2 Citizenship

Skill 1 Patriotism

C2-S1-T6 Portraits of Patriots 180 min

C2-S1-T7 Great Americans and Their Contributions 90 min

Skill 2 Civic Responsibilities

C2-S2-T4 Keeping Current with Current Events 90 min

Category 3 Personal Growth and Responsibilities

Skill 1 Physical Fitness

C3-S1-T1 Physical Fitness Training-The Daily Sixteen

C3-S1-T2 The National Youth Physical Fitness Program

Skill 4 Written and Oral Communications

C3-S4-T8 Preparing and Teaching a Lesson 180 min

C3-S4-T9 Writing a Research Paper 180 min

Category 4 Public Service and Career Exploration

Skill 1 Career Preparation

C4-S1-T5 Resume 45 min

Skill 2 Opportunities in Public Service

C4-S2-T6 Selective Service System 45 min

C4-S2-T7 ASVAB Test 45 min

Category 5 General Military Subjects

Skill 2 Drill and Ceremonies

C5-S2-T1
L1 History of Drill 45 min

L2 Introduction to Drill 45 min

C5-S2-T2 Drill and Ceremony

C5-S2-T3 Drill and Ceremony

C5-S2-T4 Drill and Ceremony

C5-S2-T5 Drill and Ceremony

C5-S2-T6 Drill and Ceremony

C5-S2-T7 Drill and Ceremony

C5-S2-T8 Drill and Ceremony

C5-S2-T9 Drill and Ceremony

C5-S2-T10 Drill and Ceremony

C5-S2-T11 Drill and Ceremony

C5-S2-T12 Drill and Ceremony

C5-S2-T13 Drill and Ceremony

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| | | |
|-----------------|---|---------|
| C5-S2-T14 | Drill and Ceremony | |
| C5-S2-T15 | Drill and Ceremony | |
| C5-S2-T16 | Drill and Ceremony | |
| C5-S2-T17 | Drill and Ceremony | |
| C5-S2-T18 | Drill and Ceremony | |
| C5-S2-T19 | Drill and Ceremony | |
| C5-S2-T20 | Drill and Ceremony | |
| C5-S2-T21 | Drill and Ceremony | |
| C5-S2-T22 | Drill and Ceremony | |
| Skill 3 | <i>Uniforms, Clothing, and Equipments</i> | |
| C5-S3-T6 | Personnel Inspections | 45 min |
| Skill 4 | <i>Customs, Courtesies and Traditions</i> | |
| C5-S4-T13 | Marine Corps Birthday Celebration | 45 min |
| C5-S4-T14 | Mess Night | 45 min |
| Skill 6 | <i>Chain of Command</i> | |
| C5-S6-T6 | The Marine Air-Ground Task Force | 90 min |
| Skill 7 | <i>Military History</i> | |
| C5-S7-T5 | | |
| L1 | The Korean War | 90 min |
| L2 | The Fifties and Early Sixties | 90 min |
| L3 | The Dominican Republic and the War in Vietnam | 90 min |
| L4 | Post Vietnam and the 80s | 90 min |
| L5 | The Gulf War, Somalia, and Bosnia | 90 min |
| Skill 8 | <i>Marksmanship</i> | |
| C5-S8-T1 | | |
| L2 | Firearm Safety and Safe Range Operation | 90 min |
| L3 | Target Shooting Equipment and Its Operation | 90 min |
| Skill 11 | <i>Land Navigation</i> | |
| C5-S11-T12 | Orienteering | 360 min |
| Skill 12 | <i>Uniform Code of Military Justice (UCMJ)</i> | |
| C5-S12-T6 | Mock Trial - NJP | 90 min |

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CORE

The Core classes are an integral part of a cadet's education and training. Core classes are given throughout the entire scope of the four-year curriculum and require extensive follow-up and practical application to expand and enhance the classroom instruction.

Category 2 Citizenship

Skill 2 Civic Responsibilities

C2-S2-T4 Keeping Current with Current Events

Category 3 Personal Growth and Responsibilities

Skill 1 Physical Fitness

C3-S1-T1 Physical Fitness Training-The Daily Sixteen

C3-S1-T2 The National Youth Physical Fitness Program

Category 5 General Military Subjects

Skill 2 Drill and Ceremonies

C5-S2-T1

 L1 History of Drill

 L2 Introduction to Drill

C5-S2-T2 Drill and Ceremony

C5-S2-T4 Drill and Ceremony

C5-S2-T5 Drill and Ceremony

C5-S2-T6 Drill and Ceremony

C5-S2-T7 Drill and Ceremony

C5-S2-T8 Drill and Ceremony

C5-S2-T9 Drill and Ceremony

C5-S2-T10 Drill and Ceremony

C5-S2-T11 Drill and Ceremony

C5-S2-T12 Drill and Ceremony

C5-S2-T13 Drill and Ceremony

C5-S2-T14 Drill and Ceremony

C5-S2-T15 Drill and Ceremony

C5-S2-T16 Drill and Ceremony

C5-S2-T17 Drill and Ceremony

C5-S2-T18 Drill and Ceremony

C5-S2-T19 Drill and Ceremony

C5-S2-T20 Drill and Ceremony

C5-S2-T21 Drill and Ceremony

C5-S2-T22 Drill and Ceremony

Skill 3 Uniforms, Clothing, and Equipments

C5-S3-T7 Blue Dress Uniforms

Skill 8 Marksmanship

C5-S8-T1

 L1 History of Marksmanship

 L2 Firearm Safety and Safe Range Operation

 L3 Target Shooting Equipment and Its Operation

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C5-S8-T2

- L1 The First Target Position Standing
- L2 Aiming and Firing
- L3 Sight Adjustment and Scoring
- L4 The Prone Position
- L5 The Kneeling Position
- L6 Practice and Skill Development
- L7 Competition Opportunities

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Instructor Materials

Print Materials

1. Program of Instruction (POI)
2. Instructor Guide - Leadership Education (LE 1)
3. Instructor Guide - Leadership Education (LE 2)
4. Instructor Guide - Leadership Education (LE 3)
5. Instructor Guide - Leadership Education (LE 4)
6. Instructor Guide - Core

CD-ROMs

7. Instructor CD - Leadership Education (LE 1)
8. Instructor CD - Leadership Education (LE 1)
9. Instructor CD - Leadership Education (LE 1)
10. Instructor CD - Leadership Education (LE 1)
11. Instructor CD - Core

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Instructor Desk Reference

Marine Corps JROTC Course Competencies

Performance assessment is driven by competencies. A competency is a major skill or ability needed to perform a task effectively and efficiently. Course competencies are outcomes that are stated in observable and measurable terms telling learners what they will be able to do as the result of a given learning experience. Competencies describe performance at the application level or above. They are supported by criterion (or learning objectives) that serves as benchmarks toward achieving the competency.

National Standards

Standards are learning elements that have been deemed as "essential" to a curriculum -- in this case the following copy from Education World's website regarding the National Education Standards might help to define this: "All states and schools will have challenging and clear standards of achievement and accountability for all children, and effective strategies for reaching those standards." -- U.S. Dept. of Education.

In response, several national and education organizations have taken on the voluntary challenge and created sets of standards or guidelines to be used on a national level, including the National Council of Teachers of Mathematics, the National Council of Teachers of English, the National Geographic Society, the National Council on Economic Education, the National Council for the Social Studies, the Center for Civic Education, the Consortium of National Arts Education Associations, the National Center for History in the Schools, the International Society for Technology in Education (ISTE), and the National Academies of Science. These subsets are National Education Standards that can be linked to a competency. Linking to a competency is essentially saying:

1. Here is what JROTC cadets should know or do as a result of completing this task or lesson.
2. The curriculum content is validated and meets many of the U.S. Department of Education's outlined essential standards of education for K-12 students.

SCANS

Former Secretary of Labor, Elizabeth Dole, directed a commission called the Secretary's Commission on Achieving Necessary Skills (SCANS) to determine the skills the youth of America need to succeed in the workplace. The purpose of the commission's report was to encourage a high performance economy characterized by high-skilled, high wage employment.

The competencies in the commission's report focus on one aspect of education -- "learning a living," in other words, what does work require of schools. Workers in a high performance workplace should possess a solid foundation in basic literacy and computational skills, in thinking skills necessary to put knowledge to work, and in personal qualities that make workers capable, dedicated, and trustworthy. Other competencies in a high performance workplace include the ability to manage resources, work amicably and productively with others, acquire and use information, master complex systems, and work with a variety of technologies.

MCJROTC is in a unique position to help cadets achieve success in many of the competencies identified in SCANS. As an instructor in the program, you can provide cadets with

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many opportunities to work in teams, solve problems together, take leadership positions, communicate effectively in front of a group, learn about the complexities of the military and how it functions around the world, etc. The activities in the LE curriculum and the supporting curriculums provide you with the tools you need to help every cadet meet the goals of SCANS. (See <http://www.scans.jhu.edu/> for more information.)

Lesson Objectives

Lesson objectives found on Microsoft® PowerPoint slides can be displayed from the LE CDs or overhead, on poster board, chart paper, or written on a board in the room. Note: If the Microsoft® PowerPoint slide is used, the objectives may not be visible to the cadets and the instructor throughout the lesson.

Authentic Assessments

Grading cadets is necessary and complex; however, you can ensure that grades are meaningful, relevant and practical evaluations of cadet learning. Learning activities such as projects, simulations, and performances can be assessed using standards that are practical and based in real-life settings. Whenever you use an authentic assessment tool, remember to assess cadets the way you teach them. For example, if you lecture them, then asking recall or true and false questions are appropriate. If you ask them to work in small groups to create a project, then the project should be evaluated using the set of criteria established for project development. In other words, a true/false test would be completely inappropriate for assessing the project. One thing to remember related to authentic assessments is that the evaluations should reflect the teaching strategies.

Authentic assessments provide cadets specific feedback on their skills and knowledge. You can use this feedback to help cadets improve (formative assessments) or for their final grades (summative assessments). Cadets can also use the assessment tools to evaluate themselves and other cadets. Cadets can help develop assessment tools because they will feel ownership of the tool and they will become aware of the specific requirements of each assignment or skill. Authentic assessments include graphic organizers, journals, learning logs, observation checklists, portfolios, rubrics, and tests and quizzes. In the majority of the lesson plans, authentic assessments have been provided for you. Remember that they can be customized to fit your needs.

Materials

Materials are the equipment, resources, supplies, and technologies you will need to teach the lesson effectively. Materials include such things as chart paper, markers, computer or overhead projector, videos, visuals, exercises, assessments, etc. They are separated into high end (use if you have a computer in the classroom) and low end (use if no computer is available and print out visuals on transparencies for overheads). Cadets need access to the materials required to accomplish the goals of the lesson.

Key Words

Key words are provided in Cadet Texts and Microsoft® PowerPoint for the benefit of the cadet and the instructor.

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The instructor can guide the class toward key words as they progress through the lesson. Key words have been identified to allow the text to be written at a higher level. It is important to insure the cadets understand the key words as they progress through the lesson.

As cadets work through a lesson, they should work to be able to define each of the words by the end of the class. There is a slide for the key words and to use as a reinforcing tool. In the reflection portion of the apply phase, the instructor may clarify definitions for the cadets if needed.

Setup

In every lesson plan, there are two places to determine how to prepare for the lesson. A short description on how to organize and prepare for class follows the list of materials and key words in the section labeled "Setup." Setup instructions are also detailed in the beginning of each phase within the lesson plan.

Lesson Preview

The lesson preview is a shortened version of your lesson plan. It provides a quick look at the learning activities and instructional strategies included in each phase of the lesson. The lesson preview provides you with the big picture of what cadets are going to learn and how they are going to learn it.

Icebreaker/Energizer

These are physically active games or other activities that increase group interaction, promote a sense of team, generate laughter and a sense of fun, and introduce the concept or lesson objectives.

Phase 1 – Inquire

The purpose of this phase is to determine what cadets already know or don't know about the lesson content. The questions below will help both instructor and cadets understand the cadets' baseline understanding of the lesson objectives. What do cadets know? What don't they know? What do cadets misunderstand? What are the cadets' past experiences? What do cadets want to know? What is the purpose of the lesson? How motivated are the cadets to learn the content? What are some practical reasons for cadets to participate in the lesson?

Phase 2 – Gather

The purpose of this phase is to research and collect information from a variety of sources, to synthesize information, to evaluate existing information, to collect data, to evaluate ideas, or to observe new skills. Some important questions the teacher and cadets can ask during this phase are, "What new and essential information or new concepts did we find? What are some new, critical component skills? What connections or associations can be made? What can cadets do to make sense of the new information? What is the best way to gather the information? What new understandings can cadets construct?"

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Phase 3 – Process

The purpose of the Process Phase is to use the new information, practice new skills, and engage in different activities. The following questions will help both teacher and cadets. “What can I do with the information? How can cadets demonstrate their understanding of the data collected? What ways can cadets show relationships among the data or concepts? What ways can cadets practice and improve their skill(s)? What can cadets do to reinforce their understanding of the new concept? How can cadets ensure the new information is stored in long-term memory?”

Phase 4 – Apply

The purpose of this phase is to help cadets make real-life applications of the new information or ideas. Cadets can also consider ways to integrate the lesson concepts or skills with other curriculum area. They also plan ways to transfer their learning into personal use outside the classroom. Questions that can help both instructor and cadets during this phase are “WHAT ELSE can be done with the information? What else is needed to make the information usable? What else can cadets do to use the information or skills? What else is needed to understand ways to apply the concepts or skills?”

Creation of teams during lessons

We have intentionally included various ways to divide the class into teams. The goal is to have all the cadets interact with the rest of the class and to have different team configurations in different lessons or phases. Often groups that work together for long periods form cliques, which could be counter-productive to the goals of MCJROTC and the learning process. To broaden the learning experience, form cadet teams that encompass diversity from all angles -- intelligences, learning styles, backgrounds, and Winning Colors. Forming unique teams using different techniques should help your cadets relate to and bond with one another. As you work with the cadets, these traits will become obvious. When there is a specific need to remain in groups, squads, platoons, or companies for specific lessons, this will be addressed in the lesson.

For any small team activity, ensure that each team contains no more than four or five cadets. If class size is large and forming teams would require including more than four cadets in each team, create two or more teams to work on the same topic/activity. If a decision is to be reached within the team, an odd number will assure there is no tied vote. If teams are required to “present” their “product” to the whole class (e.g., perform a skit, explain a graphic organizer, etc.), choose only one team that worked on that topic to “present” (in the interest of saving class time for other activities). Do not select the team to “present” until all teamwork is completed and all teams are ready to “present.”

Feedback and Focus during the Lessons

In cadet centered learning, one of the objectives is to have the cadets present or teach what they have learned to the rest of the class. The instructor will often need to correct some misconceptions or focus on important information not addressed by the cadets. This needs to be done in a manner that will not alienate the cadets. There are many feedback methods to do this. Some ways to present the information that had been missed would be to poll the class with leading questions. The cadets would then be the ones filling in the missed information. One way to dispel misconceptions is just not to address them. You can do this by highlighting,

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circling, checking, or using some other positive means to identify the correct responses on presentations. Not addressing or highlighting the incorrect answers will also help by not reinforcing the negative responses. At times, you may need to just mark through the answers if there is a question. Remember, try to draw the answers from the cadets and allow them to complete the requirements.

Handouts and Exercises

Electronic handouts and exercises will be available on the LE CDs that complements the different lesson plans. They are easily accessible and allow you to customize and print exactly what you will need to distribute in class. The instructor will have to make copies to distribute as needed to the cadets. This option allows the instructor to have some latitude in the materials to use in the class.

Example: The lesson on uniforms discusses two ways to wear ranks on shirts and has a note indicating this is a decision at each school. The instructor can customize handouts to focus on the needs of the school program.

Displaying Multimedia

The multimedia on these CD-ROMs can be displayed to a class on a TV or a LCD projector. See your media department for details on the options available to you.

Displaying multimedia on a TV:

You will need an AVerKey300, a TV (with a composite video "AV" standard connection or with a "S-VHS" port connection), the AVerMedia® AVerKey300 User's Manual, S-Video cable, AV cable, computer, and monitor. For troubleshooting issues, such as, "There is no picture on my TV." refer to the AVerMedia® AVerKey300 User's Manual.

Displaying multimedia on a LCD projector:

The contents may be displayed on wall or screen using an LCD projector. See your media department for details on the options available to you.

Frequently Asked Questions about CD-ROMs

1. What operating system should I run the LE CD-ROMs on?
Answer: Run the CD-ROMs on a Microsoft® Windows 98, 2000, or NT computer.
2. What software programs do I need to have installed to properly run the LE CD-ROMs?
Answer: The CD-ROMs use QuickTime 5.0, MS® Word, MS® PowerPoint, and Adobe® Acrobat® Reader®.
3. Why does the CD-ROM startup, then ask me to install QuickTime 5.0?
Answer: The CD-ROMs use QuickTime 5.0 to play video. This is a one-time installation.
4. I installed QuickTime 5.0, now what? The CD-ROM doesn't automatically run?
Answer: Once you have installed QuickTime 5.0, open and close your CD-ROM tray. This will trigger the CD-ROMs auto-start.
5. Do I have to register QuickTime or enter a registration code?
Answer: No. Simply, hit the next button and continue until QuickTime 5.0 installs.

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System Requirements

Listed below are the minimum computer requirements for MCJROTC units. Operation and use of LE curriculum CD-ROMs on computer systems not meeting these requirements may degrade performance of the contents of the CD-ROMs.

| | |
|---|---|
| Processor: 733MHZ Pentium III or better Memory: 128MB (SDRAM) Monitor: 17" Video: 32MB Hard Drive: 20GB Controller: Integrated Ultra ATA Controller Floppy Drive: 3.5" 1.44MB Diskette Drive CD-RW/DVD Combo FAX Modem: 56K or better Case Tower (Mid) Network Card | Keyboard: 104+ Mouse Sound System Speakers Operating System: MS Windows 98SE or newer Application Software: MS Office 2000, Professional Edition on CD Service Program: 3 Years Limited parts and labor warranty w/1 year on site service TV tuner: PCI TV/FM Tuner Card |
|---|---|

Graphic Organizers

Graphic organizers encourage cadets to list or contribute as much information as they have time and space to complete, to organize the information both logically and creatively, and to clearly show how they view the relationships or connections among the various pieces of information. Each graphic organizer can be assessed following a similar procedure for evaluating a short answer section of a test. Evaluation guidelines can include the following:

- Inaccurate information (1 point per circle)
- Incomplete information (2 points per circle)
- Satisfactory and accurate information (3 points per circle)
- Accurate and additional information (4 points per circle)

For example, cadets can be tested on their understanding of how JROTC promotes better citizenship by creating a Mind Map. The Mind Map can be developed individually or by a small group. If developed by a small group, cadets write their initials next to the circle that contains their contribution.

Descriptions of the main graphic organizers used in the lesson plans are provided on the next few pages. For more graphics organizers, consult the book:

Williams, R. B., & Dunn, S. E. (2000). *Brain compatible learning for the block*. Arlington Heights, IL: Skylight Professional Development.

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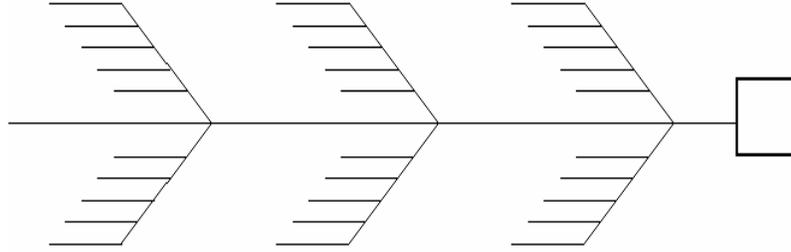
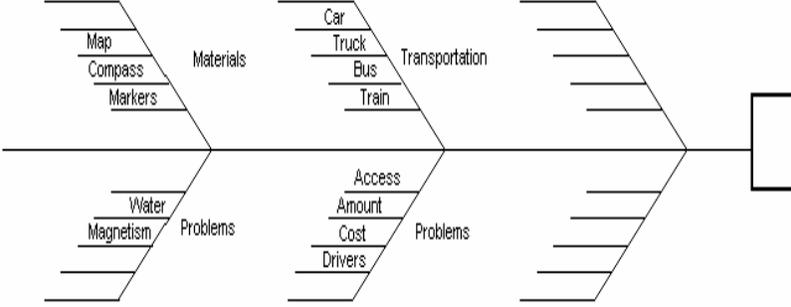
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Fishbone Diagram

This structure helps cadets think of important components of a problem to solve, an issue to explore, a project to plan, etc. The head of the fish represents a problem, issue, or project. "Ribs" of the fish represent component parts of the problem and the related elements of each part. For example, cadets could explore how to prepare for an upcoming orienteering competition. Each rib represents the critical elements of preparation. Attached to each rib are the processes or activities that will assist in accomplishing each key element.

| STEP | ACTION | GRAPHIC |
|------|--|--|
| 1 | Set up chart paper on easel and get the colored markers you plan to use. | |
| 2 | Draw a square about the size of a CD-ROM case. This will be the head. |  |
| 3 | Draw a horizontal line from the left side of the head to the left side of the paper. This is the backbone. |  |
| 4 | Draw ribs out from the backbone above and below the backbone. Make sure they correspond and touch each other at the intersection. Add rays as needed. |  |
| 5 | Instruct the cadets to write their responses for one point of view on the bottom set of bones and the other point of view on the top. EXAMPLE: On the bottom write "Problems". On the top write, "Materials and Transportation". |  |

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KWL Chart

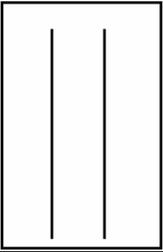
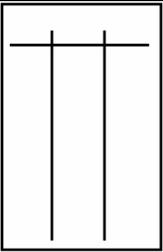
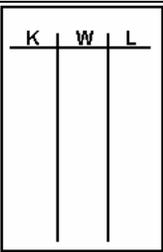
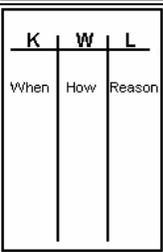
This is a three-column chart. The specific labels for each column are:

K, "What do you KNOW?"

W, "What do you WANT to know?"

L, "What have you LEARNED?"

The KWL chart is useful when cadets are faced with new or difficult information. For example, at the beginning of the unit on leadership, you might create a KWL chart for recording cadets' responses to "What do you KNOW about leadership?" and "What do you WANT to know about the subject?" At the end of the unit, you can return to the chart and fill in the last column, "What have you LEARNED about leadership?" with the cadets.

| STEP | ACTION | GRAPHIC |
|------|--|---|
| 1 | Set up chart paper on easel and get the markers. | |
| 2 | Leaving about 2 inches at the top and bottom of the page draw two vertical lines dividing the paper in thirds or spaced to fit the needs of the lesson. This will provide three distinct work areas. |  |
| 3 | About 3 to 4 inches down from the top draw a horizontal line, forming a double T. |  |
| 4 | Instruct the cadets to write the K, W, and L above the horizontal line. |  |
| 5 | Instruct the cadets to write their responses under the appropriate column when directed. |  |

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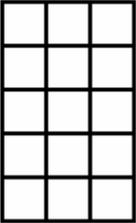
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Matrix

This is a helpful tool to identify relationships and component pieces of an issue or data points. Intersecting horizontal and vertical lines create a grid used to classify and categorize related elements. For example, cadets could create a calendar matrix for accomplishing specific advancements. The vertical columns are labeled across the top by month. The horizontal columns are labeled down the left side by specific areas of advancement. Inside the grid are the elements that must be met each month in order to achieve advancement.

| STEP | ACTION | GRAPHIC | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---------------------------------|--|---|----------------|---|---|---|--|---|---|---|----------|---|---|---|----------|---|--|--|----------|---|---|--|-----------|--|--|---|---------|--|---|---|---------|---|---|---|---------------------------------|--|--|--|--|---|---|---|--|---|---|---|----------|----|----|----|----------|----|----|----|--------|----|----|----|--------|----|----|----|---------|----|----|----|
| 1 | Set up chart paper on easel and get the markers. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2 | After determining how many rows and columns you will need, draw a grid on the chart paper. Use a straight edge to draw the lines and determine the spacing. Make sure you leave space for labels. |  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3 | Add the labels to the matrix and a title line if that will make the matrix clearer. | <p>Grades needed to earn next rank</p> <table border="1" data-bbox="1247 1121 1383 1402"> <tr> <td></td> <td>S</td> <td>O</td> <td>N</td> </tr> <tr> <td></td> <td>P</td> <td>T</td> <td>V</td> </tr> <tr> <td>Uniforms</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Marching</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Grades</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Health</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Respect</td> <td></td> <td></td> <td></td> </tr> </table> | | S | O | N | | P | T | V | Uniforms | | | | Marching | | | | Grades | | | | Health | | | | Respect | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | S | O | N | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | P | T | V | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Uniforms | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Marching | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Grades | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Health | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Respect | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4 | Enter values in the grid to provide additional information. In some cases, the matrix can be left blank and used as a checklist. It could also be a relationship tool where an X in a block could indicate an action needed. | <table border="1" data-bbox="818 1465 1084 1864"> <tr> <td colspan="4">Areas of Study</td> </tr> <tr> <td></td> <td>S</td> <td>O</td> <td>N</td> </tr> <tr> <td></td> <td>P</td> <td>T</td> <td>V</td> </tr> <tr> <td>Uniforms</td> <td>X</td> <td></td> <td></td> </tr> <tr> <td>Marching</td> <td>X</td> <td>X</td> <td></td> </tr> <tr> <td>Exam Prep</td> <td></td> <td></td> <td>X</td> </tr> <tr> <td>Health</td> <td></td> <td>X</td> <td>X</td> </tr> <tr> <td>Respect</td> <td>X</td> <td>X</td> <td>X</td> </tr> </table> <table border="1" data-bbox="1143 1486 1409 1822"> <tr> <td colspan="4">Grades needed to earn next rank</td> </tr> <tr> <td></td> <td>S</td> <td>O</td> <td>N</td> </tr> <tr> <td></td> <td>P</td> <td>T</td> <td>V</td> </tr> <tr> <td>Uniforms</td> <td>80</td> <td>90</td> <td>90</td> </tr> <tr> <td>Marching</td> <td>75</td> <td>85</td> <td>90</td> </tr> <tr> <td>Grades</td> <td>80</td> <td>85</td> <td>90</td> </tr> <tr> <td>Health</td> <td>70</td> <td>75</td> <td>80</td> </tr> <tr> <td>Respect</td> <td>90</td> <td>90</td> <td>90</td> </tr> </table> | Areas of Study | | | | | S | O | N | | P | T | V | Uniforms | X | | | Marching | X | X | | Exam Prep | | | X | Health | | X | X | Respect | X | X | X | Grades needed to earn next rank | | | | | S | O | N | | P | T | V | Uniforms | 80 | 90 | 90 | Marching | 75 | 85 | 90 | Grades | 80 | 85 | 90 | Health | 70 | 75 | 80 | Respect | 90 | 90 | 90 |
| Areas of Study | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | S | O | N | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | P | T | V | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Uniforms | X | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Marching | X | X | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Exam Prep | | | X | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Health | | X | X | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Respect | X | X | X | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Grades needed to earn next rank | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | S | O | N | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | P | T | V | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Uniforms | 80 | 90 | 90 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Marching | 75 | 85 | 90 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Grades | 80 | 85 | 90 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Health | 70 | 75 | 80 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Respect | 90 | 90 | 90 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

Course: Leadership Education

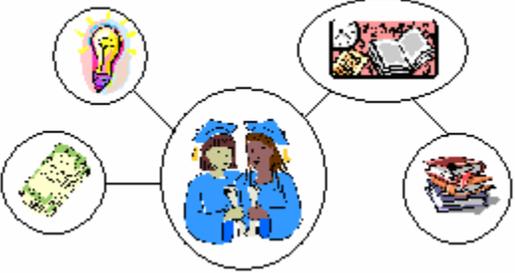
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Mind Map

A mind map is a form of brainstorming using a free-flowing documentation process where lines connect concepts to each other. The core subject is in the center; the main spokes are like sub parts of chapters. Related ideas can be color coded, circled, or attached by lines. Pictures and words can both be used. For example, you could use this tool to discuss what it will take a cadet to successfully earn a high school diploma.

| STEP | ACTION | GRAPHIC |
|------|---|--|
| 1 | Set up chart paper on easel and get the markers. If possible, place the paper in a horizontal position. | |
| 2 | Draw the central concept on the paper. Ask the cadets to define what the concept is. For example: Graduate from high school |  |
| 3 | The cadets will brainstorm what it takes to graduate and draw pictures or images to show these items. For example: Money, books, studying, and ideas are some of the information they could provide. |  |
| 4 | Link the thoughts to show relationships of ideas. For example: Books are needed before you can study and get your degree. Ideas as well as money are independent ideas that support receiving a degree. |  |

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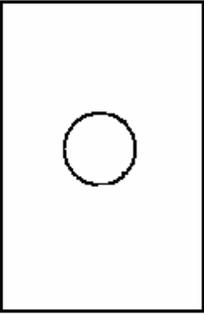
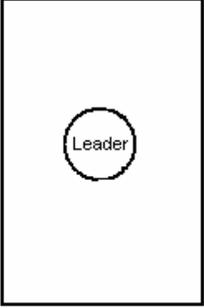
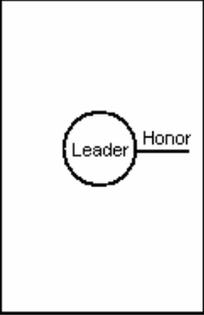
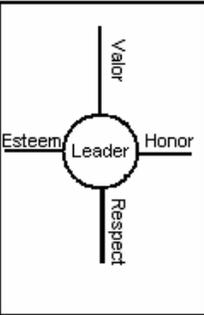
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Sunshine Wheel

The center circle is the main idea and the lines extending out from the center circle represent the thoughts generated about the main idea. For example, the center circle could be leadership and the rays could be all the elements of leadership cadets can recall.

| STEP | ACTION | GRAPHIC |
|------|--|---|
| 1 | Set up chart paper on easel and get the markers. | |
| 2 | Draw a circle, with a diameter of half the width of the paper or less, in the center of the paper. |  |
| 3 | Write the main idea in the center of the circle. |  |
| 4 | Draw a ray out from the circle and place an element of leadership on the ray. |  |
| 5 | Add additional rays as needed to cover all the elements. |  |

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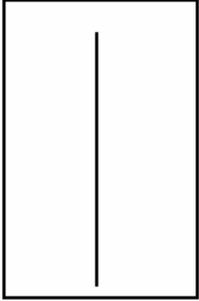
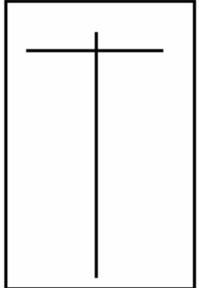
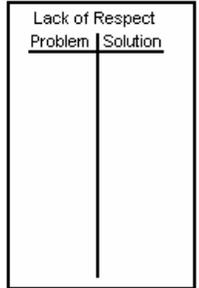
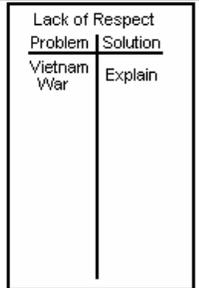
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T-Chart

The possible headings for this two-column chart are limitless. Some suggested headings are “Joys and Challenges” or “Before and After” or “Pros and Cons” or “Cause and Effect” or “First and Second” or “Concepts and Examples” or “Short Term and Long Term” or “Issue and Solution,” etc. For example, cadets might use a T-Chart to brainstorm solutions to problems associated with lack of respect for the military. In the left column they identify the reasons why there exists a lack of respect and in the right column they brainstorm possible solutions.

| STEP | ACTION | GRAPHIC |
|------|---|---|
| 1 | Set up chart paper on easel and get the markers. | |
| 2 | Leaving about 2 inches at the top and bottom of the page draw a vertical line down the middle of the paper. This will provide two distinct work areas. |  |
| 3 | About 3 to 4 inches down from the top draw a horizontal line, forming a T. |  |
| 4 | Instruct the cadets to write the problem above the focusing points on the horizontal line. |  |
| 5 | Instruct the cadets to write their responses for the problem on the left and their response for a solution on the right. For example, add, “Vietnam War” under <u>Problem</u> and “Explain” under <u>Solution</u> . |  |

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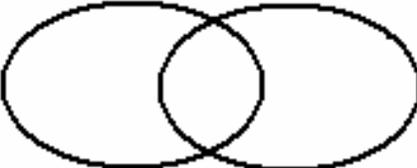
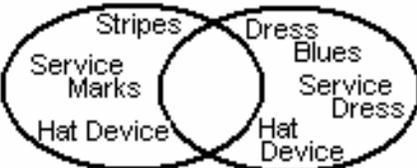
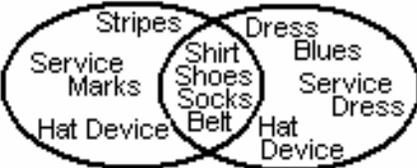
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Venn Diagram

These overlapping circles are most useful for comparing and contrasting topics. The free parts of each circle contain the elements unique to each topic. The parts of the circle that overlap contain elements that are shared by each topic. For example, cadets could compare enlisted uniforms with officer uniforms.

| STEP | ACTION | GRAPHIC |
|------|---|--|
| 1 | Set up chart paper on easel and get the markers. If possible, place the paper in a horizontal position. | |
| 2 | Draw a circle or ellipse on the left side of the paper, in about 1 inch from the edge and extending about 5/8 the width of the page. |  |
| 3 | Draw a second circle or ellipse on the right side of the paper, in about 1 inch from the edge and extending to the left about 5/8 the width of the page. Identify each shape. |  |
| 4 | Instruct the cadets to write their responses for items unique to each uniform in the part of the circle that does not overlap. |  |
| 5 | Instruct the cadets to write their responses for common items in the middle where the shapes overlap. |  |