



## JROTC Framework

<b>Course:</b> JROTC	<b>Total Framework Hours up to:</b> 540
<b>CIP Code:</b> 280301 <input type="checkbox"/> Exploratory <input checked="" type="checkbox"/> Preparatory	<b>Date Last Modified:</b> n/a
<b>Career Cluster:</b> Law, Public Safety, Corrections & Security	<b>Cluster Pathway:</b> Law Enforcement Services

### Unit: Foundations for Success Components and Assessments

**Performance Assessments:** Create a presentation portfolio that explains learning style preferences, brain dominance, and best way for student to process information as well as how the personal multiple intelligences influence their learning. Create a personal growth plan that contains skills targeted for growth and a list of activities that will promote personal growth. Complete a personal skills map with a timeframe to achieve growth. Create a table or chart that maps the learning objectives of chapter two with behaviors intended for change during the remainder of the school year. Create a notebook entitled “My Communication Skills”. The notebook addresses the communication process best suited for the student, written communication example of work accomplished in class, listening skills, speaking skills, and group communication skills. The notebook includes peer evaluations of the student’s speech. Create four conflict scenarios using one of the different conflict causes in each scenario. Summarize each of the conflicts identifying the type of conflict outlined, the peaceful solution to the outlined situation and acknowledge if the solution applied Winning Colors in its solution. Outline a service learning project that interest you and develop a service learning plan. Explore areas in the community, home, school, church, extra-curricular group or activity that would benefit from an individual or group service learning project. Gather the service learning project material/information into a visual presentation with power point or some other visual means.

#### **Leadership Alignment:**

##### **Leadership: Individual Skills**

- 1.1 Analyze, refine, and apply decision-making skills through classroom, family, community, business, and industry experience
- 1.2 Demonstrate oral, interpersonal, written, and electronic communication and presentation skills and understand how to apply those skills.
- 1.5 Demonstrate self-advocacy skills by achieving planned, individual goals
- 1.6 Conduct self in a professional manner in practical career applications, organizational forums and decision making goals

##### **Leadership: Group Skills**

- 2.1 Communicate, participate and advocate effectively in pairs, small groups, teams, and large groups in order to reach common goals
- 2.2 Demonstrate knowledge of conflict resolution and challenge management
- 2.3 Analyze the complex responsibilities of the leader and follower and demonstrate the ability to both lead and follow
- 2.6 Use knowledge, build interest, guide and influence decisions, organize efforts, and involve members of a group to assure that a pre-planned group activity is completed. Demonstrate the ability to train others to understand the established rules and expectations, rationale, and consequences to follow those rules and expectations
- 2.8 Demonstrate the ability to incorporate and utilize the principals of group dynamics in a variety of settings

##### **Leadership: Community and Career Skills**

- 3.1 Understand the role, participate in and evaluate community service and service learning activities
- 3.3 Understand the organizational skills necessary to be a successful leader and citizen and practice those skills in real life



**STANDARDS AND COMPETENCIES**

**Unit: Foundations for Success**

C-1 Standard: NL-ENG.K-12.3 Evaluation Strategies; NL-ENG.K-12.4 Communication skills; NL-ENG.K-12.11 Participating in Society; NL-ENG.K-12.12 Applying Language Skills; NL-ENG.K-12.7 Evaluating Data; NL-ENG.K-12.5 Communication Strategies; NL-ENG.K-12.6 Applying Knowledge; NL-ENG.K-12.9 Multicultural Understanding; NM.9-12.1 Problem Solving; NT.K-12.4 Technology Communication Tools; NSS-C.9-12.5 Role of Citizen; NL-ENG.K-12.1 Reading for Perspective; NL-ENG.K-12.8 Developing Research Skills

<b>Competencies: C= Core A=Advanced</b>	<b>Total Learning Hours for Unit: 90</b>
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C-1.1	Develop self-understanding and an appreciation for diversity
C-1.2	Relate the structure and function of the brain to the learning process
C-1.3	Develop study skills
C-1.4	Use communication processes for relating to others
C-1.5	Use problem-solving techniques to determine nonviolent ways to resolve conflicts
A-1.6	Prepare to teach others
C-1.7	Explore the components of service learning
A-1.8	Prepare for your career
A-1.9	Organize your personal life to align with your goals

**Aligned Washington State Standards**

<b>Communications</b>	<p><b>EALR 1:</b> The student uses listening and observation skills and strategies to gain understanding</p> <p>1.1 Uses listening and observation skills and strategies to focus attention and interpret information</p> <p><b>EALR 2:</b> The student uses communication skills and strategies to interact/work effectively with others</p> <p>2.1 Uses language to interact effectively and responsibly in a multicultural context</p> <p>2.2 Uses interpersonal skills and strategies in a multicultural context to work collaboratively, solve problems and perform tasks</p> <p>2.3 Uses skills and strategies to communicate inter-culturally</p> <p><b>EALR 3:</b> The student uses communication skills and strategies to effectively present ideas and one's self in a variety of situations</p> <p>3.1 Uses knowledge of topic/theme, audience, and purpose to plan presentations</p> <p>3.2 Uses media and other resources to support presentations</p> <p>3.3 Uses effective delivery</p> <p><b>EALR 4:</b> The student analyzes and evaluates the effectiveness of communication</p> <p>4.1 Assesses effectiveness of one's own and other's communications</p>
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<b>Reading</b>	<p><b>EALR 1:</b> The student understands and uses different skills and strategies to read</p> <p>1.2 Use vocabulary (word meaning) strategies to comprehend text</p> <p>1.2.2 Apply strategies to comprehend words and ideas</p> <p>1.3 Build vocabulary through wide reading</p> <p>1.3.2 Understand and apply content/academic vocabulary critical to the meaning of the text, including vocabulary relevant to the different contexts, cultures and communities</p> <p><b>EALR 2:</b> The student understands the meaning of what is read</p> <p>2.1 Demonstrate evidence of reading comprehension</p> <p>2.1.3 Apply comprehension monitoring strategies during and after reading; determine importance using theme, main idea, and</p>
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	<p>supporting details in grade-level informational/expository text and/or literary/narrative text</p> <p>2.2 Understand and apply knowledge of text components to comprehend text</p> <p>2.2.3 Analyze story elements</p> <p>2.2.4 Apply understanding of text organizational structures</p> <p>2.3 Expand comprehension by analyzing, interpreting and synthesizing information and ideas in literary and informational text</p> <p>2.3.1 Analyze informational/expository text and literary/narrative text for similarities and differences and cause and effect relationships</p> <p><b>EALR 3:</b> The student reads different materials for a variety of purposes</p> <p>3.1 Read to learn new information</p> <p>3.2 Read to perform a task</p> <p>3.2.2 Apply understanding of complex information including functional documents to perform a task</p> <p>3.3 Read for career applications</p>
<p><b>Writing</b></p>	<p><b>EALR 1:</b> The student understands and uses a writing process</p> <p>1.1 Pre-writes to generate ideas and plan writing</p> <p>1.1.1 Analyzes and selects effective strategies for generating ideas and planning writing</p> <p>1.2 Revises to improve text</p> <p>1.5 Publishes text to share with audience</p> <p><b>EALR 3:</b> The student writes clearly and effectively</p> <p>3.2 Develops ideas and organizes writing</p> <p>3.3 Knows and applies appropriate grade level writing conventions</p> <p>3.3.1 Uses legible handwriting</p> <p>3.3.3 Applies capitalization rules</p> <p>3.3.6 Uses complete sentences in writing</p> <p>3.3.7 Applies paragraph conventions</p> <p>3.3.8 Applies conventional forms for citations (MLA)</p> <p><b>EALR 4:</b> The student analyzes and evaluates the effectiveness of written work</p> <p>4.1 Analyzes and evaluates others and own writing</p> <p>4.1.1 Analyzes and evaluates writing using established criteria</p>



## Unit: American History and Government COMPONENTS AND ASSESSMENTS

### Performance Assessments:

This unit is a comprehensive study of the American government including its foundation and structure and takes the student from the very beginning of the institution to the student role in citizenship of the future. Chapter one begins with citizenship skills required in both being a participant in America as well as the skills needed to run meetings and change our society through civic action groups. Chapter 2 develops our political system roots as the basis of values in this country addressing right and the notion of state governments. Chapter 3 takes the information from the first two chapters to tie it to the constitution of this nation flushing out the balance of power criteria for our government. Chapter 4 delves into the diversity of our population and how that diversity attributes to the rise of political parties in this country. Chapter 5 and 6 dissect the Bill of Rights. Chapter 7 and 8 demand the students take leadership roles in the changing and/or running of the government of the United States through participation. Leadership developed in chapter 8 focuses on values and ethics leading the student towards global citizenry. The program “Chief Justice” is used in conjunction with this unit to give first hand experience in how the judicial system works in our country.

Function as a member of a Civic Action Group to take part in a Service Learning Project under the America’s Promise program.

Develop and present an information briefing on a topic of historical significance showing how the lessons learned will be applied to the future.

Develop a personal view on a national issue and apply and defend the view in a trial under the program of “Chief Justice”

**Leadership Alignment:** Leadership activity embedded in curriculum and instruction. (Examples: CTSO project or activity, locally developed leadership project or activity, embedded 21<sup>st</sup> Century interdisciplinary theme activity such as global awareness, financial, economic, business & entrepreneurial literacy, civic literacy, health & safety, environmental literacy)

- 1. Leadership: Core Values and Democratic Principles.** To meet this standard the student will
  - 1.1 Understand and interpret the major ideas set forth in the Declaration of Independence, the Constitution and other foundational documents
    - 1.1.3a: Explain key concepts found within the foundation documents and evaluate their impact on contemporary U.S. political system
    - 1.1.3b: Analyze how specific rights guaranteed by the Constitution can be modified as the Constitution remains open to change and interpretation
  - 1.2 Examine key ideals of United States democracy
    - 1.2.3a: Examine the origins and continuing influence of key democratic ideals of the U.S. Government
    - 1.2.3b: Analyze why democratic ideals demand that people work together to reduce the disparity between those ideals and realities
- 2. Citizenship, American History and Government EALRS:** To meet this standard the student will
  - 2.1 Understand events, trends and individuals and movements shaping the United States
    - 1-2.3: Identify and analyze major concepts, people and events in the 20<sup>th</sup> century U.S. including the emerging U.S. (1890-1918), Reform, Depression, World War I, World War II, Korea and Vietnam
    - 1-3: Examine representative government and citizen participation
    - 4.2: Identify and demonstrate rights of United States citizenship related to local, state, national and international issues
- 3. World History 1-1: Understand and analyze historical time and chronology:** To meet this standard the student will:
  - 1.1.3a: Group events and individuals by broadly defined historical eras and use timelines to identify and explain patterns of historical continuity and change in a succession of related events. Compare and contrast different cultural perceptions
  - 1.2.3: Identify and analyze major concepts, people and events in 20<sup>th</sup> Century U.S.
- 4. History, Ideas and Technological Developments:** To meet this standard the student will:

Assess reading strengths and need for improvement

  - 2.1 Compare and contrast ideas in different places, time periods and cultures and examine the interrelationships between ideas, change and conflict



**Standards and Competencies**

**Unit: American History and Government** (Resources and Standards used in Framework Development: National Standards, McRel Standards, SCANS, Army JROTC Curriculum, Washington State EALR/Standards)

The SCANS areas exercised in this unit include thinking skills and personal qualities.

The SCANS workplace competencies enhanced are:

Interpersonal skills, Information synthesis and use, and use of technology. The national standards are: NSS-C.9-12.1 Civic Life, Politics and Government; NSS-C.9-12.2 Foundations of the Political System; NSS-C.9-12.3 Principles of Democracy; NSS-C.9-12.4 Other Nations and World Affairs; NSS-C.9-12.5 Role of the Citizen; NL-ENG.K-12.3 Evaluation Strategies; NL-ENG.K12.8 Developing Research Skills; NSS-US.5-12.6 The Development of the Industrial United States (1870-1900); NSS-US.5-12.7 An Age of Revolution; NSS-US.5-12.8 The 20<sup>th</sup> Century; NSS-US.5-126 ERA 7 The Emergence of Modern America (1890-1930); NSS-US.5-12.8 ERA 8 The Great Depression and World War II (1929-1945); NSS-US.5-129 ERHA 9 Postwar United States (1945-early 1970's); NSS-US.5-12 Era 10 Contemporary United States (1968-Present)

**Competencies**

**Total Learning Hours for Unit: 80**

C-1.1	Use the 7 citizenship skills of "You the People", analyze and apply decision making skills through family, community, business and industry
C-1.2	Using the "Winning Colors" program, identify the characteristics of family, community, business and industry leaders in your study of American History
C-1.3	Demonstrate oral, interpersonal, written and electronic communication and presentation skills and understand how to apply those skills through briefing techniques applied to political parties and political actions studied.
C-1.4	Use your rights and privileges as a citizen to take an active role in your community, school, JROTC or local organizations
C-2.1	Use the 7 citizenship skills in developing plans for a civic action group initiative in the community. Communicate: use communication skills to work within the group to arrive at decisions
C-2.2	Use the "Winning Colors" conflict resolution techniques and strategies to resolve issues of the political world being studied
C-2.3	Analyze the complex responsibilities of the leader and follower, demonstrate the ability to lead and follow using samples from the armed conflicts the United States has been involved with
C-2.4	Connect the development of the constitution with the events, trends and movements of people which have shaped the United States to a future United States and to identify your role in it
C-3.1	Understand the world power role of the United States and your responsibility as a citizen to that position
C-3.3	Use the 7 citizenship skills (You the People) and Americas Promise and your learned organizational skills to coordinate and execute a community service learning project

**Aligned Washington State Standards**

<b>Communications</b>	<p>2.1 Communicate clearly to a range of audiences for different purposes</p> <p>2.2 Communicate clearly and effectively</p> <p><i>To meet this standard the student will:</i></p> <ol style="list-style-type: none"> <li>1. Develop and deliver briefings on plans and courses of action developed for community actions</li> <li>2. Develop plans and present written directives to complete the actions</li> </ol>
<b>Social Studies</b>	<p><b>EALR3:</b></p> <p><b>Core Values and democratic principles</b></p> <ol style="list-style-type: none"> <li>1.2 Examine key ideals of United States democracy</li> <li>1.2.3a: Examine the origins and continuing influence of key democratic ideals of the U.S. Government</li> </ol>



- 1.2.3b: Analyze why democratic ideals demand that people work together to reduce the disparity between those ideals and reality
- 1.3: Examine representative government and citizen participation
- 1.3.3a: Examine and evaluate how citizens use and influence governmental institutions and processes to solve problems

**Core Government and Laws**

- 2.1 Understand and explain the organization of federal, state and local government including executive, legislative and judicial branches at and among the three levels of government
  - 2.1.3a: Examine and explain the constitutional principles that establish and limit government
  - 2.1 3b: Analyze problems and solutions related to the distribution of power between the legislative, executive and judicial branches of government

## Unit: Geography

### COMPONENTS AND ASSESSMENTS

**Performance Assessments:**

Introductory chapter provides an introduction to the components of the globe, including the poles, the equator, latitude and longitude, the oceans and the continents. Provides a foundation for understanding map reading and world geography. Chapter 2 begins with an introduction to the standard map, as well as the topographical map. It shows the elements of a map and introduces cadets to the grid coordinate system. Provides information on contours and landforms and teaches various methods on how to determine distance, direction, and location. Demonstrates how to work with and convert grid-magnetic angles. Develops skills that can then be used for orienteering and/or land navigation. The introductory lesson on Orienteering explains six types of orienteering courses. Demonstrates the five-step process to determine direction of travel and five movement techniques used in orienteering. Identifies three control areas and five safety aspects used in orienteering. Demonstrates proper orienteering techniques if given the opportunity to participate in an orienteering event. Compares air navigation skills to land navigation skills and demonstrates how to plan a flight. Identifies the most common unit of measure for distance in air travel and compares it with the unit of measure in road travel. Identifies marginal information, aeronautical symbols, aeronautical charts, and the four time zones located in the continental United States. Shows how to plan a trip by air by choosing the appropriate charts and planning a flight route. Chapter 5 develops global awareness. It begins by defining geography and discussing basic world climates and the major factors affecting them. Summarizes the physical and political characteristics of each of the continents. Identifies countries and regions of each continent, and summarizes their physical and human characteristics. Explains how the interactions between groups of people affect the area's cultural, economic, and political characteristics. Provides instruction on creating maps to organize and display data about each continent. Chapter 6 teaches the cadet to recognize the global impact of environmental issues and recognize significant environmental impacts of waste disposal. Identifies examples of pollution and waste material. Describes environmental concerns and way that communities control waste volume. Explains the recycling and incineration process. Helps the cadets develop alternate solutions for waste disposal that benefit the environment and create a recycling plan of action.

**Leadership Alignment:** Leadership activity embedded in curriculum and instruction. (Examples: CTSO project or activity, locally developed leadership project or activity, embedded 21<sup>st</sup> Century interdisciplinary theme activity such as global awareness, financial, economic, business & entrepreneurial literacy, civic literacy, health & safety, environmental literacy)

### *Standards and Competencies*

**Standard/Unit: Geography**

**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, **NPH.K-12.5** Responsible Behavior, **NM.9-12.7** Geometry, **NSS-G.K-12.2** Spaces and Regions

**Competencies**

**Total Learning Hours for Unit: 50**

C-1.1	Explore the globe
C-1.2	Use a city or state map to select a route and determine distance
C-1.3	Use map reading skills for an orienteering course
C-1.4	Differentiate between navigating on ground and through the air
C-1.5	Associate terrain with continental geography
C-1.6	Assess environmental issues within a community

### *Aligned Washington State Standards*

<b>Communications</b>	<p><b>The student uses listening and observation skills and strategies to gain understanding</b></p> <p><i>To meet this standard the student will:</i></p> <p>1.1 Use listening and observations skills and strategies to focus attention and interpret information</p> <p>1.2 Understand, analyze, synthesize, or evaluate information from a variety of sources</p>
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<b>Reading</b>	<p><b>1. The student understands and uses different skills and strategies to read</b>  <i>To meet this standard the student will:</i></p> <ul style="list-style-type: none"> <li>1.1 Use word recognition and word meaning skills to read and comprehend text</li> <li>1.2 Use vocabulary (word meaning) strategies to comprehend text</li> <li>1.3 Build vocabulary through wide reading</li> <li>1.4 Apply word recognition skills and strategies to read fluently</li> </ul> <p><b>2. The student understands the meaning of what is read</b>  <i>To meet this standard the student will:</i></p> <ul style="list-style-type: none"> <li>2.1 Demonstrate evidence of reading comprehension</li> <li>2.2 Understand and apply knowledge of text components to comprehend text</li> <li>2.3 Expand comprehension by analyzing, interpreting, and synthesizing information and ideas in literacy and informational text</li> <li>2.4 Think critically and analyze author's use of language, style, purpose and perspective in informational and literary text</li> </ul> <p><b>3. The student reads different materials for a variety of purposes</b>  <i>To meet this standard the student will:</i></p> <ul style="list-style-type: none"> <li>3.1 Read to learn information</li> <li>3.2 Read to perform a task</li> <li>3.3 Read for career applications</li> <li>3.4 Read for literary/narrative experience in a variety of genres</li> </ul> <p><b>4. The student sets goals and evaluates progress to improve reading</b>  <i>To meet this standard the student will:</i></p> <ul style="list-style-type: none"> <li>4.1 Assess reading strengths and need for improvement</li> <li>4.2 Develop interests and share reading experiences</li> </ul>
<b>Social Studies</b>	<p><b>Social Studies EALR 3: GEOGRAPHY</b> – The student uses a spatial perspective to make reasoned decisions by applying the concepts of location, region and movement and demonstrates knowledge of how geographic features and human cultures impact environments.</p> <ul style="list-style-type: none"> <li>Component 3.1 Understands the location, physical characteristics, cultural characteristics, and spatial patterns of places and regions on the earth's surface.</li> <li>Component 3.2 Understands human interaction with the environment</li> <li>Component 3.3 Understands the geographic context of global issues and events</li> </ul>





## Unit: Citizenship

### COMPONENTS AND ASSESSMENTS

**Performance Assessments:**

Introduces students to the values and principals that underline good citizenship. Emphasis is placed on topics such as the importance of the United States Constitution and Bill of Rights, responsibilities of U.S. citizens, basic national values, the U.S. federal justice system, and service to the community. In conjunction with citizenship, cadets are introduced to a variety of significant events and historical figures that contributed to our citizenship and American history.

Chapter 1 introduces cadets to the “You the People” citizenship skills and it’s foundation in the Preamble to the United States Constitution. It provides cadets with an opportunity to practice these skills before they begin their “You the People” Citizen Action Group process or any teamwork within the classroom. By practicing these skills, cadets develop the qualities that allow them to work with others when meeting a common goal.

Chapter 2 introduces students to: 1) the legal basis for citizenship and the misconceptions and qualifications for being an American citizen; 2) the amendments that protect the rights of American citizens; 3) the basic freedoms of U.S. citizens as set forth in the amendments; 4) the Bill of Responsibilities; 5) and the characteristics of participating American citizens.

Chapter 3 introduces cadets to the “You the People” Citizen Action Group process. It teaches cadets how to: reach a simple majority and consensus, follow the YTP ground rules, and conduct Small Group and Representative Group meetings. The Citizenship Action Group process teaches cadets how to work within a group with the common goal of improving or contributing to their classroom, school or community.

Chapter 4 discusses the significant events of 1776-1814 that helped shape and develop our constitution and government. It teaches cadets to recognize the importance of the American Revolution, the development and construction of the constitution, the westward expansion of America, and the events of the War of 1812.

Chapter 5 presents cadets with an overview of the people, places, and events of 1815 to the present day that helped shape the history and citizenship of Americans.

Chapter 6 introduces cadets to the Chief Justice educational game including the Supreme Court, the top four positions in the Department of Justice and the major functions of the five divisions in that department, and a brief overview of the military justice system. It also teaches cadets the three levels of local law enforcement agencies, their functions, jurisdictions, and relations to the communities they serve and the three types of military law enforcement agents and their functions within the military community they serve.

Chapter 7 introduces cadets to the legislative branch, it’s organization, qualifications for and benefits/privileges of membership, powers and lawmaking procedures (from the introduction of a bill to committee action voting). It also introduces the executive branch; it’s constitutional and informal qualifications, term of office, salary and benefits, sources of power, limits on power, and presidential succession. It also familiarizes cadets with the voting process by: discussing voting reforms, stressing the responsibility of U.S. citizens to vote, examining the role of political parties in the election process, and explaining how public opinion and voting outcome can be shaped by interest groups, lobbyists, propaganda/campaign techniques, and political movements. It provides cadets with insight into the steps that most presidential campaigns follow and the role of the Electoral College System in presidential elections. Using the “You the People” process, this chapter allows cadets to further explore the past and current state of our government, the origin and ratification of the Constitution, the legislative, executive and judicial branches of government, the executive powers and limitations stated in Article II of the Constitution, the organization of state and local governments, the modern political and economic systems, the definition of citizenship and the duties of participating American citizens, a plan for reviving American citizenship, local issues in the community or school, current issues before congress, recent decisions made by the Supreme Court, and a variety of discussion topics about citizenship and American history.

**Leadership Alignment:** Leadership activity embedded in curriculum and instruction. (Examples: CTSO project or activity, locally developed leadership project or activity, embedded 21<sup>st</sup> Century interdisciplinary theme activity such as global awareness, financial, economic, business & entrepreneurial literacy, civic literacy, health & safety, environmental literacy)

### *Standards and Competencies*

**Standard/Unit: Citizenship**

C.1 Standard: NSS-C.9-12.5 Role of the citizen, NSS-C.9-12.3 Principles of Democracy, NSS-C.9-12.4 Other Nations and World Affairs, NSS-USH.5-12.10 Era 10: Contemporary United States (1968 to the present), NL-ENG.K-12.8 Developing Research Skills, NSS-USH.5-12.8 The 20<sup>th</sup> Century, NSS-C.9-12.2 Foundations of the Political System, NL-ENG.K-12.3 Evaluation Strategies, NSS-USH.5-12.6 ERA 6: The Development of the Industrial United States (1870-1900), 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 – Early 1970's), NSS-USH.5-12.10 ERA 10: Contemporary United States (1968- to the present), NSS-USH.5-12.7 An Age of Revolutions, NSS-

USH.5-12.8 The Twentieth Century, NSS-C.9-12.1 Civic Life, Politics and Government	
<b>Competencies</b>	<b>Total Learning Hours for Unit: 110</b>
C-1.1	Develop self-understanding and an appreciation for diversity
C-1.2	Relate the structure and function of the brain to the learning process
C-1.3	Develop study skills
C-1.4	Use communication processes for relating to others
C-1.5	Use problem-solving techniques to determine nonviolent ways to resolve conflicts
C-1.6	Prepare to teach others
C-1.7	Explore the components of service learning
C-1.8	Prepare for your career
<b>Aligned Washington State Standards</b>	
<b>Communications</b>	<p><b>EALR 1:</b> The student uses listening and observation skills and strategies to gain understanding</p> <p>1.2 Uses listening and observation skills and strategies to focus attention and interpret information</p> <p><b>EALR 2:</b> The student uses communication skills and strategies to interact/work effectively with others</p> <p>2.4 Uses language to interact effectively and responsibly in a multicultural context</p> <p>2.5 Uses interpersonal skills and strategies in a multicultural context to work collaboratively, solve problems and perform tasks</p> <p>2.6 Uses skills and strategies to communicate inter-culturally</p> <p><b>EALR 3:</b> The student uses communication skills and strategies to effectively present ideas and one's self in a variety of situations</p> <p>3.4 Uses knowledge of topic/theme, audience, and purpose to plan presentations</p> <p>3.5 Uses media and other resources to support presentations</p> <p>3.6 Uses effective delivery</p> <p><b>EALR 4:</b> The student analyzes and evaluates the effectiveness of communication</p> <p>4.1 Assesses effectiveness of one's own and other's communications</p>
<b>Reading</b>	<p><b>EALR 1:</b> The student understands and uses different skills and strategies to read</p> <p>1.2 Use vocabulary (word meaning) strategies to comprehend text</p> <p>1.2.2 Apply strategies to comprehend words and ideas</p> <p>1.3 Build vocabulary through wide reading</p> <p>1.3.2 Understand and apply content/academic vocabulary critical to the meaning of the text, including vocabulary relevant to the different contexts, cultures and communities</p> <p><b>EALR 2:</b> The student understands the meaning of what is read</p> <p>2.2 Demonstrate evidence of reading comprehension</p> <p>2.1.4 Apply comprehension monitoring strategies during and after reading; determine importance using theme, main idea, and supporting details in grade-level informational/expository text and/or literary/narrative text</p> <p>2.2 Understand and apply knowledge of text components to comprehend text</p> <p>2.2.3 Analyze story elements</p> <p>2.2.4 Apply understanding of text organizational structures</p> <p>2.3 Expand comprehension by analyzing, interpreting and synthesizing information and ideas in literary and informational text</p> <p>2.3.1 Analyze informational/expository text and literary/narrative text for similarities and differences and cause and effect relationships</p> <p><b>EALR 3:</b> The student reads different materials for a variety of purposes</p> <p>3.3 Read to learn new information</p> <p>3.4 Read to perform a task</p> <p>3.2.3 Apply understanding of complex information including functional documents to perform a task</p> <p>3.3 Read for career applications</p>

<b>Writing</b>	<p><b>EALR 1:</b> The student understands and uses a writing process</p> <ul style="list-style-type: none"> <li>1.2 Pre-writes to generate ideas and plan writing</li> <li>1.1.1 Analyzes and selects effective strategies for generating ideas and planning writing</li> <li>1.2 Revises to improve text</li> <li>1.5 Publishes text to share with audience</li> </ul> <p><b>EALR 3:</b> The student writes clearly and effectively</p> <ul style="list-style-type: none"> <li>3.4 Develops ideas and organizes writing</li> <li>3.5 Knows and applies appropriate grade level writing conventions</li> <li>3.3.1 Uses legible handwriting</li> <li>3.3.3 Applies capitalization rules</li> <li>3.3.6 Uses complete sentences in writing</li> <li>3.3.7 Applies paragraph conventions</li> <li>3.3.8 Applies conventional forms for citations (MLA)</li> </ul> <p><b>EALR 4:</b> The student analyzes and evaluates the effectiveness of written work</p> <ul style="list-style-type: none"> <li>4.2 Analyzes and evaluates others and own writing</li> <li>4.1.1 Analyzes and evaluates writing using established criteria</li> </ul>
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**Unit: Leadership and Theory**  
**COMPONENTS AND ASSESSMENTS**

**Performance Assessments:**

**Leadership Alignment:** Leadership activity embedded in curriculum and instruction. (Examples: CTSO project or activity, locally developed leadership project or activity, embedded 21<sup>st</sup> Century interdisciplinary theme activity such as global awareness, financial, economic, business & entrepreneurial literacy, civic literacy, health & safety, environmental literacy)

**Standards and Competencies**

**Standard/Unit: Leadership and Theory**

**Competencies** **Total Learning Hours for Unit: 140**

C-1 Standard: Leadership Theory and Application pillar correlated to national standards

C-1.1	Language Arts
C-1.1.1	NL-ENG-K.12.1 Reading for Perspective – Students read a wide range of print and non print texts to build an understanding of texts, of themselves and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and non-fiction, classic and contemporary works.
C-1.1.2	NL-ENG-K.12.3 Evaluation Strategies – Students apply a wide range of strategies to comprehend, interpret, evaluate and appreciate texts. Students draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context and graphics).
C-1.1.3	NL-ENG-K.12.4 Communication Skills – Students adjust their use of spoken, written and visual language (e.g., conventions, style and vocabulary) to communicate effectively with a variety of audiences and for different purposes.
C-1.1.4	NL-ENG-K.12.5 Communication Skills – Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.
C-1.1.5	NL-ENG-K.12.6 Applying knowledge – Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique and discuss print and non-print texts.
C-1.1.6	NL-ENG-K.12.12 Applying Language Skills – Students use spoken, written and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion and the exchange of information).
C-1.2	Physical Education
C-1.2.1	NPH-K-12.1 Movement Forms – Demonstrates competency in many movement forms and proficiency in a few movement forms.
C-1.2.3	NPH-K-12.2 Movement Concepts – Applies movement concepts and principles to the learning and development of motor skills.
C-1.2.4	NPH-K-12.5 Responsible Behavior – Demonstrates understanding and respect for differences among people in physical activity settings.
C-1.2.5	NPH-K-12.7 Understanding Challenge – Understands that physical activity provides opportunities for enjoyment, challenge, self-expression, and social interaction.
C-1.3	Civics
C-1.3.1	NSS-C-9-12.3 Principles of Democracy – How Does the Government Established by the Constitution Embody the Purposes, Values and Principles of American Democracy <ul style="list-style-type: none"> <li>▪How are power and responsibility distributed, shared and limited in the government established by the United States Constitution.</li> <li>▪How is the national government organized and what does it do.</li> <li>▪How are state and local governments organized and what do they do</li> <li>▪What is the place of law in the American constitutional system</li> <li>▪How does the American political system provide for choice and opportunities for participation.</li> </ul>
C-1.3.2	NSS-C-9-12.5 Roles of the Citizen – What are the Roles of the Citizen in American Democracy

	<ul style="list-style-type: none"> <li>▪What is citizenship</li> <li>▪What are the rights of citizens</li> <li>▪What are the responsibilities of citizens</li> <li>▪What civic dispositions or traits of private and public character are important to the preservation and improvement of American constitutional democracy</li> <li>▪How can citizens take part in civic life</li> </ul>
<b>Aligned Washington State Standards</b>	
<b>Communications</b>	<ul style="list-style-type: none"> <li>1.2 Uses listening and observation skills and strategies to focus attention and interpret information</li> <li>1.3 Understands, analyzes, synthesizes or evaluates information from a variety of sources</li> <li>2.1 Uses language to interact effectively and responsibly in a multicultural context</li> <li>2.2 Uses interpersonal skills and strategies in a multicultural context to work collaboratively, solve problems and perform tasks</li> <li>2.3 Uses skills and strategies to communicate inter-culturally</li> <li>3.1 Uses knowledge of topic/theme, audience, and purpose to plan presentations</li> <li>3.2 Uses media and other resources to support presentations</li> <li>3.3 Uses effective delivery</li> <li>4.1 Assesses effectiveness of one’s own and other’s communication</li> <li>4.2 Sets goals for improvement</li> </ul>
<b>Reading</b>	<ul style="list-style-type: none"> <li>1.1 Use word recognition and word meaning skills to read and comprehend text</li> <li>1.2 Use vocabulary (word meaning) strategies to comprehend text</li> <li>2.1 Demonstrate evidence of reading comprehension</li> <li>2.3 Expand comprehension by analyzing, interpreting and synthesizing information and ideas in literacy and informational text</li> <li>3.1 Read to learn new information</li> <li>3.2 Read to perform a task</li> </ul>
<b>Social Studies</b>	<p><b>Civics</b></p> <ul style="list-style-type: none"> <li>1.1 Understands key ideals and principals of the United States, including those in the Declaration of Independence, the Constitution and fundamental elements</li> <li>1.2 Understands the purposes, organization and function of governments, laws and political systems</li> <li>1.3 Understands the purposes and organization of international relationships and United States policy</li> <li>1.4 Understands civic involvement</li> </ul> <p><b>Geography</b></p> <ul style="list-style-type: none"> <li>3.2 Understands human interaction with the environment</li> <li>3.3 Understands the geographic context of global issues and events</li> </ul> <p><b>History</b></p> <ul style="list-style-type: none"> <li>4.1 Understands historical chronology</li> <li>4.2 Understands and analyzes casual factors that have shaped major events in history</li> <li>4.3 Understands that there are multiple perspectives and interpretations of historical events</li> <li>4.4 Uses history to understand the present and plan for the future</li> </ul> <p><b>Social Studies Skills</b></p> <ul style="list-style-type: none"> <li>5.1 Uses critical reasoning skills to analyze and evaluate positions</li> <li>5.3 Deliberates public issues</li> </ul>

<b>Writing</b>	3.1 Develops ideas and organizes writing 3.2 Uses appropriate style 4.2 Sets goals for improvement
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**Unit: Wellness, Fitness and First Aid**

**COMPONENTS AND ASSESSMENTS**

**Performance Assessments:** Students will be learning how to assess their fitness for a healthy lifestyle, be able to pass the Presidential Physical Fitness Award Program, know how to use aid techniques in emergency and non-emergency situations, and develop an understanding of substance abuse and prevention strategies

**Leadership Alignment:** Leadership activity embedded in curriculum and instruction. (Examples: CTSO project or activity, locally developed leadership project or activity, embedded 21<sup>st</sup> Century interdisciplinary theme activity such as global awareness, financial, economic, business & entrepreneurial literacy, civic literacy, health & safety, environmental literacy)

***Standards and Competencies***

**Standard:** Assess your awareness of fitness and healthy lifestyle

**Total Learning Hours for Unit: 70**

**Competencies:**

12.1	Reading for perspective
12.3	Evaluation strategies
12.4 and 12.5	Communication skills – Communication strategies
12.6	Applying knowledge
12.7	Evaluating data
12.12	Applying language skills
9-12.1 and 9-12.2	Health promotion and disease prevention – Health information, products and services
9-12.3	Reducing health risks
9-12.5	Using communication skills to promote health
9-12.6 and 9-12.7	Setting good health – Health advocacy

**Standard: Demonstrate the ability to pass the Presidential Physical Fitness Award Program (PPFA)**

**Competencies:**

12.7	Understanding challenge
9-12.6	Setting goals for good health
12.1	Movement forms
12.2	Movement concepts
12.3	Physical activity
12.4	Physical fitness
12.5	Responsible behavior
12.6	Respect for others

**Standard: Apply first aid techniques in emergency and non-emergency situations**

**Competencies:**

12.3	Evaluation strategies
12.6	Applying knowledge
9-12.3	Reducing health risks
9-12.5	Using communication skills to promote health
9-12.7	Health advocacy

**Standard: Illustrate awareness of drugs and drug abuse**

**Competencies:**

12.1	Reading for perspective
12.3	Evaluation strategies
12.4 and 12.5	Communication skills and Communication strategies

12.6	Applying knowledge
12.7	Evaluating data
12.9	Multicultural understanding
12.12	Applying language skills
9-12.1	Health promotion and disease prevention
9-12.2	Health information, products and services
9-12.3	Reading health risks
<b>Standard: Life long health</b>	
<b>Competencies:</b>	
12.1	Reading for perspective
12.3	Evaluation strategies
12.4	Communication skills
12.5	Communication strategies
12.6	Applying knowledge
12.7	Evaluating data
12.9	Multicultural understanding
12.12	Applying language skills
9-12.1	Health promotion and disease prevention
9-12.2	Health information, products and services
9-12.3	Reducing health risks
9-12.4	Influences on health
9-12.5	Using communication skills to promote health
9-12.6	Setting goals for good health
9-12.7	Health advocacy
<b>Aligned Washington State Standards</b>	
<b>Art</b>	<b>EALR 3:</b> The student communicates through the arts (dance, music, theatre and visual arts) <i>To meet this standard the student will:</i> 3.2 Develops personal aesthetic criteria to communicate artistic choices
<b>Communications</b>	<b>EALR 1:</b> The student uses listening and observation skills and strategies to gain understanding <i>To meet this standard the student will:</i> 1.1 Uses listening and observation skills and strategies to focus attention and interpret information
<b>Health and Fitness</b>	<b>EALR 4:</b> The student analyzes personal information to develop an individualized fitness plan <i>To meet this standard the student will:</i> 4.1 Understands nutrition and food nutrients and how they affect physical performance of the body 4.2 Develop a health and fitness plan and a monitoring system that is consistent with life goals for work and leisure
<b>Reading</b>	<b>EALR 2:</b> The student understands the meaning of what is read. <i>To meet this standard the student will:</i> 2.1 Demonstrate evidence of reading comprehension 2.2 Understand and apply knowledge of text components to comprehend text
<b>Writing</b>	<b>EALR 2:</b> The student writes in a variety of forms for different audiences and purposes <i>To meet this standard the student will:</i> 2.1 Writes for different purposes



**21<sup>st</sup> Century Skills**

*The 21st Century Skills are taught and assessed throughout the course.*

**Check those that students will demonstrate in this course:**

<p><b>LEARNING &amp; INNOVATION</b></p> <p><b>Creativity and Innovation</b></p> <p><input type="checkbox"/> Think Creatively</p> <p><input type="checkbox"/> Work Creatively with Others</p> <p><input type="checkbox"/> Implement Innovations</p> <p><b>Critical Thinking and Problem Solving</b></p> <p><input checked="" type="checkbox"/> Reason Effectively</p> <p><input checked="" type="checkbox"/> Use Systems Thinking</p> <p><input checked="" type="checkbox"/> Make Judgments and Decisions</p> <p><input checked="" type="checkbox"/> Solve Problems</p> <p><b>Communication and Collaboration</b></p> <p><input checked="" type="checkbox"/> Communicate Clearly</p> <p><input checked="" type="checkbox"/> Collaborate with Others</p>	<p><b>INFORMATION, MEDIA &amp; TECHNOLOGY SKILLS</b></p> <p><b>Information Literacy</b></p> <p><input checked="" type="checkbox"/> Access and /evaluate Information</p> <p><input checked="" type="checkbox"/> Use and Manage Information</p> <p><b>Media Literacy</b></p> <p><input type="checkbox"/> Analyze Media</p> <p><input type="checkbox"/> Create Media Products</p> <p><b>Information, Communications and Technology (ICT Literacy)</b></p> <p><input type="checkbox"/> Apply Technology Effectively</p>	<p><b>LIFE &amp; CAREER SKILLS</b></p> <p><b>Flexibility and Adaptability</b></p> <p><input checked="" type="checkbox"/> Adapt to Change</p> <p><input type="checkbox"/> Be Flexible</p> <p><b>Initiative and Self-Direction</b></p> <p><input type="checkbox"/> Manage Goals and Time</p> <p><input type="checkbox"/> Work Independently</p> <p><input checked="" type="checkbox"/> Be Self-Directed Learners</p> <p><b>Social and Cross-Cultural</b></p> <p><input checked="" type="checkbox"/> Interact Effectively with Others</p> <p><input checked="" type="checkbox"/> Work Effectively in Diverse Teams</p> <p><b>Productivity and Accountability</b></p> <p><input type="checkbox"/> Manage Projects</p> <p><input type="checkbox"/> Produce Results</p> <p><b>Leadership and Responsibility</b></p> <p><input checked="" type="checkbox"/> Guide and Lead Others</p> <p><input checked="" type="checkbox"/> Be Responsible to Others</p>
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