

Unit 1: Leadership, Education and Training (LET 1) – The Emerging Leader

Chapter 5: Health and Fitness

Lesson 2: Cadet Challenge

Time: Total Classroom time is 90 minutes for Parts 1 – 2. **Recommended Lab Time:** 450 minutes.

Administrator Lesson Guide:

Lesson Competency: Meet the physical fitness standards for the Cadet Challenge

Linked ELA Common Core: **READING: INFORMATIONAL TEXT** RI.9-10.1., **WRITING** W.9-10.10., **SPEAKING & LISTENING** SL.9-10.1., **LANGUAGE** L.9-10.1., L.9-10.4.

Linked NHES: H1.12.1., H1.12.5., H1.12.7., H6.12.1., H6.12.2., H6.12.3., H7.12.1., H7.12.2., H7.12.3.

Linked SHAPE: S1.H1., S1.H3., S2.H1., S2.H3., S3.H1., S3.H3., S3.H6., S3.H9., S3.H10., S4.H1., S5.H1., S5.H2.

Linked JROTC Program Outcomes: Make decisions that promote positive social, emotional, and physical health

Linked JROTC Core Abilities: Build your capacity for life-long learning. Communicate using verbal, non-verbal, visual, and written techniques. Take responsibility for your actions and choices. Treat self and others with respect.

Thinking Processes

- Defining in Context – **Circle Map*** (Alt. = Mind or Concept Map, Sunshine Wheel)
- Describing Qualities – **Bubble Map*** (Alt. = Star Diagram, Brainstorming Web)
- Comparing/Contrasting – **Double Bubble Map*** (Alt. = Venn Diagram)
- Classifying – **Tree Map*** (Alt. = Matrix, KWL, T-Chart, Double T, P-M-I)
- Part-Whole – **Brace Map*** (Alt. = Pie Chart)
- Sequencing – **Flow Map*** (Alt. = Flow Chart, Linear String)
- Cause and Effect – **Multi-Flow Map*** (Alt. = Fishbone)
- Seeing Analogies – **Bridge Map*** (Alt. = Analogy/Simile Chart)

* Thinking Map®

Learning Objectives

- Identify** the five Cadet Challenge exercises
- Describe** the proper techniques for the Cadet Challenge exercises
- Distinguish** between the various fitness award categories
- Determine** your personal Cadet Challenge goal
- Define** key words: Cadet Challenge, curl-ups, flexed-arm hang, pull-ups, right angle push-up, shuttle run, V-sit reach

Multiple Intelligences

- Bodily/Kinesthetic
- Visual/Spatial
- Logical/Mathematical
- Verbal/Linguistic
- Musical/Rhythmical
- Naturalist
- Interpersonal
- Intrapersonal

Bloom's Taxonomy

- Remember
- Understand
- Apply
- Analyze
- Evaluate
- Create

Structured Reflection

- Metacognition
- What?
So What?
Now What?
- Socratic Dialog
- E-I-A-G

Authentic Assessment

- Observation Checklist
- Portfolio
- Rubric
- Test and Quizzes
- Thinking Map®
- Graphic Organizer
- Notebook Entries
- Logs
- Performance
- Project

Lesson Preview:

Part 1:

Quick Write: Cadets write their responses to the Essential Question as they come into class.

Inquire: Cadets listen to a briefing about the Cadet Challenge awards and discuss which award they'd like to earn in small groups.

Gather: Cadets listen to a briefing about the Cadet Challenge exercises. Cadets read about the Basic Rules of Exercise and Building Health Skills in their student text. Cadets read Information Sheet #1 – Award Criteria and identify their categories.

Part 2:

Process: In the gym, senior Cadets monitor each physical event for Cadets. Reference Exercise #1 – Track Your Progress so Cadets can log the results of their initial performance. Cadets reflect on their initial performance and setting goals for themselves.

Apply: Cadets complete Exercise #2 – My Goals for the Challenge and the Cadet Challenge Performance Assessment Task and complete the key words review. Cadets reflect on the learning by re-addressing the lesson's Essential Question.

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Chapter 4: Decision Making

Lesson 1: Making Decisions and Setting Goals

Time: Total Classroom time is 135 minutes for Parts 1 – 3

Administrator Lesson Guide:

Lesson Competency: Apply the processes for making personal decisions and setting goals

Linked ELA Common Core: **READING: INFORMATIONAL TEXT** RI.9-10.1., RI.9-10.4., **WRITING** W.9-10.3., W.9-10.4., W.9-10.10., **SPEAKING & LISTENING** SL.9-10.1., **LANGUAGE** L.9-10.1., L.9-10.2., L.9-10.3., L.9-10.4.

Linked NHES: H1.12.7., H1.12.8., H2.12.8., H5.12.1., H5.12.2., H5.12.5., H5.12.6., H5.12.7.

Linked JROTC Program Outcomes: Act with integrity and personal accountability as you lead others to succeed in a diverse and global workforce. Make decisions that promote positive social, emotional, and physical health.

Linked JROTC Core Abilities: Build your capacity for life-long learning. Communicate using verbal, non-verbal, visual, and written techniques. Take responsibility for your actions and choices. Treat self and others with respect. Apply critical thinking techniques.

Thinking Processes

- Defining in Context – **Circle Map*** (Alt. = Mind or Concept Map, Sunshine Wheel)
- Describing Qualities – **Bubble Map*** (Alt. = Star Diagram, Brainstorming Web)
- Comparing/Contrasting – **Double Bubble Map*** (Alt. = Venn Diagram)
- Classifying – **Tree Map*** (Alt. = Matrix, KWL, T-Chart, Double T, P-M-I)
- Part-Whole – **Brace Map*** (Alt. = Pie Chart)
- Sequencing – **Flow Map*** (Alt. = Flow Chart, Linear String)
- Cause and Effect – **Multi-Flow Map*** (Alt. = Fishbone)
- Seeing Analogies – **Bridge Map*** (Alt. = Analogy/Simile Chart)

* Thinking Map®

Learning Objectives

- Describe** the steps used to make decisions
- Identify** guidelines used to evaluate choices
- Evaluate** decisions for positive outcomes
- Describe** the SMART goal-setting system
- Analyze** goals for potential success
- Define key words:** assess, attainable, decision-making, goal-setting

Multiple Intelligences

- Bodily/Kinesthetic
- Visual/Spatial
- Logical/Mathematical
- Verbal/Linguistic
- Musical/Rhythmical
- Naturalist
- Interpersonal
- Intrapersonal

Bloom's Taxonomy

- Remember
- Understand
- Apply
- Analyze
- Evaluate
- Create
- Structured Reflection**
- Metacognition
- What?
So What?
Now What?
- Socratic Dialog
- E-I-A-G

Authentic Assessment

- Observation Checklist
- Portfolio
- Rubric
- Test and Quizzes
- Thinking Map®
- Graphic Organizer
- Notebook Entries
- Logs
- Performance
- Project

Lesson Preview:

Part 1:

Quick Write: Cadets write their responses to the Essential Question as they come into class.

Inquire: Cadet groups brainstorm recent decisions and create a T-Chart of easy and difficult decisions.

Gather 1: Cadets listen to a briefing about the decision-making/problem-solving process and take notes.

Process 1: Cadet groups complete Exercise #1 – What Should Kendra Do and share their responses with the class.

Part 2:

Gather 2: Cadets listen to a briefing on the importance to setting goals. Cadets read the Building Goal-Setting Skills and Kendra's SMART Goal sections in their student text and take notes on what they've learned.

Process 2: Cadet groups complete Exercise #2 – SMART Goals and share their responses with the class.

Part 3:

Apply: Cadets complete the Making Decisions and Setting Goals Performance Assessment Task and Exercise #3 – My Goals and complete the key words review. Cadets reflect on the learning by re-addressing the lesson's Essential Question.

Unit 1: Leadership, Education and Training (LET 1) – The Emerging Leader

Chapter 1: JROTC Foundations

Lesson 2: JROTC: The Organization and Traditions of Service Programs

Time: Total Classroom time is 270 minutes for Parts 1 – 6. **Recommended Lab Time:** Two 45-minute sessions for uniform fitting and distribution.

Administrator Lesson Guide:

Lesson Competency: Analyze the organization and traditions of JROTC programs

Linked ELA Common Core: **READING: INFORMATIONAL TEXT** RI.9-10.1., RI.9-10.2., **WRITING** W.9-10.1., W.9-10.2., W.9-10.4., W.9-10.9., W.9-10.10., **SPEAKING & LISTENING** SL.9-10.1., SL.9-10.4., SL.9-10.5., SL.9-10.6., **LANGUAGE** L.9-10.1., L.9-10.2., L.9-10.4., **READING: HISTORY/SOCIAL STUDIES** RH.9-10.2., RH.9-10.4., RH.9-10.5.

Linked JROTC Program Outcomes: Engage in civic and social concerns in the community, government, and society. Value the role of the military and other service organizations.

Linked JROTC Core Abilities: Build your capacity for life-long learning. Communicate using verbal, non-verbal, visual, and written techniques. Take responsibility for your actions and choices. Treat self and others with respect.

Thinking Processes

- Defining in Context – **Circle Map*** (Alt. = Mind or Concept Map, Sunshine Wheel)
- Describing Qualities – **Bubble Map*** (Alt. = Star Diagram, Brainstorming Web)
- Comparing/Contrasting – **Double Bubble Map*** (Alt. = Venn Diagram)
- Classifying – **Tree Map*** (Alt. = Matrix, KWL, T-Chart, Double T, P-M-I)
- Part-Whole – **Brace Map*** (Alt. = Pie Chart)
- Sequencing – **Flow Map*** (Alt. = Flow Chart, Linear String)
- Cause and Effect – **Multi-Flow Map*** (Alt. = Fishbone)
- Seeing Analogies – **Bridge Map*** (Alt. = Analogy/Simile Chart)

* Thinking Map®

Learning Objectives

- Explain** the organization of JROTC programs
- Explain** the lines of responsibility and authority in JROTC programs
- Correlate** duties and responsibilities with positions in the JROTC battalion
- Explain** uniform wear and history
- Explain** the purpose of uniform wear, restrictions, and standards
- Describe** the proper care and maintenance of each piece of the uniform
- Describe** Cadet appearance and grooming standards
- Match** Army ranks to their proper titles
- Identify** military rank and grade insignia
- Demonstrate** placement of uniform awards, insignias, and decorations
- Classify** the components of individual award categories
- Define** award criteria
- Define** key words: Army Combat Uniforms (ACU), battalion, bisecting, chevron, citizenship, Class A uniforms, Class B uniforms, company, enlisted, ferrule, gray beret, insignia, military awards, nonsubdued, organization, organizational chart, platoons, responsibility, shoulder marks, sized, squad, standards, subordinate, succession, tarnish, team(s), uniform

Multiple Intelligences

- Bodily/Kinesthetic
- Visual/Spatial
- Logical/Mathematical
- Verbal/Linguistic
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Bloom's Taxonomy

- Remember
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Authentic Assessment

- Observation Checklist
- Portfolio
- Rubric
- Test and Quizzes
- Thinking Map®
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- Notebook Entries
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- Performance
- Project

Lesson Preview:

Part 1: Quick Write: Cadets write their responses to the Essential Question as they come into class.

Energizer: Cadets do a "good" and "new" exercise to share information with others, reflecting on how it feels to be recognized for doing something good.

Inquire: Cadets participate in an activity that demonstrates the effectiveness of using structure in large organizations.

Gather 1: Cadets read a section of their text, participate in presenting what they learned, and listen to a short briefing about responsibility and authority in JROTC programs.

Part 2: Process 1: Cadets play a game about the chain of command and use Exercise #1 – Organizational Structure to create an organizational chart for their Cadet battalion and another organization.

Part 3: Gather 2: Cadets view Animation #1 – Clean Start, read assigned sections of the text, and jigsaw what they learned with their peers.

Part 4: Process 2: Cadets put together their assigned uniform and receive feedback from other Cadets on their success. Cadets complete Exercise #2 – Cadet Appearance and Grooming Standards.

Part 5: Gather 3: Cadets read about the insignias and awards that are displayed on the uniform. Cadets complete Exercise #3 – Rank Insignia of the U.S. Military.

Process 3: Cadets create a ranking ladder or flow chart to identify the order in which various awards are earned. They also write a short paragraph outlining the position(s) they would like to achieve during their time in the program.

Part 6: Apply: Cadets complete the JROTC: The Organization and Traditions of Service Programs Performance Assessment Task and complete the key words review. Cadets reflect on the learning by re-addressing the lesson's Essential Question.

Unit 1: Leadership, Education and Training (LET 1) – The Emerging Leader

Chapter 6: Service Learning

Lesson 1: Orientation to Service Learning

Time: Total Classroom time is 90 minutes for Parts 1 – 2

Administrator Lesson Guide:

Lesson Competency: Identify the components of service learning

Linked ELA Common Core: **READING: INFORMATIONAL TEXT** RI.9-10.2., **WRITING** W.9-10.4., **LANGUAGE** L.9-10.1., L.9-10.2., L.9-10.4., **READING: HISTORY/SOCIAL STUDIES** RH.9-10.2.

Linked JROTC Program Outcomes: Act with integrity and personal accountability as you lead others to succeed in a diverse and global workforce. Engage in civic and social concerns in the community, government, and society. Graduate prepared to succeed in post-secondary options and career pathways. Make decisions that promote positive social, emotional, and physical health.

Linked JROTC Core Abilities: Apply critical thinking skills

Thinking Processes

- Defining in Context – **Circle Map*** (Alt. = Mind or Concept Map, Sunshine Wheel)
- Describing Qualities – **Bubble Map*** (Alt. = Star Diagram, Brainstorming Web)
- Comparing/Contrasting – **Double Bubble Map*** (Alt. = Venn Diagram)
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- Sequencing – **Flow Map*** (Alt. = Flow Chart, Linear String)
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- Seeing Analogies – **Bridge Map*** (Alt. = Analogy/Simile Chart)

* Thinking Map®

Learning Objectives

Distinguish between service learning and community service

Explain how service learning projects relate to Cadet learning in the classroom

Compare the types of service opportunities within your community

Identify the benefits of serving others within a community

Define key words: community service, learning log, orientation, reflection, service learning

Multiple Intelligences

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Bloom's Taxonomy

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- Observation Checklist
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Lesson Preview:

Part 1:

Quick Write: Cadets write their responses to the Essential Question as they come into class.

Inquire: Guide Cadets to preview the Student Learning Plan. Have small teams of Cadets brainstorm different service activities of which they have been a part. Discuss which activities may match with JROTC lessons.

Gather: Prepare to play Video #1 – Introduction to Service Learning and/or Animation #1 – Orientation to Service Learning. Guide Cadets to list the attributes of service learning and community service in a Double Bubble Map using Exercise #1 – What is Service Learning? and their text as a guide.

Part 2:

Process: Reference Exercise #2 – Service Learning Scenarios. Have Cadets determine if these service learning scenarios meet the guidelines for an effective service learning project and create a Multi-Flow Map illustrating the causes and effects of each project that does meet the guidelines for a service learning project.

Apply: Cadets complete the Orientation to Service Learning Performance Assessment Task and complete the key words review. Cadets reflect on the learning by re-addressing the lesson's Essential Question.

Unit 1: Leadership, Education and Training (LET 1) – The Emerging Leader

Chapter 3: Team Building

Lesson 1: Team Building and Drill

Time: Total Classroom time is 90 minutes for Parts 1 – 2

Administrator Lesson Guide:

Lesson Competency: Relate drill competence to life skills

Linked ELA Common Core: **READING: INFORMATIONAL TEXT** RI.9-10.2., **WRITING** W.9-10.2., W.9-10.4., W.9-10.10., **SPEAKING & LISTENING** SL.9-10.1., **LANGUAGE** L.9-10.4., **HISTORY/SOCIAL STUDIES** RH.9-10.2., **CRAFT AND STRUCTURE** RH.9-10.4.

Linked SHAPE: S3.H2., S3.H4., S5.H1., S3.H10.

Linked JROTC Program Outcomes: Engage in civic and social concerns in the community, government, and society. Value the role of the military and other service organizations.

Linked JROTC Core Abilities: Communicate using verbal, non-verbal, visual, and written techniques. Apply critical thinking techniques.

Thinking Processes

- Defining in Context – **Circle Map*** (Alt. = Mind or Concept Map, Sunshine Wheel)
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* Thinking Map®

Learning Objectives

Summarize the origin of drill dating back to the Continental Army of the United States

Identify skills learned by drilling

Compare the qualities of teamwork instilled in the Continental Army to the teamwork qualities that military drill develops today.

Define key words: dedication, discipline, drill, followership, maneuver, precision, professionalism, self-discipline, teamwork, unison

Multiple Intelligences

- Bodily/Kinesthetic
- Visual/Spatial
- Logical/Mathematical
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Bloom's Taxonomy

- Remember
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Structured Reflection

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Authentic Assessment

- Observation Checklist
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- Project

Lesson Preview:

Part 1:

Quick Write: Cadets write their responses to the Essential Question as they come into class.

Energizer: Push chairs to the side of the classroom so that Cadets can move across the room as a large group as they respond to commands.

Inquire: Guide Cadets to the learning objectives and key words in their Student Learning Plan to preview the lesson activities. Display Animation #1 – Origins of Drill. Cadets define drill and create a chart to show what non-military drills they know.

Gather: View a presentation on how drill originated. Divide Cadets into teams to research a specific drill topic and use their text or the Internet to find the answers to their assigned question. Use a Circle Map to record information.

Part 2:

Process: Guide Cadets to discuss their experiences on teams and the characteristics of those teams. Guide Cadets to create a Venn diagram that links drill outcomes to team building characteristics.

Apply: Cadets complete the Team Building and Drill Performance Assessment Task and complete the key words review. Cadets reflect on the learning by re-addressing the lesson's Essential Question.