

Leadership Education and Training (LET)

JROTC Program of Instruction (POI)

U.S. Army
Cadet Command
Ft. Monroe, VA

7 September 2010

(Updated 29 October 2010)
DISTRIBUTION RESTRICTION:
Approved for public release; distribution is unlimited.



JROTC Cadet Creed

I am an Army Junior ROTC Cadet.

I will always conduct myself to bring credit to my family, country, school and the Corps of Cadets.

I am loyal and patriotic.

I am the future of the United States of America.

I do not lie, cheat or steal and will always be accountable for my actions and deeds.

I will always practice good citizenship and patriotism.

I will work hard to improve my mind and strengthen my body.

I will seek the mantle of leadership and stand prepared to uphold the Constitution and the American way of life. May God grant me the strength to always live by this creed.

Course Name: JROTC, A Character and Leadership Development Program

Program of Instruction (POI) Cover Page

Total Computed Academic Hours: 720 (180 hours per year for four years)

Approval Authority: U.S. Army Cadet Command, Director, JROTC

Approval Date: 29 October 2010

Supersedes POI Date: This POI supersedes the POI updated 15 September 2006.

Minor Changes and Additions: Changes and additions that do not substantially alter the intent of this Program of Instruction (POI) or the Leadership Education and Training (LET) lessons will be posted on the JROTC web portal. The changes and additions should be annotated where needed and the original notice kept behind the POI in the Instructor Desk Reference.

Table of Contents

Total Computed Academic Hours:	3
Approval Authority:	3
Approval Date:	3
Supersedes POI Date:	3
Minor Changes and Additions:	3
Preface	6
Status:	6
Training Location(s):	6
Chapter One: Introduction	6
1-1 Purpose	6
1-2 Collaboration	6
Chapter Two: Course Scope	8
2-1 Course Goals	8
2-2 Program and Learning Outcomes	8
2-3 Core Abilities	9
2-4 Competencies	9
2-5 National Standards	10
2-6 Course Prerequisites	10
2-7 Course Length and Size	10
2-8 Substitution of Credit	11
2-9 Training Start Date	13
2-10 Proponent	13
2-11 Instructor Requirements/ Course Remarks	13
Chapter Three: Curriculum Information	14
3-1 Basis of the Curriculum	14
3-2 Assessments and Tasks	14
3-3 Cadet Learning	15
3-4 Instructor and Cadet Teaching	16
3-5 Lesson Plans	16
3-6 Learning Plans	16
3-7 Learning Materials	17
3-8 Beating the Odds Foundation and Quarterbacks of Life	17
3-9 Teen CERT	17
Chapter Four: Scheduling Information	18
4-1 Traditional and A/B Block Schedule	18
4-2 Accelerated Block Schedule	18
4-3 Scheduling Options	19
4-4 Electives	20
4-5 LET Training Units and Chapters	21
Appendix A: Core Lessons by LET	22
Appendix B: Health Lessons Recommended Sequence	28
Appendix C: PE Lessons Recommended Sequence	29
Appendix D: Contact Information for Table C	30
Appendix E: Teen CERT Lessons	31
Appendix F: McREL Standards by LET	34

LET 1 Core Lessons - Outcome Summary	34
LET 2 Core Lessons - Outcome Summary	35
LET 3 Core Lessons - Outcome Summary	37
LET 4 Core Lessons - Outcome Summary	39
Appendix G: JROTC Traditional and A/B Block Schedule.....	40
Appendix H: JROTC Accelerated Block Schedule	41

Preface

Status: Directorate Approved

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

Chapter One: Introduction

1-1 Purpose

The Junior Reserve Officer Training Corps/National Defense Cadet Corps (JROTC/NDCC) is a program that is offered at the high school level and teaches high school students the value of citizenship, leadership, service to the community, personal responsibility, and a sense of accomplishment, while instilling in them self-esteem, teamwork, and self-discipline. Though this POI refers to JROTC, all provisions of this document are applicable to NDCC. The mission statement reflects the overall meaning and purpose of JROTC, which is “To Motivate Young People to be Better Citizens” by preparing high school students for responsible leadership roles while making them aware of their rights, responsibilities, and privileges as American citizens. The program promotes graduation from high school by providing curriculum, Leadership Education and Training (LET), and rewarding opportunities that will benefit the student, community, and nation in the present and future. Though JROTC is an acronym it has transcended its original name; therefore, it will henceforth be referred to as JROTC, A Character and Leadership Development Program.

1-2 Collaboration

Development of good citizenship, team building skills, effective oral and written communication, global awareness, wellness, and physical fitness is accomplished through a multi-faceted, blended curriculum. Professional instructional designers and serious gaming experts integrated their custom development with state of the art commercial programs to provide a world class, multi-media, student-centered product aligned with standards in all fifty states. This collaboration of leading edge development and commercial products allows for teaching success using the latest educational, brain based research. The following commercial programs and materials support the JROTC curriculum:

The Worldwide Instructional Design System (WIDS) Team, an educational group operating under the Wisconsin Technical College System Foundation, Inc, provided the model, methodology, and software used to develop core abilities, competencies, performance standards, and learning plans. The WIDS Team also updated lesson plans and linked content to each state’s standards.

The lesson format was provided by Dr. Steven Dunn, author of *Brain Compatible Learning for the Block*. Dr. Dunn provided training to curriculum work groups and writers and assisted with the review of the lessons during production.

The National Endowment for Financial Education (NEFE) provided the *High School Financial Planning Program* (HSFPP)[®], which also used the WIDS process and Dr. Dunn’s four phase lesson format.

Written Communication for Sergeants, developed by Susan Hughes is an excellent resource for students to learn writing skills and to prepare for the written portion of the SAT.

Winning Colors (WC)[®] by Stefan Nielson of Aeon Communications, Inc. is used in schools and corporations as a readily understandable present time behavioral observation indicator.

The Success Profile[®], designed to measure and improve emotional intelligence, is a product of the Conover Company.

Components of the *You the People (YTP)*[®] curriculum are incorporated into the program and Charles Heberle, the author, has worked with the writers to integrate the process into the lessons.

We the People (WTP)[®] developed by the Center for Civic Education to promote civic responsibility in students, is integrated into the Citizenship in American History and Government lessons.

Will Interactive, Inc.[®], a leader in interactive training, behavior modification, and performance improvement, developed several virtual experiences that help cadets make better choices. Examples include: *Interactive Nights Out 2* (drug abuse prevention), *Hate Comes Home* and *Just 2 Days* (conflict resolution, diversity, responsibility), *Saving SGT Pabletti*, (developed for the Army to create an awareness of sexual harassment in a unit is available for use by Senior and Junior ROTC cadets emphasizes the importance of Army values), *Challenge I and Challenge II* (highly effective when used with Unit 2 lessons on leadership. *Challenge I* addresses basic principles of leadership for LET 1 (core) or LET 2 leadership lessons. *Challenge II* addresses leading oneself as well as leading teams and integrates core leadership principles found in Franklin-Covey's *7 Habits of Highly Effective Teens*).

In Real Life: Sexual Harassment in Schools[®], by Concentrics, Inc., provides insight into how to recognize and resolve incidents of sexual harassment.

Lions-Quest[®] is a comprehensive, values based program that focuses on a positive prevention approach and a broad range of life skills that can be consistently taught and reinforced. Lions-Quest Service Learning is a teaching strategy that facilitates skills-based classes and the successful execution of a service-learning program.

Thinking Maps[®] by Innovative Learning Group create a common visual language that promotes integrated thinking and interdisciplinary learning. Eight graphic organizer-like maps are used to teach specific thought processes across disciplines and LET levels.

Classroom Performance System (CPS)® by e-Instruction is a technology based productivity tool used for direct instruction, assessment, evaluation and management. It promotes active learning with full student engagement and participation.

Beating the Odds Foundation (BTO)/Quarterbacks of Life (QBOL)® provides students with the opportunity to experience a proven and time-tested pathway to success for use in school and in life.

Chapter Two: Course Scope

2-1 Course Goals

This POI focuses on the development of better citizens by building skills in leadership, citizenship, life success, geography, cultural awareness, wellness, and fitness in a structured interactive environment. The JROTC program is a cooperative effort on the part of the Army and the host institution to provide high school students with opportunities to become well rounded citizens. The flexibility of the program allows it to bear the scrutiny of professional educators and to meet the needs of the community. Satisfactory completion of the program can lead to advanced placement credit in the Senior ROTC program at participating colleges or advanced rank in the Armed Forces. Several components of the course have been identified for college credit that is awarded to cadets upon successful completion of the specified requirements. In addition, several components have been identified to meet high school graduation requirements while gaining leadership skills through the program.

The JROTC program is one of the Army's contributions to motivate 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 service learning, community service, and teen anti-drug efforts.

2-2 Program and Learning Outcomes

These program outcomes describe what JROTC cadets will know and be able to do upon successful completion of the JROTC program. These outcomes also provide documentation for growth and development of the student and program for re-accreditation purposes, school visitors, parents, and the community. This program intends to teach cadets to:

1. Maximize potential for success through learning and self-management
2. Develop leadership skills
3. Incorporate principles of mental and physical wellness into behaviors and decisions
4. Build effective relationships with peers, co-workers, and the community
5. Apply physical and political geography to building global awareness
6. Correlate the rights and responsibilities of citizenship to the purposes of U.S. government

7. Relate events in U.S. history to choices and responsibilities Americans have today
8. Characterize the role of the military and other national service organizations in building a constitutional republic and maintaining peace in our society
9. Develop and pursue a plan for postsecondary success

2-3 Core Abilities

The JROTC Core Abilities describe the broad, life-long skills that every cadet needs for success in future life and career endeavors. The core abilities are a result of the goals and values that drive the JROTC program and are built upon over the program's four years through integrating various lesson competencies and skills throughout the JROTC curriculum. The JROTC Core Abilities are:

1. Build your capacity for life-long learning
2. Communicate using verbal, non-verbal, visual, and written techniques
3. Take responsibility for your actions and choices
4. Do your share as a good citizen in your school, community, country, and the world
5. Treat self and others with respect
6. Apply critical thinking techniques

With each lesson the instructors explicitly introduce, teach, reinforce, and assess the core abilities that relate to the core competency being introduced. The core abilities will be displayed prominently in JROTC classrooms so that cadets will know, recite, and view them as essential components of their lessons.

2-4 Competencies

A competency is a major skill or ability needed to perform a task effectively and efficiently. Performance assessment is driven by competencies. Each JROTC lesson addresses a competency that is the intended learning result of the lesson. Competencies describe discipline-specific measurable and observable skills, knowledge, and attitudes. Performance standards (criteria and conditions) provide the specifications for assessing mastery of a competency. Cadets show they have learned competencies by applying them in the completion of assessment tasks that require them to do one or more of the following:

- Make a decision
- Perform a skill
- Perform a service
- Solve a problem
- Create a product

Instructors explicitly introduce, teach, reinforce, and assess the competency as the learning target for every lesson. They help cadets take responsibility for their own learning by directing them to review the competency and its performance standards (criteria and conditions) at the beginning of the lesson and by pointing out that informing themselves about the performance expectations is the cadets' first step toward learning success. Instructors use the competency as the target for all assessments and the

performance standards as the guidelines for evaluating and providing feedback about cadet performance in relation to that competency.

2-5 National Standards

The JROTC curriculum fully or partially addresses a number of the McREL academic standards:

Citizenship	Health	Self Regulation
Civics	Language Arts	Thinking and Reasoning
Economics	Life Skills	U.S. History
Geography	Life Work	Working with Others

© 2003 McREL

Mid-continent Research for Education and Learning

2550 S. Parker Road, Suite 500

Aurora, CO 80014

(303) 337-0990

www.mcrel.org/standards-benchmarks

The Army JROTC curriculum is linked to McREL K-12 content standards entitled *Content Knowledge: Compendium of Standards and Benchmarks for K-12 Education*. McREL is a nationally recognized, private, nonprofit organization dedicated to improving education for all through applied research, product development, and service. The purpose of McREL standards is “to address the major issues surrounding content standards, provide a model for their identification, and apply this model in order to identify standards and benchmarks in the subject areas”.

2-6 Course Prerequisites

- LET 1 – completion of the eighth grade
- LET 2 & LET 3 – completion of LET 1
- LET 4 – completion of LET 1, LET 2, & LET 3

Schools must provide at least two classrooms or schedule students so that all LET levels are not in one classroom. When LET 2s and LET 3s are scheduled together, LET 3 material may be sequenced before LET 2.

Materials are provided for the Traditional and A/B Block (LET 1-4) and Accelerated Block (LET 1a/b-4a/b) JROTC programs. Each LET level must total 180 academic hours (or the required number of hours for academic courses equaling 1.0 credits) to include core and elective requirements. Host institutions are required to award credit toward graduation for each year of the JROTC program and requested to award credit for embedded subjects such as health, wellness, fitness, personal finance, character development, freshman orientation, civics, etc.

2-7 Course Length and Size

High schools are required to provide a minimum of three years of JROTC on a traditional schedule (45-50 minutes daily) or may provide 90-100 minutes every other

day, as in an A/B block schedule. Some schools provide 90-100 minutes daily on a 4x4 block schedule, utilizing the LET 1a, 1b, 2a, 2b, through 4b sequence; referred to as the Accelerated Block Schedule, providing up to eight years of JROTC curriculum instruction. The same core content is required in both Traditional and Accelerated Block scheduling and is modified to meet time constraints for the lessons. Though schools have the option to conduct a three-year program, instructors are encouraged to use parts of the LET 4 curriculum in order to provide leadership application opportunities. Military institutes require a four-year program.

Spring/Summer JROTC Cadet Leadership Challenge (JCLC) is an additional component of the three- and four-year programs and supplements the JROTC curriculum. For those attending, additional focus is placed on developing cadets' character, leadership skills, and abilities. Lessons from Foundations for Success; leadership; wellness/fitness; geography; and math and science awareness are expanded on during JCLC.

Normal Course Length- Weeks: 104 at 26 per year.

Hours: 720 at 180 per year.

Academic Hours:	Traditional (LET 1-4)	Accelerated (LET 1a/b-4a/b)
Core Curriculum:	520	520
Electives:	200	200
Total:	720	720

Class Sizes: Optimum – 20, Maximum – 30

Instructor Student Ratio: Optimum – 1:20, Maximum – 1:30

2-8 Substitution of Credit

Instructors are encouraged to work with their Brigades to pursue equivalency or substitution credit for JROTC. Coursework such as Health/PE can be substituted without the instructor having to be certified as a Health/PE teacher (See Appendix B and C, respectively). Upon completion of the approved JROTC course, cadets receive credit toward graduation in the equivalent required area. However, cadets do not normally receive an extra course credit toward graduation, just the assurance that the graduation requirement was fulfilled and the course credit (or Carnegie unit) awarded for those JROTC courses. Transcripts need to indicate the requirements were met. See the table below for other courses and their equivalent substitution to meet graduation requirements.

Instructors can teach alone or on teams with teachers licensed in the appropriate areas to gain credit other than elective. JROTC units, in cooperation with host institutions, may also allow credit for college level, honors, international baccalaureate, and advanced placement courses in subject areas commensurate with this POI.

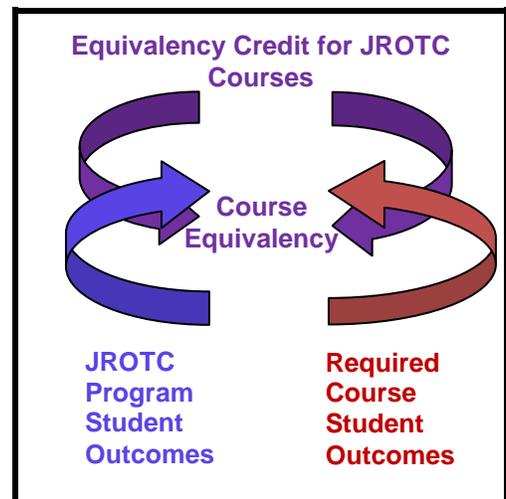
JROTC leaders have selected several curriculum products that have been developed nationally and are recognized as being of exceptional quality and relevance to today's

high school students. Because these products align so well with the JROTC target learning outcomes, the designers have incorporated them into the curriculum. Prime examples are the NEFE High School Financial Planning Program and We the People.

If a host school already offers one of more of these curricula, JROTC instructors have a number of options:

- Determine whether the duplication is actual or perceived. If differences are more a matter of perception and the JROTC curriculum will add significant enhancement and extension of learning; continue to teach the course.
- Collaborate with the local teacher who uses the curriculum to maximize the learning results with additional practice and application opportunities, promote social experiences and the JROTC program.
- The instructor can inquire with the schools administration if graduation credit can be obtained by the JROTC instructor versus a traditional teacher for specific topics such as the NEFE program. This would allow the JROTC instructor to meet their programs requirements, reduce ratios for the school's teacher, and allow the cadet to gain graduation credit for completion of the topic.
- Substitute approved electives for the duplicated curriculum and count on the other course to do the job. Share assessment tasks, lesson and learning plans when collaborating with other teachers in order to confirm mastery of the competencies with open ended questions. This is excellent evidence for inspections and accreditation of the school and the JROTC program.

Each school district has its own approval process; therefore JROTC personnel should follow local procedures to achieve a positive outcome. For example, in some schools in Florida, Army JROTC cadets are allowed to earn equivalent required graduation credit in life management skills for completing LET 1 and LET 2. Many other states, such as Missouri, Tennessee, Texas, California, South Carolina, Ohio, Kentucky, etc., also allow equivalency credit if locally approved. The POI provides the flexibility to link the standards for elective credit, and additional credit in subject areas such as Physical Education, Health, Wellness, Life Management Skills, Freshman Orientation, Government, Civics, Practical and Performing Arts, Careers, etc. Gain the support of local school administrators such as principals and superintendents by showing them that the National Standards align with JROTC curriculum.



Increasingly, high schools and school districts are recognizing alternative pathways to graduation, which should include JROTC cadets. Distance learning courses may substitute for the JROTC academic class if at a minimum:

Course Name: JROTC, A Character and Leadership Development Program

- the student is a LET 3 or LET 4 cadet
- the cadet fully participates on teams
- the cadet holds a leadership position
- the cadet participates fully in service learning activities
- the principal allows transcribed credit for each semester
- the cadet only substitutes distance learning for one LET level

2-9 Training Start Date

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

2-10 Proponent

Design and Development: U.S. Army Cadet Command (USACC) DCS, Army JROTC

Course Proponent: USACC DCS, Army JROTC/Host High Schools

Instructor Provided Support: USACC DCS, Army JROTC, Brigades and Host Schools

Training Evaluation Proponent: USACC DCS, Army JROTC, Brigades, and JROTC Unit/Host Schools

2-11 Instructor Requirements/ Course Remarks

The JROTC web portal serves as a valuable resource for all JROTC instructors and must be accessed a minimum of 3 times weekly. Curriculum enhancements, student texts and instructor materials are available for downloading from the school, home or library. Updates to the curriculum are posted to the web portal monthly. It is the instructor's responsibility to acquire and implement the updates.

The web portal also provides access for worldwide threaded discussion groups to enable JROTC instructors to share best practices, lessons learned and successful classroom strategies or activities (www.usarmyjrotc.com).

JROTC units may elect to conduct a technical program (tailored to support programs such as Cisco Academies and other skills-based career programs), an academic (traditional) program, or a combination of both programs.

JROTC units may also elect to form a band and/or drum and bugle corps at the discretion/approval of the Senior Army Instructor/Director of Army Instruction/Commandant, host institution, and Cadet Command as integrated curricular activities.

The Army Publishing Directorate (APD) now allows instructors to order JROTC publications using their AKO login (No CAC required). Curriculum inventory items and ordering procedures can be found on the JROTC web portal under Curriculum > Forms and Publications.

Chapter Three: Curriculum Information

3-1 Basis of the Curriculum

Cadet success is the main goal of all JROTC learning experiences. The JROTC curriculum is based on the principles of performance-based, learner-centered education. Grant Wiggins and Jay McTighe identified the stages where desired results could be achieved and then planned instruction and learning experiences that would mirror those results. Learner-centered, performance-based learning specifies desired results (knowledge, skills, and attitudes) in advance of instruction; explicitly states standards used to measure performance, requires learners to perform the competency as evidence of achievement, and provides learners with opportunities to develop each competency. As a result, cadets:

- Learn skills they can use; not outlines of information or isolated facts
- Know the performance expectations up front
- Engage as active partners in the learning process
- Document accomplishments and competence
- Learn how to learn

3-2 Assessments and Tasks

The JROTC curriculum is performance-based. Cadets demonstrate the skills, apply the knowledge, and model or exhibit behaviors representing the desired attitudes; thus, assessment tasks serve as tools for verifying and documenting that cadets have mastered the competencies. To help instructors and cadets determine when cadets have reached proficiency, each competency is defined by a set of performance standards that are compared against assessment tasks or scoring guides (rubrics). These tools not only allow cadets to determine their strengths and weaknesses; they show cadets' growth over time; and validate their grades against the competencies. Instructors benefit from the scoring guides with grading consistency; feedback on their teaching techniques when there are high successes or failures; and providing documentation for JROTC and school inspection and accreditation processes.

The JROTC curriculum uses a balanced assessment approach to assessing learning. Three different types of assessments are used:

Traditional assessments focus on fundamental curriculum knowledge through the use of classroom assessments, assignments, tests, quizzes, and standardized tests. These assessments can be completed and maintained through the CPS program.

Cadet portfolios focus on process, product, and growth. Key features are reflection, goals setting, emotional intelligence, academic growth over time, and self evaluation. Instructors have the responsibility to ensure that each cadet maintains a portfolio beginning in LET 1 upon entry into the JROTC program throughout their JROTC career. Instructors are required to review portfolios with cadets annually and, if possible, more often.

Portfolios can be used as informal assessments that provide insight to the cadets' achievements and growth over time and are a collection of work based on accomplishments, personality, goals, and aspirations. Cadets maintain scores for specific competencies for each LET and cadets reflect on their experiences. Over the course of the four years, cadets and instructors have documentation of growth. This record is a required component of the program and will be reviewed during inspections and accreditation processes.

Required content in the portfolios is outlined in CCR 145-2. Inspection evaluation criteria of cadet portfolios include the following:

- Contains all the baseline requirements (LET 1)
- Is legible and well organized (can be organized by topic, chapter, or LET level as long as organization of all unit portfolios is consistent)
- Is created and put together by the cadet
- Tracks changes on cadet self-assessment and goal setting; highlighting growth from year to year
- Shows evidence of cadet reflection on learning and growth

Performance assessments focus on standards, competencies, application, and transfer of knowledge. Cadets document mastery of the competencies by completing performance assessment tasks included in the Student Learning Plans, or by completing an adaptation of the assessment task developed by the instructor.

Though formal assessments such as multiple-choice, paper-pencil exams may be useful in providing feedback to cadets about their initial grasp of knowledge and ability to remember facts and information, they are not adequate for the task of assessing cadets' mastery of the competencies. Combining informal assessments such as completing performance assessment tasks included in the curriculum or by completing an adaptation of the assessment tasks are required to demonstrate mastery of the competencies. Adaptations should be rated using a scoring guide such as a rubric that includes the criteria for the target competency.

3-3 Cadet Learning

The JROTC program is intended to engage cadets in active learning. Learner-centered activities dominate the cadet learning experience and allow cadets to continuously engage in all learning stages (inquire, gather, process, and apply) of the learning process. Peer collaboration and teaching, group discussions and interaction, hands-on activities, and other activities allow for active learning in contrast to listening to Power Point lectures. Following the cues provided in the curriculum managed lessons will enable instructors to facilitate the learning process for the cadets.

Each unit provides mentally and physically challenging integrated or co-curricular activities that include some or all of the following: service learning/community service, JCLC, Raider Team activities, JROTC Leadership Symposium and Academic Bowl

(JLAB), drill and ceremony, and safety and civilian marksmanship. The objective of these activities is to:

- Provide cadets with the opportunity to practice leadership skills
- Allow cadets a chance to participate in citizenship building exercises
- Help cadets develop team spirit and unit spirit
- Develop in cadets the skills to demonstrate individual mental and physical fitness

3-4 Instructor and Cadet Teaching

Peer teaching allows learners to be active participants in their learning and the class. Instructors act as supporters or facilitators of students who are peer teaching by creating an inviting and productive learning environment with encouragement, coaching, direction, and feedback.

JROTC curriculum designers developed learning activities that actively engage cadets by incorporating varied learning styles and multiple intelligences. Instructor presentations, are brief and are never the dominant teaching strategy.

3-5 Lesson Plans

JROTC lesson plans provide a guide for facilitating cadet learning described in student learning plans. Each lesson plan identifies a target competency, linked core abilities, and learning objectives. Lesson plans provide detailed guidelines for facilitating cadet learning activities and information about the learning materials, supplies, and resources required to support student learning.

Instructors are required to use lesson plans in conjunction with learning plans as tools for planning, facilitating, and assessing learning. Lesson plan cover sheets describe learning principles (e.g. multiple intelligences, thinking processes, reflection, Bloom's taxonomy, and authentic assessment) present in the lessons and indicate how the lesson addresses McREL Standards, JROTC program outcomes, and core abilities. Not only does incorporating these learning principles into lessons meet diverse learning needs of the students, but they are important documentation for inspection and accreditation purposes for the school and JROTC program.

3-6 Learning Plans

JROTC learning plans are designed to support cadet learning. Learning plans answer questions cadets need to know about what they will learn; guide cadets through the four-phase lesson; help cadets take responsibility for their own learning; and support cadets' ability to manage and adjust their own thinking and learning processes (metacognition).

Instructors need to ensure cadets have and review learning plans throughout each lesson. Instructors or Cadet Leaders will:

- Highlight the target competency and other information provided
- Explain why that information is important (ex. criteria/conditions – tells cadets how they will be evaluated on their performance)

- Show cadets how learning plans can help them
- Guide cadets to refer to and use the learning plan throughout the learning process

3-7 Learning Materials

The JROTC curriculum provides a rich assortment of learning materials keyed to learning outcomes. Student textbooks are provided in two formats. The hardbound textbooks for Units 1-6 contain the entire JROTC curriculum (required core and elective lessons). The required curriculum for cadets is pulled from those texts and organized in Core LET Textbooks (softbound). Both the instructor lesson and student learning plans identify suggested learning materials. The JROTC program provides the recommended learning materials on the curriculum manager and in textbooks. Additional recommended materials are available online or from other sources at little or no cost. JROTC cadets and instructors are encouraged to enrich and expand learning by seeking out additional learning materials that align with the JROTC program outcomes, core abilities, and competencies.

3-8 Beating the Odds Foundation and Quarterbacks of Life

The Quarterbacks of Life Student Mentoring Program provides students with the opportunity to experience a proven and time-tested pathway to success for use in school and in life. This practical, educationally relevant, and dynamic blueprint is taught using narration, activities, and real life mentor stories of people who have beaten the odds in the face of adversity using five (5) Stepping Stones to Success featured in this program, namely Dreams & Goals, Self-Esteem Resource Review, Team Support, Decision Making and Planning, and a Positive Mental Attitude. The five (5) Stepping Stones are introduced in six (6) JROTC lessons.

Unit-Chapter-Lesson	Lesson Title
U2-C3-L2	Goal Setting
U2-C4-L4	Decision Making and Problem Solving
U3-C1-L1	Self Awareness
U3-C1-L5	Pathways to Success
U3-C4-L3	Communicating in Groups
U4-C1-L5	At Risk-Suicide Symptoms and Prevention

3-9 Teen CERT

Teen CERT is a 7-unit high school emergency response National Training curriculum developed by the Department of Homeland Security. This 20-hour training initiative includes instructor and student learning materials for implementation of the program. Topics covered in the curriculum include fire safety and basic fire combating techniques; recognizing injuries and basic first aid, CPR, basic team building and emergency communications systems. Over 20 JROTC lessons are marked as preparatory lessons for the Teen CERT curriculum, equipping cadets to serve as local community leaders in the preparation and implementation of the emergency response simulation. See Appendix E for lessons including Teen CERT.

Chapter Four: Scheduling Information

Whether schools are on a traditional block or accelerated block schedule, the following term applies. The term “hours” is defined for JROTC courses the same as it would apply to any school system. A unit hour translates as a 45-50 minute block of instruction/class period. Schools on a block schedule provide 90-100 minutes of instruction that can be taught as two 45-50 minute classroom sessions.

4-1 Traditional and A/B Block Schedule

Students attend JROTC for 45-50 minutes each day or 90-100 minutes on an A/B schedule throughout the school year; both schedules allow the instructor to follow Table A: LET1-4

Example A/B Block Schedule: In an A/B Block schedule, students and teachers meet on alternating days for 90-100 minutes rather than meeting every day for shorter periods. For instance, a cadet in LET1 attends JROTC year round, 2-3 times per week; MWF in week 1, TuTh in week 2, MWF in week 3, TuTh in week 4, and so on for the school year, fall and spring semesters.

Table A: LET 1 – LET 4	LET 1	LET 2	LET 3	LET 4	TOTAL
Core Curriculum Hours*					
Unit 1 - Citizenship in Action*	18		2	6	26
Unit 2 - Leadership Theory & Application*	18		12	10	40
Unit 3 – Foundations For Success*	30		36	16	82
Unit 4 – Wellness, Fitness and First Aid*		28			28
Unit 5 – Geography, Map Skills & Environmental Awareness*		2			2
Unit 6 – Citizenship in American History & Government*		10/36*	16		52
Physical Activity/Leader Assessment					
Leadership Application	20	20	20	20	80
Cadet Challenge	10	10	10	10	40
Activities					
Service Learning/Community Service*	10	10	10	10	40
Administration/Testing/Inspections	24	24	24	24	96
Additional Required Teaching & Leadership Hours*	0	0	0	34	34
State & JROTC Elective Hours	50	50	50	50	200
TOTAL HOURS	180	180	180	180	720
<i>NOTE: Use Category 2 Approved Electives (Table C) if your JROTC unit gets approval from Bde for alternate training specifically in remediation subjects. 25% reduction in hours does not apply to required lessons.</i>					

4-2 Accelerated Block Schedule

Students attend JROTC Monday through Friday for ~90 minutes each day. Students may only attend JROTC in the fall or spring or they may be able to attend JROTC everyday for ~90 minutes throughout all four years of high school. Instructors should follow Table A, above, for teaching the core classes, that is LET 1a, LET 2a, LET 3a, and LET 4a and Table B for teaching additional electives for LET 1b, LET 2b, LET 3b, and LET 4b. Schools on accelerated block that teach ~90-minute period days M-F allowing students to remain in JROTC for the equivalent of eight years, are required to

follow Table B (below) for LET 1a and 1b through LET 4a and 4b. Cadets in LET 3a and LET 3b will normally assume the leadership and command functions held at a LET 3 level in a traditional program. Cadets in LET 4a and LET 4b will normally assume the leadership and command functions held at the LET 4 level in a traditional program. Note, previous discussions of LET 5 – 8 were misleading and inadvertently caused entire LET levels to be taught in one semester. The suggested configuration is LET 1a and b, LET 2a and b, LET 3a and b, and LET 4a and b. If state or district codes indicate LET 5 – 8, the order taught should be LET 1a then LET 1b, LET 2a then LET 2b, LET 3a then LET 3b, and LET 4a then LET 4b.

JROTC ACCELERATED PROGRAM OF INSTRUCTION

Table B: LET 1b – LET 4b (used in conjunction with Table A)	LET 1b	LET 2 b	LET 3b	LET 4b	TOTAL
Core Curriculum Hours **					
Unit 1 – Citizenship in Action	11	11	11	11	44
Unit 2 – Leadership Theory and Application	11	11	11	11	44
Unit 3 – Foundations for Success	11	11	11	11	44
Unit 4 – Wellness, Fitness and First Aid	11	11	11	11	44
Unit 5 – Geography, Map Skills & Environmental Awareness	11	11	11	11	44
Unit 6 – Citizenship in American History and Government	11	11	11	11	44
Physical Activity/Leader Assessment					
Leadership Application	20	20	20	20	80
Cadet Challenge	10	10	10	10	40
Activities					
Service Learning/Community Service	10	10	10	10	40
Administration/Testing/Inspections	24	24	24	24	96
Approved Elective Hours	50	50	50	50	200
TOTAL HOURS	180	180	180	180	720
<i>** These hours are interchangeable – all hours can be used in one or all subjects. The introduction is included in case upper level cadets are teaching LET 1.</i>					

Example of Accelerated Block Schedule: In the Accelerated Schedule, students complete four "year-long" courses that meet for extended time periods every day during a 90-day semester. For instance, LET 1 cadets can take the entire year of LET 1 in the fall semester. Or, they can take the first half of LET 1 at the beginning or end of the fall semester, which is actually divided into two quarters, and the last half of LET 1 at the beginning or end of the spring semester, which is also divided into two quarters. Regardless of scheduling options it is not desirable for cadets to complete the first year in one semester. The recommended course of action is to complete LET 1 core requirements in the first semester and complete LET 1 electives in the second semester and so forth through the entire program.

4-3 Scheduling Options

Classes should be scheduled so that LET levels are taught individually; LET 1 is taught during a class period, LET 2 is taught during a class period and so on. If logistics do not allow this configuration, or if classes are too small, the best way to combine cadets in

different levels is to schedule LET 1 and 4 in the same classroom allowing for leadership and peer teaching of LET 4 to LET 1 cadets. LET 2 and LET 3 cadets can be taught together on a two year cycle, as the LET 2 and LET 3 topics are taught to both combined groups over two years. LET 1 students can enter either LET 2 or 3 depending on where in the cycle they enter their second year, as LET 3 can be taken before LET 2 if needed. Regardless of which scheduling options instructors elect, by the end of the fourth year all required lessons must be taught. Instructors should work collaboratively with other JROTC instructors and regular teachers to identify specific subject areas to teach.

NOTES FOR ALL SCHEDULES:

There are specific lessons required in LET 1-4. Cadets will be expected to answer questions relating to those lessons according to the Master Training Schedule or Curriculum Plan at the time of the formal inspection and off year visits.

LET 4 mandatory options (Additional Required Teaching and Leadership Hours- 34 hours) must be in categories identified on the LET 4 Master Training Schedule (MTS) or Curriculum Plan and come from electives underlined in Table C, Approved Electives.

If JROTC units must make reductions in a particular year in order to add coursework to achieve core credit in another subject; to support a technical program; or remedial subjects, they may request permission for an exception to reduce hours but must complete lessons in the mandatory categories.

Conduct service-learning projects yearly based on knowledge/LET level of cadets. If Marksmanship is an elective, U7-C1-L2, Firearm Safety and Safe Range Operation is a required lesson.

4-4 Electives

Electives are a required component of the JROTC program and must be taught. Schools may not use these hours for other purposes. Electives are used to provide cadets with additional opportunities outside the scope of the core requirements of the curriculum and are intended to supplement or reinforce the instruction or permit JROTC units to align their programs according to their desired academic focus. Approved electives are divided into the following three categories:

- Category 1; Electives that have supporting curriculum materials developed
- Category 2; Electives for which instructors must provide/develop their own curriculum materials
- Category 3; Electives for which partial materials are available and/or can be ordered (such as Lion's Quest). Their use is highly recommended to support/reinforce specific subjects. See Appendix D for Material Contact Information.

Electives not pre-approved by Cadet Command must be approved before they can be taught in the JROTC curriculum. Check the JROTC Portal for updates on approved electives.

TABLE C: JROTC LET- Approved Electives

TABLE C: JROTC LET- Approved Electives		
<p>Category 1 - Curriculum materials provided by JROTC:</p> <ul style="list-style-type: none"> • Extension of Mandatory Subjects • Quarterbacks of Life Curriculum focused service learning activities • Teen CERT • Cadet DL • Safety and Marksmanship • Success Profiler Advanced Portions • ACT/SAT • Interactive History Timeline • Pennsylvania Veterans Museum Videos • For Love of Liberty 	<p>Category 2 - Instructors develop /provide their own curriculum materials:</p> <ul style="list-style-type: none"> • Extension of Mandatory Subjects • Computer Training • Media Communications • Physical Training • Exhibition Drill • Water Safety • Hunter Safety • Wilderness Survival Safety 	<p>Category 3 – Materials can be ordered and their use is highly recommended :</p> <ul style="list-style-type: none"> • JROTC Leadership and Academic Bowl (J-LAB) Prep • Written Communications for Sergeants • NEFE High School Financial Planning Program • Teen eGetgoing Web Based Activities • Adopt a School • Teaching Presentation Skills • We the People • Lions-Quest • Junior Achievement High School Programs (Job Shadow Day, Personal Finance, Careers, etc.) • The Long Black Line Trilogy
<p>**See Appendix D for Contact Information for Category 3 Materials</p>		

4-5 LET Training Units and Chapters

*Core curriculum lessons are shown in the units corresponding color; courses within that unit that can be substituted without prior approval to meet the needs of the school (remediation, test strategies, etc.) can be found as a colored font in that units' corresponding unit color.

**Core curriculum lessons that can be substituted with the approval of Brigades in Unit 6 have two asterisks behind their course title. In order to justify substitution, these hours need to be dedicated to remedial or other lessons that are value-added to the school's annual yearly progress.

***Mandatory Core Service Learning Lessons (Unit 3-Chapter 8- Lessons 1-3; U3-C8-L1, L2, L3) should be taught in every LET level in conjunction with Service Learning Projects in the 10 hours available in that category. See Appendix A for list of courses.

Appendix A: Core Lessons by LET

Change Type Legend

NEW; All new lesson! See Curriculum Manager for lesson documents and presentation

R; Revised; Includes updated content, updated lesson presentation including embedded CPS focusing and reinforcement questions, learning objects, new two-part lesson plan format, new electronic textbook section

E; Enhanced; Includes updates to CPS vocabulary and reinforcing questions; new two-part lesson plan format

Unit 3 - Foundations for Success- Required for each LET			
Lesson Number	Lesson Title	Hours	Change Type
Unit 3: Chapter 8: Making a Difference with Service Learning			
U3-C8-L1	Orientation to Service Learning ***	2	R
U3-C8-L2	Plan and Train for Your Exploratory Project ***	2	R
U3-C8-L3	Project Reflection and Integration ***	2	R
Total Service Learning Core Hours		6	

LET 1

Lesson Number	Lesson Title	Hours	Change Type
Unit 1: Chapter 1: Foundations of Army JROTC and Getting Involved			
U1-C1-L1	Army JROTC - The Making of a Better Citizen	2	E
U1-C1-L2	The Past and Purpose of Army JROTC	2	E
U1-C1-L3	Moving Up in Army JROTC - Rank and Structure	2	E
U1-C1-L4	The Signs of Success	2	E
U1-C1-L5	Your Personal Appearance and Uniform	4	E
U1-C1-L6	The Stars and Stripes	2	E
U1-C1-L7	Proudly We Sing - The National Anthem	2	E
U1-C1-L8	American Military Traditions, Customs, and Courtesies	2	E
Unit 2: Chapter 1: Being a Leader			
U2-C1-L1	Leadership Defined	2	R
U2-C1-L2	Leadership Reshuffled	2	R
U2-C1-L3	Leadership from the Inside Out	2	R
U2-C1-L4	Principles and Leadership	2	R
U2-C1-L5	Sexual Harassment/Assault	4	R
Unit 2: Chapter 2: Leadership Skills			
U2-C2-L1	Steps from the Past	2	R
U2-C2-L2	Roles of Leaders and Followers in Drill	2	R
U2-C2-L3	Using Your Leadership Skills/Taking Charge	2	R
U2-C2-L4	Stationary Movements	2	R
U2-C2-L5	Steps and Marching	2	R
U2-C2-L9	Squad Drill	2	E

Course Name: JROTC, A Character and Leadership Development Program

Unit 3: Chapter 1: Know Yourself - Socrates			
U3-C1-L1	Self Awareness	2	R
U3-C1-L2	Appreciating Diversity through Winning Colors	2	R
U3-C1-L3	Personal Growth Plan	2	E
U3-C1-L4	Becoming an Active Learner	2	E
Unit 3: Chapter 2: Learning to Learn			
U3-C2-L1	Brain Structure and Function	2	E
U3-C2-L2	Left Brain/Right Brain	2	E
U3-C2-L3	Learning Style and Processing Preferences	2	E
U3-C2-L4	Multiple Intelligences	2	E
Unit 3: Chapter 3: Study Skills			
U3-C3-L1	Thinking Maps	2	E
U3-C3-L2	Reading For Meaning	2	E
U3-C3-L3	Study Habits that Work for You	2	E
Unit 3: Chapter 4: Communication Skills			
U3-C4-L1	The Communication Process	2	R
U3-C4-L2	Becoming a Better Listener	2	R
U3-C4-L3	Communicating in Groups	2	R
Unit 3: Chapter 5: Conflict Resolution			
U3-C5-L1	Causes of Conflict	2	R
U3-C5-L2	Conflict Resolution Techniques [Just Two Days]	2	R
Unit 3: Chapter 11: NEFE High School Financial Planning Program			
U3-C11-L1	NEFE Introduction: Setting Financial Goals	2	E
Total LET 1Hours		66	

LET 2

Lesson Number	Lesson Title	Hours	Change Type
Unit 4: Chapter 1: Achieving a Healthy Lifestyle			
U4-C1-L1	Choosing the Right Exercise Program for You	2	R
U4-C1-L2	Cadet Challenge (62 units)	2	R
U4-C1-L3	Components of Whole Health	2	NEW
U4-C1-L4	Nutrition – You Are What You Eat	2	R
U4-C1-L5	At Risk - Suicide Awareness and Prevention	2	NEW
U4-C1-L6	Controlling Fat	2	R
U4-C1-L7	Taking Care of Yourself	2	R
U4-C1-L8	Understanding and Controlling Stress	2	R
Unit 4: Chapter 2: First Aid for Emergency and Non-Emergency Situations			
U4-C2-L1	The Need for First Aid/Your Response	2	R
U4-C2-L2	The First Life-Saving Steps	2	R
U4-C2-L3	Controlling Bleeding	2	R
U4-C2-L4	Treating for Shock and Immobilizing Fractures	2	R
U4-C2-L5	First Aid for Burns	2	R
U4-C2-L6	First Aid for Poisons, Wounds, and Bruises	2	R

Course Name: JROTC, A Character and Leadership Development Program

U4-C2-L7	Heat Injuries	2	R
U4-C2-L8	Cold Weather Injuries	2	R
U4-C2-L9	Bites, Stings, and Poisonous Hazards	2	R
Unit 4: Chapter 3: Drug Awareness			
U4-C3-L1	Use & Effect of Drugs, Alcohol, and Substances	4	R
U4-C3-L2	Critical Decisions about Substances [Interactive Nights Out]	2	R
Unit 5: Chapter 1: Map Skills			
U5-C1-L1	The Globe: An Overview	2	E
U5-C1-L2	Introduction to Maps	2	E
U5-C1-L3	Introduction to Topographic Maps	2	E
U5-C1-L4	Grid Reference System	2	E
U5-C1-L5	Contours and Landforms	2	E
U5-C1-L6	Determining Distance	2	E
U5-C1-L7	Determining Direction	2	E
U5-C1-L8	Converting the Grid-Magnetic Angle	2	E
U5-C1-L9	Determining Location	2	E
U5-C1-L10	Orienteering	2	E
U5-C1-L11	Air Navigation	2	E
Unit 5: Chapter 2: Exploring the World			
U5-C2-L1	Before You Get Started	2	E
U5-C2-L2	North America--From Tundra to Tropics	2	E
U5-C2-L3	South America--Through the Tropics Toward Antarctica	2	E
U5-C2-L4	Europe--The Peninsular Continent	2	E
U5-C2-L5	Asia--The Largest, Most Populous continent	2	E
U5-C2-L6	Africa--The Plateau Continent	2	E
U5-C2-L7	Australia and the Rest of Oceania	2	E
Unit 5: Chapter 3: Environmental Awareness			
U5-C3-L1	Local Environmental Issues	2	E
U5-C3-L2	Global Environmental Issues	2	E
Unit 6: Chapter 1: You the People - Citizenship Skills			
U6-C1-L1	The Preamble*	2	E
U6-C1-L2	Citizenship Skills*	2	E
U6-C1-L3	Small Group Meetings*	2	E
U6-C1-L4	Representative Group Session*	2	E
U6-C1-L5	Introduction to Chief Justice*	2	E
Unit 6: Chapter 2: Foundations of the American Political System			
U6-C2-L1	Our Natural Rights*	2	E
U6-C2-L2	Developing Republican Government*	2	E
U6-C2-L3	British Origins of American Constitutionalism*	2	E
U6-C2-L4	Colonial Government-Basic Rights & Constitutional Government*	2	E
U6-C2-L5	State Constitutions*	2	E
Unit 6: Chapter 3: Creating the Constitution			
U6-C3-L1	Articles of confederation 1781*	2	E
U6-C3-L2	Creating Our Constitution*	2	E

Course Name: JROTC, A Character and Leadership Development Program

U6-C3-L3	Balancing Power*	2	E
U6-C3-L4	The Debate Over the Constitution	2	E
Unit 6: Chapter 4: Shaping American Institutions and Practices			
U6-C4-L1	Constitution Used to Organize New Government	2	E
U6-C4-L2	Bill of Rights	2	E
U6-C4-L3	Rise of Political Parties	2	E
U6-C4-L4	Judicial Review	2	E
U6-C4-L5	Division of Power	2	E
Unit 6: Chapter 5: Bill of Rights Developed and Expanded			
U6-C5-L1	Constitutional Issues and Civil War	2	E
U6-C5-L2	Fourteenth Amendment	2	E
U6-C5-L3	Civil Rights Movement	2	E
U6-C5-L4	Right to Vote	2	E
U6-C5-L5	Using the Law to Correct Injustice	2	E
Unit 6: Chapter 6: The Bill of Rights			
U6-C6-L1	First Amendment and Freedom of Religion	2	E
U6-C6-L2	First Amendment and Freedom of Expression	2	E
U6-C6-L3	First Amendment and Freedom of Assembly	2	E
U6-C6-L4	Procedural Due Process	2	E
U6-C6-L5	Protection Against Unreasonable Law Enforcement	2	E
U6-C6-L6	Protection of Rights Within the Judicial System*	2	E
U6-C6-L7	Military Justice System*	2	E
Unit 6: Chapter 7: Citizen Roles in American Democracy			
U6-C7-L1	Roles of Citizens	2	E
U6-C7-L2	New Citizenship and Constitutional Issues	2	E
U6-C7-L3	Constitutionalism and other Countries	2	E
U6-C7-L4	Defending Fundamental Principles	2	E
Total LET 2 Hours		66	

LET 3

Lesson Number	Lesson Title	Hours	Change Type
Unit 1: Chapter 1: Foundations of Army JROTC and Getting Involved			
U1-C1-L9	Basic Command and Staff Principles	2	E
Unit 2: Chapter 3: Leadership Planning			
U2-C3-L1	Development	2	R
U2-C3-L2	Goal Setting	2	R
Unit 2: Chapter 4: Leadership Strategies			
U2-C4-L1	Celebrating Differences - Culture and Individual Diversity	2	R
U2-C4-L2	Performance Indicators	2	R
U2-C4-L3	Negotiating	2	R
U2-C4-L4	Decision Making and Problem Solving	2	R
U2-C4-L5	Leading Meetings	2	E
U2-C4-L6	Supervising	2	E

Course Name: JROTC, A Character and Leadership Development Program

U2-C4-L7	Team Development	2	E
U2-C4-L8	Project Management	2	E
U2-C4-L9	Mentoring	2	R
Unit 2: Chapter 5: Leading Others			
U2-C5-L1	Platoon Drill	2	R
U2-C5-L2	Taking Charge--Knowing Your Responsibilities as a Leader	2	R
U2-C5-L3	Company Formations and Movement	2	R
U2-C5-L4	Forming, Inspecting, and Dismissing the Battalion	2	R
U2-C5-L5	Review of Drill Procedures	2	E
U2-C5-L6	Stationary Movements with the M-1903 Rifle	2	E
U2-C5-L7	Stationary Movements with the M1 Rifle	2	E
U2-C5-L8	The Saber and the Scabbard	2	E
Unit 3: Chapter 6: Presenting Skills			
U3-C6-L1	Becoming a Better Writer	2	E
U3-C6-L2	Creating Better Speeches	2	E
U3-C6-L3	Becoming a Better Speaker	2	E
Unit 3: Chapter 7: Managing Conflict			
U3-C7-L1	Managing Anger [Emotional Intelligence Program]	2	E
U3-C7-L2	Conflict Resolution and Diversity [Hate Comes Home]	2	R
U3-C7-L3	Conflict Mediation	2	R
U3-C7-L4	Violence Prevention [Violence Prevention Profiler] -	2	R
Unit 3: Chapter 9: Career Planning			
U3-C9-L1	Career Exploration Strategy	2	E
U3-C9-L2	Career Development Portfolio	2	E
U3-C9-L3	Military Career Opportunities	2	E
U3-C9-L4	College Preparation	2	E
Unit 3: Chapter 10: Planning Skills and Social Responsibility			
U3-C10-L1	Making the Right Choices	2	E
U3-C10-L2	Goals and Goal Setting	2	E
U3-C10-L3	Time Management	2	E
U3-C10-L4	Cadet Etiquette Guide	2	E
Unit 3: Chapter 11: NEFE High School Financial Planning Program			
U3-C11-L2	NEFE Unit 1 - Your Financial Plan: Where It All Begins	2	E
U3-C11-L3	NEFE Unit 2 – Budgeting: Making the Most of Your Money	2	E
U3-C11-L4	NEFE Unit 3 - Investing: Making Your Money Work for You	2	E
Unit 6: Chapter 8: Critical Thinking in Citizenship			
U6-C8-L1	Leadership Choices, Decisions, and Consequences	4	E
U6-C8-L2	Ethical Choices, Decisions, & Consequences	4	E
U6-C8-L3	Global Citizenship Choices, Decisions, & Consequences	4	E
U6-C8-L4	Historical Timeline: Choices, Decisions, & Consequences	4	E
Total LET 3 Hours		66	

LET 4

Lesson Number	Lesson Title	Hours	Change Type
Unit 1: Chapter 2: Service to the Nation			
U1-C2-L1	The Department of Defense	2	E
U1-C2-L2	The Active Army	2	E
U1-C2-L3	The Army Reserve Components	2	E
U1-C2-L4	The U.S. Navy	2	E
U1-C2-L5	The U.S. Air Force	2	E
U1-C2-L6	The U.S. Marine Corps	2	E
U1-C2-L7	The U.S. Coast Guard and U.S. Merchant Marine	2	E
U1-C2-L8	The Peace Corps	2	E
U1-C2-L9	The AmeriCorps	2	E
Unit 2: Chapter 6: Leadership Principles			
U2-C6-L1	Power Bases and Influence	2	R
U2-C6-L2	Styles of Leadership	2	R
U2-C6-L3	Management Skills	2	R
U2-C6-L4	Communication	2	R
U2-C6-L5	Motivation	2	R
Unit 3: Chapter 11: NEFE High School Financial Planning Program			
U3-C11-L5	NEFE Unit 4 - Good Debt, Bad Debt: Using Credit Wisely	2	E
U3-C11-L6	NEFE Unit 5 - Insurance: Protecting What You Have	2	E
Unit 3: Chapter 12: Teaching Skills			
U3-C12-L1	Preparing to Teach - (PE)	2	R
U3-C12-L2	Using and Developing Lesson Plans - (PE)	2	R
U3-C12-L3	Delivering Instruction - (PE)	2	R
U3-C12-L4	Use Variety in Your Lesson Plan - (PE)	2	R
U3-C12-L5	Thinking Maps and Graphic Organizers	2	E
U3-C12-L6	Using Feedback in the Classroom	2	E
Total LET 4 Hours		66	

Appendix B: Health Lessons Recommended Sequence *(click on link)*
 To Find Aligned National Standards for JROTC Health Substitutions:
[Health_Lessons_Linked_to_NHES.pdf](#)

HEALTH Lessons Recommended Sequence		
U3-C1-L5	Pathway to Success [Quarterbacks of Life (QBOL)]	90
U4-C1-L3	The Components of Whole Health	90
U4-C1-L4	Nutrition - You Are What You Eat	180
U4-C1-L6	Controlling Fat	90
U4-C1-L7	Taking Care of Yourself	90
U2-C1-L5	Sexual Harassment/Assault	90
U2-C3-L2	Goal Setting (w/ QBOL SS1)	90
U4-C1-L8	Understanding and Controlling Stress	90
U4-C3-L1	Use & Effect of Drugs, Alcohol, and Substances	90
U4-C3-L2	Critical Decisions about Substances [Interactive Nights Out]	90
U3-C1-L1	Self Awareness (w/ QBOL SS2)	180
U3-C1-L2	Appreciating Diversity through Winning Colors	90
U2-C4-L1	Celebrating Differences - Culture and Individual Diversity	90
U3-C5-L1	Causes of Conflict	90
U3-C5-L2	Conflict Resolution Techniques [Just Two Days]	90
U3-C7-L2	Conflict Resolution and Diversity [Hate Comes Home]	90
U3-C7-L3	Conflict Mediation	90
U3-C7-L4	Violence Prevention [Violence Prevention Profiler]	90
U3-C4-L1	The Communication Process	90
U3-C4-L2	Becoming a Better Listener	90
U3-C4-L3	Communicating in Groups (w/ QBOL SS3)	90
U2-C6-L4	Communication	90
U2-C6-L5	Motivation	90
U2-C4-L4	Decision Making and Problem Solving (w/ QBOL SS4)	90
U2-C4-L3	Negotiating	90
U2-C4-L2	Performance Indicators	90
U2-C4-L9	Mentoring	90
U2-C6-L1	Power Bases and Influence	90
U4-C1-L5	At Risk - Suicide Symptoms and Prevention (w/ QBOL SS5)	90
U4-C2-L1	The Need for First Aid/Your Response	90
U4-C2-L2	The First Life-Saving Steps	90
U4-C2-L3	Controlling Bleeding	90
U4-C2-L4	Treating for Shock and Immobilizing Fractures	90
U4-C2-L5	First Aid for Burns	90
U4-C2-L6	First Aid for Poisons, Wounds, and Bruises	90
U4-C2-L7	Heat Injuries	90
U4-C2-L8	Cold Weather Injuries	90
U4-C2-L9	Bites, Stings, and Poisonous Hazards	90
U3-C8-L1	Orientation to Service Learning* (BOTH)	90
U3-C8-L2	Plan and Train for Your Exploratory Project* (BOTH)	90
U3-C8-L3	Project Reflection and Integration* (BOTH)	90

3600 minutes = 72 contact hours/ With Service Learning 3870 minutes = 77 contact hours

Appendix C: PE Lessons Recommended Sequence (*click on link*)
 To Find Aligned National Standards for JROTC PE Substitutions:
[PE_Lessons_Linked_to_NASPE.pdf](#)

PE Lessons Recommended Sequence		
U4-C1-L1	Choosing the Right Exercise Program for You	180
U2-C3-L1	Development	180
U4-C1-L2	Cadet Challenge (62 units)	1400
U2-C1-L1	Leadership Defined	90
U2-C1-L2	Leadership Reshuffled	90
U2-C1-L3	Leadership from the Inside Out	90
U2-C1-L4	Principles and Leadership	90
U2-C2-L1	Steps from the Past	90
U2-C2-L2	Roles of Leaders and Followers in Drill	90
U2-C2-L3	Using Your Leadership Skills/Taking Charge	90
U2-C2-L4	Stationary Movements	90
U2-C2-L5	Steps and Marching	90
U2-C2-L6	Squad Drill	90
U2-C5-L1	Platoon Drill	90
U2-C5-L2	Taking Charge--Knowing Your Responsibilities as a Leader	90
U2-C5-L3	Company Formations and Movement	90
U2-C5-L4	Forming, Inspecting, and Dismissing the Battalion	90
U2-C6-L2	Styles of Leadership	90
U2-C6-L3	Management Skills	90
U3-C12-L1	Preparing to Teach	90
U3-C12-L2	Using and Developing Lesson Plans	90
U3-C12-L3	Delivering Instruction	90
U3-C12-L4	Use Variety in Your Lesson Plan	90
U3-C8-L1	Orientation to Service Learning* (BOTH)	90
U3-C8-L2	Plan and Train for Your Exploratory Project* (BOTH)	90
U3-C8-L3	Project Reflection and Integration* (BOTH)	90

3560 minutes = 71 contact hours/ With Service Learning 3830 minutes = 77 contact hours

Appendix D: Contact Information for Table C

Contact Information for Table C: Category 3 Curriculum Materials	
JROTC Leadership and Academic Bowl Preparation (J-LAB)	http://www.cofcontests.com/2011JROTC/JROTCArmyIndex.html
Written Communications for Sergeants	703-680-7488 or mailto:hughes-s@erols.com
NEFE High School Financial Planning Program	Home page: http://hsfpp.nefe.org/ Instructor login: http://hsfpp.nefe.org/instructors/10.cfm?pathinfo=/instructors/index2.cfm&deptid=22 This program has been incorporated into the JROTC curriculum, to include instructor lesson plans, PowerPoint presentations, etc. in Unit 3, Chapter 11. Student workbooks can be ordered and shipped for FREE from this website.
Teen eGetgoing	https://www.teengetgoing.com/index.asp
We the People	1-800-350-4223, 818-591-9321 Home page: www.civiced.org To order text books: http://new.civiced.org/resources/publications/student-texts Additional resources, beyond student texts are available from the website. An organization in your state may partner with We the People to offer additional training and resources.
Lions-Quest	http://lions-quest.org/promoresource.php
Adopt-a-School	The Adopt-a-School program is a value-added component of the JROTC program. It is flexible in order to meet the needs of the feeder middle school, your JROTC unit, and your high school. You may use JROTC Curriculum Materials, materials provided by your school, or materials that you choose to order to tailor your Adopt-a-School program.
Junior Achievement High School Programs (Job Shadow Day, Personal Finance, Careers, etc.)	http://www.ja.org/programs/programs_high_overview.shtml
The Long Black Line Trilogy	http://www.thelongblackline.com/index.html

Appendix E: Teen CERT Lessons

U2C4L3: Negotiating

This JROTC lesson serves as a preparatory lesson for Teen CERT Unit 7 - Disaster Psychology and materials for this lesson are found in the Teen CERT Resources Folder. Teen CERT lessons can be implemented as JROTC elective hours of instruction as agreed upon by the school and/or JROTC education professionals.

U2C4L4: Decision-Making and Problem Solving. This JROTC lesson serves as a preparatory lesson for Teen CERT Unit 2 – Fire Safety and materials for this lesson are found in the Teen CERT Resources Folder. Teen CERT lessons can be implemented as JROTC elective hours of instruction as agreed upon by the school and/or JROTC education professionals.

U2C6L2: Styles of Leadership

This JROTC lesson serves as a preparatory lesson for Teen CERT Unit 1 - Disaster Preparedness and materials for this lesson are found in the Teen CERT Resources Folder. Teen CERT lessons can be implemented as JROTC elective hours of instruction as agreed upon by the school and/or JROTC education professionals.

U2C6L3: Management Skills

This JROTC lesson serves as a preparatory lesson for Teen CERT Unit 1 - Disaster Preparedness and materials for this lesson are found in the Teen CERT Resources Folder. Teen CERT lessons can be implemented as JROTC elective hours of instruction as agreed upon by the school and/or JROTC education professionals.

U2C6L4: Communication

This JROTC lesson serves as a preparatory lesson for Teen CERT Unit 6 - CERT Organization and materials for this lesson are found in the Teen CERT Resources Folder. Teen CERT lessons can be implemented as JROTC elective hours of instruction as agreed upon by the school and/or JROTC education professionals.

U2C6L5: Motivation

This JROTC lesson serves as a preparatory lesson for Teen CERT Unit 5 - Light Search and Rescue Operations and materials for this lesson are found in the Teen CERT Resources Folder. Teen CERT lessons can be implemented as JROTC elective hours of instruction as agreed upon by the school and/or JROTC education professionals.

U3C4L3: Communicating in Groups

This JROTC lesson serves as a preparatory lesson for Teen CERT Unit 8 – Terrorism and materials for this lesson are found in the Teen CERT Resources Folder. Teen CERT lessons can be implemented as JROTC elective hours of instruction as agreed upon by the school and/or JROTC education professionals.

U3C5L1: Causes of Conflict

This JROTC lesson serves as a preparatory lesson for Teen CERT Unit 8 – Terrorism and materials for this lesson are found in the Teen CERT Resources Folder. Teen CERT lessons can be implemented as JROTC elective hours of instruction as agreed upon by the school and/or JROTC education professionals

U3C7L2: Conflict Resolution

This JROTC lesson serves as a preparatory lesson for Teen CERT Unit 8 – Terrorism and materials for this lesson are found in the Teen CERT Resources Folder. Teen CERT lessons can be implemented as JROTC elective hours of instruction as agreed upon by the school and/or JROTC education professionals.

U3C7L3: Conflict Mediation

This JROTC lesson serves as a preparatory lesson for Teen CERT Unit 7 - Disaster Psychology and materials for this lesson are found in the Teen CERT Resources Folder. Teen CERT lessons can be implemented as JROTC elective hours of instruction as agreed upon by the school and/or JROTC education professionals.

U3C7L4: Violence Prevention

This JROTC lesson serves as a preparatory lesson for Teen CERT Unit 8 – Terrorism and materials for this lesson are found in the Teen CERT Resources Folder. Teen CERT lessons can be implemented as JROTC elective hours of instruction as agreed upon by the school and/or JROTC education professionals.

U3C8L1: Orientation to Service Learning

This JROTC lesson serves as a preparatory lesson for Teen CERT Unit 9 - Review and Disaster Simulation and materials for this lesson are found in the Teen CERT Resources Folder. Teen CERT lessons can be implemented as JROTC elective hours of instruction as agreed upon by the school and/or JROTC education professionals.

U3C8L2: Plan and Train for Your Exploratory Project

This JROTC lesson serves as a preparatory lesson for Teen CERT Unit 9 - Review and Disaster Simulation and materials for this lesson are found in the Teen CERT Resources Folder. Teen CERT lessons can be implemented as JROTC elective hours of instruction as agreed upon by the school and/or JROTC education professionals.

U3C8L3: Project Reflection and Integration

This JROTC lesson serves as a preparatory lesson for Teen CERT Unit 9 - Review and Disaster Simulation and materials for this lesson are found in the Teen CERT Resources Folder. Teen CERT lessons can be implemented as JROTC elective hours of instruction as agreed upon by the school and/or JROTC education professionals.

U4C1L7: Taking Care of Yourself

This JROTC lesson serves as a preparatory lesson for Teen CERT Unit 1 - Disaster Preparedness and materials for this lesson are found in the Teen CERT

Resources Folder. Teen CERT lessons can be implemented as JROTC elective hours of instruction as agreed upon by the school and/or JROTC education professionals.

U4C1L5: At Risk – Suicide Symptoms and Prevention

This JROTC lesson serves as a preparatory lesson for Teen CERT Unit 7 - Disaster Psychology and materials for this lesson are found in the Teen CERT Resources Folder. Teen CERT lessons can be implemented as JROTC elective hours of instruction as agreed upon by the school and/or JROTC education professionals.

U4C1L8: Understanding and Controlling Stress

This JROTC lesson serves as a preparatory lesson for Teen CERT Unit 7 - Disaster Psychology and materials for this lesson are found in the Teen CERT Resources Folder. Teen CERT lessons can be implemented as JROTC elective hours of instruction as agreed upon by the school and/or JROTC education professionals.

To all First Aid lessons U4C2L1 – 9 This JROTC lesson serves as a preparatory lesson for Teen CERT Unit 3 - Disaster Medical Operations: Part 1 and Unit 4 – Disaster Medical Operations: Part 2 and materials for this lesson are found in the Teen CERT Resources Folder. Teen CERT lessons can be implemented as JROTC elective hours of instruction as agreed upon by the school and/or JROTC education professionals.

Appendix F: McREL Standards by LET

For additional information regarding McREL Standards click this link:
<http://www.mcrel.org/compendium/browse.asp>

LET 1 Core Lessons - Outcome Summary

Linked McREL Standards

CIVICS:

C9. Understands the importance of Americans sharing and supporting certain values, beliefs, and principles of American constitutional democracy

LANGUAGE ARTS:

LA1. Uses the general skills and strategies of the writing process

LA4. Gathers and uses information for research purposes

LA5. Uses the general skills and strategies of the reading process

LA7. Uses reading skills and strategies to understand and interpret a variety of informational texts

LA8. Uses listening and speaking strategies for different purposes

LIFE SKILLS--LIFE WORK:

LW2. Uses various information sources, including those of a technical nature, to accomplish specific tasks

LW3. Manages money effectively

LW5. Makes general preparation for entering the work force

LW7. Displays reliability and a basic work ethic

LW8. Operates effectively within organizations

LIFE SKILLS--SELF REGULATION:

SR1. Sets and manages goals

SR2. Performs self-appraisal

SR4. Demonstrates perseverance

SR5. Maintains a healthy self-concept

LIFE SKILLS--THINKING AND REASONING:

TR1. Understands and applies the basic principles of presenting an argument

TR3. Effectively uses mental processes that are based on identifying similarities and differences

TR6. Applies decision-making techniques

LIFE SKILLS--WORKING WITH OTHERS:

WO1. Contributes to the overall effort of a group

WO2. Uses conflict-resolution techniques

WO3. Works well with diverse individuals and in diverse situations

WO4. Displays effective interpersonal communication skills

WO5. Demonstrates leadership skills

LET 2 Core Lessons - Outcome Summary

Linked Program Outcomes

- Promote wellness through nutrition, physical fitness and substance abuse prevention
- Develop leadership skills
- Build effective relationships with peers, co-workers, and the community
- Apply physical and political geography to building global awareness
- Correlate the rights and responsibilities of citizenship to the purposes of U.S. government
- Relate events in U.S. history to choices and responsibilities Americans have today
- Linked 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
- Do your share as a good citizen in your school, community, country, and the world
- Treat self and others with respect
- Apply critical thinking techniques

Linked McREL Standards

CIVICS

- C1. Understands ideas about civic life, politics, and government
- C2. Understands the essential characteristics of limited and unlimited governments
- C3. Understands the sources, purposes, and functions of law, and the importance of the rule of law for the protection of individual rights and the common good
- C4. Understands the concept of a constitution, the various purposes that constitutions serve, and the conditions that contribute to the establishment and maintenance of constitutional government
- C8. Understands the central ideas of American constitutional government and how this form of government has shaped the character of American society
- C9. Understands the importance of Americans sharing and supporting certain values, beliefs, and principles of American constitutional democracy
- C11. Understands the role of diversity in American life and the importance of shared values, political beliefs, and civic beliefs in an increasingly diverse American society
- C12. Understands the relationships among liberalism, republicanism, and American constitutional democracy
- C14. Understands issues concerning the disparities between ideals and reality in American political and social life

C15. Understands how the United States Constitution grants and distributes power and responsibilities to national and state government and how it seeks to prevent the abuse of power

C18. Understands the role and importance of law in the American constitutional system and issues regarding the judicial protection of individual rights

C26. Understands issues regarding the proper scope and limits of rights and the relationships among personal, political, and economic rights

C28. Understands how participation in civic and political life can help citizens attain individual and public goals

GEOGRAPHY

G1. Understands the characteristics and uses of maps, globes, and other geographic tools and technologies

G2. Knows the location of places, geographic features, and patterns of the environment

G4. Understands the physical and human characteristics of place

G5. Understands the concept of regions

G14. Understands how human actions modify the physical environment

G15. Understands how physical systems affect human systems

G18. Understands global development and environmental issues

HEALTH

H1. Knows the availability and effective use of health services, products, and information

H2. Knows environmental and external factors that affect individual and community health

H3. Understands the relationship of family health to individual health

H4. Knows how to maintain mental and emotional health

H6. Understands essential concepts about nutrition and diet

H7. Knows how to maintain and promote personal health

H8. Knows essential concepts about the prevention and control of disease

H9. Understands aspects of substance use and abuse

PHYSICAL EDUCATION

PE3. Understands the benefits and costs associated with participation in physical activity

PE4. Understands how to monitor and maintain a health-enhancing level of physical fitness

US HISTORY

USH8. Understands the institutions and practices of government created during the Revolution and how these elements 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

USH12. Understands the sources and character of cultural, religious, and social reform movements in the antebellum period

USH13. Understands the causes of the Civil War

USH15. Understands how various reconstruction plans succeeded or failed

USH29. Understands the struggle for racial and gender equality and for the extension of civil liberties

LIFE SKILLS--LIFE WORK

LW1. Makes effective use of basic tools

LW2. Uses various information sources, including those of a technical nature, to accomplish specific tasks

LW8. Operates effectively within organizations

LIFE SKILLS--SELF REGULATIONS

SR1. Sets and manages goals

SR2. Performs self-appraisal

SR4. Demonstrates perseverance

LIFE SKILLS--THINKING AND REASONING

TR1. Understands and applies the basic principles of presenting an argument

TR3. Effectively uses mental processes that are based on identifying similarities and differences

TR4. Understands and applies basic principles of hypothesis testing and scientific inquiry

TR5. Applies basic trouble-shooting and problem-solving techniques

TR6. Applies decision-making techniques

LIFE SKILLS--WORKING WITH OTHERS

WO1. Contributes to the overall effort of a group

WO3. Works well with diverse individuals and in diverse situations

WO4. Displays effective interpersonal communication skills

WO5. Demonstrates leadership skills

LET 3 Core Lessons - Outcome Summary

Linked Program Outcomes

- Maximize potential for success through learning and self-management
- Develop leadership skills
- Build effective relationships with peers, co-workers, and the community
- Relate events in U.S. history to choices and responsibilities Americans have today

Linked 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
- Do your share as a good citizen in your school, community, country, and the world
- Treat self and others with respect
- Apply critical thinking techniques

Linked McREL Standards

CIVICS

- C23. Understands the impact of significant political and nonpolitical developments on the United States and other nations
- C27. Understands how certain character traits enhance citizens' ability to fulfill personal and civic responsibilities
- C29. Understands the importance of political leadership, public service, and a knowledgeable citizenry in American constitutional democracy

LANGUAGE ARTS

- LA1. Uses the general skills and strategies of the writing process
- LA3. Uses grammatical and mechanical conventions in written compositions
- LA2. Uses the stylistic and rhetorical aspects of writing
- LA8. Uses listening and speaking strategies for different purposes
- LA9. Uses viewing skills and strategies to understand and interpret visual media

PHYSICAL EDUCATION

- PE1. Uses a variety of basic and advanced movement forms
- PE3. Understands the benefits and costs associated with participation in physical activity
- PE5. Understands the social and personal responsibility associated with participation in physical activity

LIFE SKILLS--LIFE WORK

- LW2. Uses various information sources, including those of a technical nature, to accomplish specific tasks
- LW3. Manages money effectively
- LW4. Pursues specific jobs
- LW5. Makes general preparation for entering the work force
- LW6. Makes effective use of basic life skills
- LW8. Operates effectively within organizations

LIFE SKILLS--SELF REGULATION

- SR1. Sets and manages goals
- SR2. Performs self-appraisal
- SR3. Considers risks
- SR4. Demonstrates perseverance
- SR5. Maintains a healthy self-concept
- SR6. Restrains impulsivity

LIFE SKILLS--THINKING AND REASONING

- TR2. Understands and applies basic principles of logic and reasoning
- TR3. Effectively uses mental processes that are based on identifying similarities and differences
- TR5. Applies basic trouble-shooting and problem-solving techniques
- TR6. Applies decision-making techniques

LIFE SKILLS--WORKING WITH OTHERS

- WO1. Contributes to the overall effort of a group
- WO2. Uses conflict-resolution techniques

- WO3. Works well with diverse individuals and in diverse situations
- WO4. Displays effective interpersonal communication skills
- WO5. Demonstrates leadership skills

LET 4 Core Lessons - Outcome Summary

Linked McREL Standards

CIVICS

C8. Understands the central ideas of American constitutional government and how this form of government has shaped the character of American society

C16. Understands the major responsibilities of the national government for domestic and foreign policy, and understands how government is financed through taxation

LANGUAGE ARTS

LA1. Uses the general skills and strategies of the writing process

LA5. Uses the general skills and strategies of the reading process

LA7. Uses reading skills and strategies to understand and interpret a variety of informational texts

LIFE SKILLS--LIFE WORK

LW2. Uses various information sources, including those of a technical nature, to accomplish specific tasks

LW3. Manages money effectively

LIFE SKILLS--SELF REGULATION

SR1. Sets and manages goals

SR2. Performs self-appraisal

SR3. Considers risks

LIFE SKILLS--THINKING AND REASONING

TR3. Effectively uses mental processes that are based on identifying similarities and differences

TR6. Applies decision-making techniques

LIFE SKILLS--WORKING WITH OTHERS

WO1. Contributes to the overall effort of a group

WO3. Works well with diverse individuals and in diverse situations

WO4. Displays effective interpersonal communication skills

WO5. Demonstrates leadership skills

Course Name: JROTC, A Character and Leadership Development Program

Appendix G: JROTC Traditional and A/B Block Schedule (*click on link*)

JROTCTraditionalSchedule.pdf

Course Name: JROTC, A Character and Leadership Development Program

Appendix H: JROTC Accelerated Block Schedule (*click on link*)

JROTCAcceleratedBlockSchedule.pdf

A TOAST TO THE FLAG by John J. Daly

Here's to the red of it-
There's not a thread of it,
No, nor a shred of it
In all the spread of it
From foot to head,
But heroes bled for it,
Faced steel and lead for it,
Precious blood shed for it,
Bathing it Red!

Here's to the white of it-
Thrilled by the sight of it,
Who knows the right of it,
But feels the might of it
Through day and night?
Womanhood's care for it
Made manhood dare for it,
Purity's prayer for it
Keeps it so white!

Here's to the blue of it-
Beauteous view of it,
Heavenly hue of it,
Star-spangled dew of it
Constant and true;
Diadems gleam for it,
States stand supreme for it,
Liberty's beam for it
Brightens the blue!

Here's to the whole of it-
Stars, stripes and pole of it,
Body and soul of it,
O, and the roll of it,
Sun shining through;
Hearts in accord for it,
Swear by the sword for it,
Thanking the Lord for it,
Red White and Blue!

Contributed by LTC George W. Gehr, Former Senior Army Instructor, Fort Knox High School