

Core Course Outlines

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

This is the first of four core courses in the Army Junior Reserve Officers' Training Corps (JROTC) high school program. This course supports 22 lessons designed for first-year Cadets. Because the central focus of the JROTC program is to help develop strong leaders and model citizens. First year Cadets are introduced to content that will help the inner leader begin to emerge. Knowledge, skills, and abilities acquired in this unit are covered in five chapters. They are:

Chapter 1: JROTC Foundations introduces Cadets to the mission of the program and how it helps prepare personal success and citizenship. They are exposed to the traditions, organizational structure, and disciplines of JROTC and begin putting into practice customs and courtesies important in the program.

Chapter 2: Personal Growth and Behaviors focuses on the Cadet. In this chapter they take a close look at personal behavioral preferences, interpersonal skills and abilities, and strategies to help build personal success -- in the high school classroom, the JROTC program, and the Cadet's community.

Chapter 3: Team Building introduces Cadets to the discipline and structure of military drill. The individual role responding to commands and moving with precision is essential when participating in drill exercises at future competitions or community events.

Chapter 4: Decision Making introduces Cadets to a process and system for addressing goals and handling conflict, both internal and with others.

Chapter 5: Health and Fitness looks at stress and its effect on health. In this chapter, Cadets will examine ways to address and manage stress in life. Physical fitness is one effective strategy for maintaining health and is an essential component of this JROTC program through Cadet Challenge.

Chapter 6: Service Learning is a required element of the JROTC program. In LET 1, Cadets learn the features and benefits of service learning for the community, one's self, and the JROTC program.

Chapter 1: JROTC Foundations

| Lesson | Competency | Objectives | Class Hours | Rec. Lab Hours |
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| U1C1L1: Introducing JROTC | Describe how the Army JROTC program promotes personal success and citizenship Repurposed: <i>U1C1L1: Identify how Army JROTC can impact your future.</i> <i>U1C1L2: Analyze the purpose of the Army JROTC program</i> | <ul style="list-style-type: none"> Describe the origin of the Army JROTC program Describe activities you'll participate in as a Cadet Identify the program outcomes of the Army JROTC program Explain the mission and benefits of the Army JROTC program State the Army JROTC Cadet Creed Describe the core curriculum of the Army JROTC program | 2 | |
| U1C1L2: JROTC - The Organization and Traditions of Service Programs | Analyze the organization and traditions of JROTC programs Repurposed: <i>U1C1L3: Illustrate the rank and structure of the US Army JROTC</i> | <ul style="list-style-type: none"> Explain the organization of JROTC programs Explain the lines of responsibility and authority in JROTC programs Correlate duties and responsibilities with positions in the JROTC battalion Explain uniform wear and history | 6 | 2 |

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| | <p><i>U1C1L4: Determine which signs of success you plan to accomplish within JROTC</i></p> <p><i>U1C1L5: Demonstrate proper Cadet appearance</i></p> | <ul style="list-style-type: none"> • Explain the purpose of uniform wear, restrictions, and standards • Describe the proper care and maintenance of each piece of the uniform • Describe Cadet appearance and grooming standards • Match Army ranks to their proper titles Identify military rank and grade insignia • Demonstrate placement of uniform awards, insignias, and decorations • Classify the components of individual award categories • Define award criteria | | |
| U1C1L3: Customs and Courtesies of JROTC | <p>Demonstrate customs and courtesies in the JROTC environment</p> <p>Repurposed</p> <p><i>U1C1L6: Demonstrate protocol to show respect for and handle the US Flag;</i></p> <p><i>U1C1L7: Demonstrate courtesies during the playing of the National Anthem.</i></p> <p><i>U1C1L8: Explore the purpose of military traditions, customs, and courtesies</i></p> | <ul style="list-style-type: none"> • Explain how our nation arrived at the current design of the United States flag • Explain the symbolism of the parts and colors on the United States flag • Explain the origin of the lyrics in our national anthem • Demonstrate a salute • Demonstrate the correct way to fold the United States flag • Demonstrate how to show respect for the United States flag • Compare the rules for displaying the United States flag in different situations • Describe customs when the national anthem is played • Explain why there are rules for saluting and addressing officers • Distinguish among the types of personal salutes and when they are executed • Identify situations requiring a salute or other forms of respect to senior officers | 3 | 2 |
| U1C1L4: Social Etiquette and Manners | <p>Demonstrate proper etiquette in social settings</p> <p>Repurposed</p> <p><i>U3C10L4: Apply the rules of etiquette to your role as a Cadet</i></p> | <ul style="list-style-type: none"> • Analyze etiquette and manners in formal and informal settings • Explain the handling of social invitations • Demonstrate proper dining etiquette • Correlate the historical significance of Dining-In, Dining-Out to the Cadet Ball | 4 | |
| Chapter 2: Personal Growth and Behaviors | | | | |
| U1C2L1: Thinking Maps ® | <p>Use Thinking Maps® to enhance learning</p> <p>Repurposed</p> <p><i>U3C3L1: Use Thinking Maps to enhance learning</i></p> | <ul style="list-style-type: none"> • Identify the types of thinking processes • Relate thinking to learning • Correlate thinking processes to the eight Thinking Maps® • Use Thinking Maps® to visually represent a learning objective | 3 | 1 |

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| U1C2L2: Self-Awareness | Determine your behavioral preferences Repurposed <i>U3C1L1: Determine your behavioral preferences</i> | <ul style="list-style-type: none"> • Explain the four clusters of behavior in the Winning Colors® framework • Illustrate your behavioral preferences using the four Winning Colors® • Identify strengths for each behavior cluster • Express appreciation for your own uniqueness | 3 | |
| U1C2L3: Appreciating Diversity through Winning Colors® | Apply an appreciation of diversity to interpersonal situations Repurposed <i>U3C1L2: Apply an appreciation of diversity to interpersonal situations</i> | <ul style="list-style-type: none"> • Explain how awareness-enhancing behaviors affect better communication with others • Identify key characteristics for each Winning Colors® behavior cluster: Builders, Planners, Adventurers, and Relaters • Determine factors that impact the behavior of others • Evaluate factors that impact how others perceive individual behavior • Select behaviors that promote success in a variety of situations | 3 | |
| U1C2L4: Thinking and Learning | Analyze how thinking and learning affects your academic performance Repurposed <i>U3C2L3: Explain how learning styles and preferences can impact learning</i> <i>U3C2L4: Use your intellectual strengths to improve academic performance</i> <i>U3C1L4: Determine the thinking/learning skills necessary for improving active learning</i> | <ul style="list-style-type: none"> • Distinguish between active learner and passive learner traits • Explain how creative and critical thinking work together • Describe the difference between objective and subjective thinking • Explain the essential elements of the learning process • Examine different models of learning preferences • Describe the eight types of intelligences • Explore how to expand your learning preferences and your intelligences | 4 | |
| U1C2L5: Reading for Meaning | Apply strategies for reading comprehension Repurposed <i>U3C3L2: Select reading comprehension strategies to enhance learning</i> | <ul style="list-style-type: none"> • Identify the purposes of reading • Distinguish among reading comprehension strategies • Distinguish among the types of context clues readers use to determine word meaning • Recognize how to apply strategies that build your vocabulary • Relate how vocabulary contributes to reading comprehension | 4 | |
| U1C2L6: Studying and Test-Taking | Develop study skills and test-taking strategies Repurposed <i>U3C3L3: Develop personal study and test-taking strategies</i> | <ul style="list-style-type: none"> • Describe effective study habits • Demonstrate effective textbook reading strategies • Analyze effective note-taking strategies • Explain effective strategies for test preparation and test-taking | 3 | |
| U1C2L7: Personal Code of Conduct | Develop a personal code of conduct Repurposed | <ul style="list-style-type: none"> • Describe how values affect behavior • Identify the seven values of the U.S. Army | 3 | |

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| | <i>U2C1L3: Develop a personal code of ethics</i> | <ul style="list-style-type: none"> Describe basic rules of ethics Compare cultural, universal, and non-universal norms Explain the process for making ethical decisions Describe the benefits of a personal code of conduct | | |
| U1C2L8: Personal Growth Plan | Develop a plan for personal growth Repurposed <i>U3C1L3: Develop a plan for personal growth</i> | <ul style="list-style-type: none"> Distinguish between the 14 critical emotional skills Relate the critical emotional skills to the five emotional skill dimensions Develop strategies for growth in emotional skill areas | 3 | 2 |
| Chapter 3: Team Building | | | | |
| U1C3L1: Team Building and Drill | Relate drill competence to life skills Repurposed <i>U2C2L1: Explain the importance of drill in military discipline</i> | <ul style="list-style-type: none"> Summarize the origin of drill dating back to the Continental Army of the United States Identify skills learned by drilling Compare the qualities of teamwork instilled in the Continental Army to the teamwork qualities that military drill develops today | 2 | |
| U1C3L2: Stationary Movements and Marching Techniques | Perform stationary movements and marching techniques on command Repurposed <i>U2C2L4: Demonstrate correct stationary movements on command</i> <i>U2C2L5: Demonstrate correct marching technique on command</i> | <ul style="list-style-type: none"> Describe the position of attention Describe how to respond to positions of rest commands Describe how to respond to facing commands Describe the correct way to salute in a variety of situations Describe how to execute marching movements from various commands Describe how to respond to halt commands | 4 | 18 |
| U1C3L3: Squad Drill | Demonstrate correct response to squad drill commands Repurposed <i>U2C2L6: Demonstrate correct response to squad drill commands</i> | <ul style="list-style-type: none"> Describe how to respond to commands when forming and marching the squad Identify the different types of squad formations and their related drill commands Identify the locations of key squad personnel in squad formation | 3 | 6 |
| Chapter 4: Decision Making | | | | |
| U1C4L1: Making Decisions and Setting Goals | Apply the processes for making personal decisions and setting goals NEW | <ul style="list-style-type: none"> Describe the steps used to make decisions Identify guidelines used to evaluate choices Evaluate decisions for positive outcomes Describe the SMART goal-setting system Analyze goals for potential success | 3 | |
| U1C4L2: Anger Management | Develop personal anger management strategies Repurposed <i>U3C7L1: Apply anger management strategies</i> | <ul style="list-style-type: none"> Describe common causes of anger Identify physical effects of anger Examine possible reactions to anger Distinguish healthy from unhealthy reactions to anger Describe healthy anger management strategies | 3 | |

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| U1C4L3: Resolving Conflicts | Apply conflict resolution techniques Repurposed <i>U3C5L1: Determine the causes of conflict</i> <i>U3C5L2: Apply conflict resolution techniques</i> | <ul style="list-style-type: none"> • Explain how conflict affects relationships • Describe the causes and types of conflicts • Evaluate options and consequences for dealing with conflict • Use communication skills to respond positively to a conflict • Apply the six steps for conflict resolution • Apply knowledge of Winning Colors® to resolve conflict | 4 | |
| Chapter 5: Health and Fitness | | | | |
| U1C5L1: Understanding and Controlling Stress | Determine the causes, effects, and coping strategies for stress in your life Repurposed <i>U4C1L8: Assess how stress impacts your life</i> | <ul style="list-style-type: none"> • Differentiate between positive and negative stress • Identify sources of stress • Identify the stages of the body's stress response • Describe physical and behavioral effects of prolonged stress • Describe ways to manage stress | 2 | |
| U1C5L2: Cadet Challenge | Meet the physical fitness standards for the Cadet Challenge Repurposed <i>U4C1L2: Meet the physical fitness standards for the Cadet Challenge</i> | <ul style="list-style-type: none"> • Identify the five Cadet Challenge exercises • Describe the proper techniques for the Cadet Challenge exercises • Distinguish between the various fitness award categories • Determine your personal Cadet Challenge goal | 2 | 10 |
| Chapter 6: Service Learning | | | | |
| U1C6L1: Orientation to Service Learning | Identify the components of service learning Repurposed <i>U3C8L1: Identify the components of Service Learning</i> | <ul style="list-style-type: none"> • Distinguish between service learning and community service • Explain how service learning projects relate to Cadet learning in the classroom • Compare the types of service opportunities within your community • Identify the benefits of serving others within a community | 2 | |
| U1C6L2: Preparing for Service Learning | Prepare for a service learning project Repurposed <i>U3C8L2: Preparing for Service Learning</i> | <ul style="list-style-type: none"> • Identify the steps needed to conduct a service learning project • Identify the essential components of a service learning project • Develop a service learning project plan • Identify the roles of team members in completing a service learning project | 2 | 10 |
| Total Lessons: 22 | | Total Contact Hours | 68 | 51 |

Unit 2: Leadership Education and Training (LET) 2 – Developing Leader

Unit 2: Leadership Education and Training (LET) 2 – Developing Leader builds upon the mastery of LET 1 skills and abilities, providing Cadets with new and more challenging opportunities in leadership development. There are 24 active-learning lessons within eight chapters. The chapters are:

Chapter 1: Leadership introduces Cadets to the elements of leadership, encouraging the analysis of personal leadership attributes and their relationship to program goals. As well, Cadets examine their own leadership competencies and style and the role they play in teams.

Chapter 2: Personal Growth and Behaviors focuses on the communication. Good leaders are effective communicators. Writing, listening, and speaking are essential outcomes in this learning module. Communication also supports personal confidence and Cadets will begin to see how their strengths relate to their vocational interests and begin to explore post-secondary options. Finally, Cadets examine the role ethics plays in leadership and how core values effect their personal code of conduct.

Chapter 3: Team Building introduces new challenges and opportunities for team and squad drill leaders. As leadership develops, so does discipline and team building, demonstrated regularly in drill and ceremony activities.

Chapter 4: First Aid exposes Cadets to the citizen’s role in helping others during an emergency. This learning module helps Cadets identify emergency situations and the universal precautions to address them. Additionally, Cadets will explain first aid response to common and severe emergencies.

Chapter 5: Decision Making uses the model for making good choices and decisions to situations that involve bullying and violence. Cadet leaders take a stance against bullying and encourage others to make those same good choices.

Chapter 6: Health and Fitness focuses on nutrition, body image, and the elements of good health. In this learning module, Cadets use decision-making and goal setting in their plans for life-long health. Cadets strive for physical fitness goals through Cadet Challenge and regular program exercise, as possible.

Chapter 7: Service Learning provides LET 2 Cadets an opportunity to participate, but also evaluate the effectiveness of a service learning project. Participating in after action reviews with teams and making decisions toward continuous improvement of service to others are hallmarks of this unit.

Chapter 8: Citizenship and Government introduces Cadets to the purpose of government and the role of the U.S. Constitution on democracy and the rights of its citizens.

| Chapter 1: Leadership | | | | |
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| Lesson | Competency | Objectives | Class Hours | Rec. Lab Hours |
| U2C1L1: Elements of Leadership | Identify the elements of leadership <u>NEW</u> | <ul style="list-style-type: none"> Identify leadership opportunities in JROTC Explain how perspectives on leadership have changed over time Define leadership Describe the Army Leadership Model | 2 | |
| U2C1L2: Leadership Attributes | Analyze your leadership attributes <u>NEW</u> | <ul style="list-style-type: none"> Describe the leadership attribute of character Describe the leadership attribute of presence Describe the leadership attribute of intellect Analyze how character, presence, and intellect affect | 4 | |

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| | | leadership | | |
| U2C1L3: Leadership Competencies | Analyze your leadership competencies NEW | <ul style="list-style-type: none"> Describe the competencies involved in leading your team Describe the competencies involved in developing your team members Describe the competencies involved in achieving results for your team Analyze how leadership competencies impact goals | 4 | |
| U2C1L4: Leadership Styles | Apply appropriate leadership styles NEW | <ul style="list-style-type: none"> Describe how to identify the willingness and readiness of team members Identify three different styles of leadership Choose the most effective leadership style for various situations | 2 | |
| Chapter 2: Personal Growth and Behaviors | | | | |
| U2C2L1: Becoming a Better Communicator | Develop your communication skills Repurposed <i>U3C4L2: Use active listening skills</i> <i>U3C4L1: Demonstrate how the communication process affects interaction between individuals</i> <i>U3C4L3: Analyze how you communicate in group situations</i> | <ul style="list-style-type: none"> Compare verbal and nonverbal means of communication Identify the steps of effective communication Relate how the process of listening is essential to good communication Distinguish among the types of listening Identify barriers that prevent effective listening Explain the types of roles individuals play in a group Identify how roles in a group affect communication | 5 | 2 |
| U2C2L2: Becoming a Better Writer | Improve your writing skills Repurposed <i>U3C6L1: Develop a plan to improve writing skills</i> | <ul style="list-style-type: none"> Identify various reasons for writing Distinguish among the principles of good writing Confirm the basics of writing Explore the common pitfalls and mistakes in writing | 4 | |
| U2C2L3: Delivering Your Speech | Deliver a speech that you wrote Repurposed <i>U3C6L2: Develop a speech</i> <i>U3C6L3: Present a Speech</i> | <ul style="list-style-type: none"> Compare the various types of speeches Analyze the purpose and audience for a speech Relate the elements of effective writing to speech writing Develop coping strategies for stressful speaking situations Identify ways to improve speaking skills | 6 | 5 |
| U2C2L4: Career Considerations | Analyze career possibilities and requirements Repurposed <i>U1C2L2: Relate the role of the Active Army to the United States Army</i> | <ul style="list-style-type: none"> Distinguish between a job and a career Examine the various types of jobs that interest you Explore various Career Pathways Associate your interests and aptitudes to a career path Examine career opportunities provided by the U.S. Military Distinguish between various post-secondary education options | 5 | |

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| | <p><i>U1C2L3: Distinguish among the reserve components of the United States Army</i></p> <p><i>U1C2L4: Explore the purpose and structure of the United States Navy</i></p> <p><i>U1C2L5: Explore the purpose and structure of the United States Air Force</i></p> <p><i>U1C2L6: Explore the purpose and structure of the United States Marine Corps</i></p> <p><i>U1C2L7: Explore the purpose and structure of the Coast Guard and Merchant Marine</i></p> <p><i>U1C2L8: Explore the purpose and structure of the Peace Corps</i></p> <p><i>U1C2L9: Explore the purpose and structure of the AmeriCorps</i></p> <p><i>U3C9L3: Relate the military to your career goals</i></p> | | | |
| U2C2L5: Ethical Concepts and You | <p>Relate ethical concepts to your personal code of conduct</p> <p>Repurposed</p> <p><i>U3C10L4: Apply the rules of etiquette to your role as a Cadet</i></p> | <ul style="list-style-type: none"> • Relate ethics to personal standards • Examine how ethical qualities affect leadership • Explore the types of values • Compare the core values of the U.S. Military Services | 3 | |
| Chapter 3: Team Building | | | | |
| U2C3L1: Team Member Qualities | <p>Assess your personal qualities as a team member</p> <p>Repurposed</p> <p><i>U2C4L7: Assess personal qualities as a team member</i></p> | <ul style="list-style-type: none"> • Describe the characteristics of individual responsibility, followership, and teamwork • Describe the responsibilities of a team leader and the leadership factors that affect teamwork • Describe the three stages of team building | 3 | 5 |
| U2C3L2: Drill Leader Skills and Responsibilities | <p>Demonstrate the skills and responsibilities of a good drill leader</p> <p>Repurposed</p> <p><i>U2C2L3: Demonstrate the skills and responsibilities of a good drill leader</i></p> <p><i>U2C2L2: Demonstrate effectual command voice in drill</i></p> | <ul style="list-style-type: none"> • Describe the preparation a drill leader takes before a drill • Identify five attributes of a capable drill leader • Identify the types of drill commands | 2 | 5 |

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| U2C3L3: Taking Charge: Leadership Responsibilities | <p>Illustrate the duties of a team leader or squad leader</p> <p>Repurposed <i>U2C5L2: Perform the duties of a team leaders, squad leader, platoon sergeant, or platoon leader</i></p> | <ul style="list-style-type: none"> Describe the duties and responsibilities of the team and squad leader positions within a platoon Explain the four steps leaders should use when assuming a new leadership position Demonstrate the responsibilities of a team leader and squad leader | 2 | 5 |
| Chapter 4: First Aid | | | | |
| U2C4L1: First Aid Emergencies | <p>Assess first aid emergencies</p> <p>Repurposed <i>U4C2L1: Assess first aid situations</i></p> | <ul style="list-style-type: none"> Identify ways to prepare for an emergency Describe universal precautions Explain the four emergency guidelines Explain the sequence for evaluating an injured person | 2 | |
| U2C4L2: First Aid for Common Injuries | <p>Explain how to respond to common Injuries</p> <p>NEW</p> | <ul style="list-style-type: none"> Describe how to treat minor cuts Describe how to treat and prevent insect bites Describe how to treat animal bites Describe how to treat minor burns Describe how to remove a foreign object in the eye Describe how to stop a nosebleed Describe how to help someone who has fainted Identify injuries that may require medical attention | 2 | |
| U2C4L3: Severe Emergencies | <p>Describe first aid for severe emergencies</p> <p>Repurposed <i>U4C2L3: Demonstrate first aid procedures for bleeding victims</i></p> | <ul style="list-style-type: none"> Identify the symptoms of choking, severe bleeding, heart attack, stroke, and shock Describe first aid for choking Describe first aid for severe bleeding Explain when CPR and/or an AED should be used Describe how to perform chest-only CPR Describe first aid for a heart attack Describe first aid for a stroke Describe first aid for shock | 2 | |
| Chapter 5: Decision Making | | | | |
| U2C5L1: Bullying | <p>Evaluate methods to protect yourself and others from bullying</p> <p>NEW</p> | <ul style="list-style-type: none"> Describe three types of bullying Explain how cyberbullying is different from other types of bullying Identify risk factors for bullying Explain strategies for dealing with bullying Describe the effects of bullying | 3 | |
| U2C5L2: Preventing Violence | <p>Apply strategies to prevent violence</p> <p>Repurposed</p> | <ul style="list-style-type: none"> Examine the problem of violence in our society Identify ways to prevent violence in schools | 2 | |

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| | <i>U3C7L4: Apply strategies to prevent violence</i> | <ul style="list-style-type: none"> Identify risk factors for teen violence Describe strategies for preventing violence | | |
| Chapter 6: Health and Fitness | | | | |
| U2C6L1: Elements of Health | <p>Examine the elements of health</p> <p>Repurposed <i>U4C1L3: Develop a plan to improve your whole health</i></p> | <ul style="list-style-type: none"> Identify the elements of health Describe how what you eat impacts health Describe how exercise impacts health Identify how stress impacts overall health Identify causes for lack of sleep Explain how lack of sleep affects the brain Identify unsafe behaviors | 2 | |
| U2C6L2: Benefits of Physical Activity | <p>Develop ways to increase your fitness level</p> <p>Repurposed <i>U4C1L1: Develop a personal exercise program</i></p> | <ul style="list-style-type: none"> Identify the benefits of exercise Describe ways to increase your fitness level Examine methods for increasing aerobic capacity, strength and endurance, and flexibility Create a plan to set and achieve personal fitness goals Explore methods to monitor your fitness progress | 3 | |
| U2C6L3: Nutrition | <p>Develop a personal nutritional plan to promote health</p> <p>Repurposed <i>U4C1L4: Discover the nutritional needs necessary for your optimum health</i></p> | <ul style="list-style-type: none"> Identify common influences on food choices Describe how the body uses the six types of nutrients Explain how substances added to foods, such as fats, sugars, and sodium, can impact your health Explain how to read food labels Identify key factors in making healthy food choices Explain how eating right and exercising can impact your health | 4 | |
| U2C6L4: Body Image | <p>Examine how body image, eating, and physical activity affect whole health</p> <p>NEW</p> | <ul style="list-style-type: none"> Define body image Describe how to measure body composition Compare the factors that influence overweight and underweight people Explain how to balance exercise and calories for an appropriate weight Describe the symptoms of eating disorders | 3 | |
| Chapter 7: Service Learning | | | | |
| U2C7L1: Evaluating a Service Learning Project | <p>Evaluate the effectiveness of a service learning project</p> <p>Repurposed <i>U3C8L3: Evaluate the effectiveness of a service learning project</i></p> | <ul style="list-style-type: none"> Describe a service learning experience using the four-quadrant model Identify the three stages of the after action review Identify three types of service | 2 | 10 |
| Chapter 8: Citizenship and Government | | | | |
| U2C8L1: Our American Government | <p>Evaluate the important elements of our democratic government</p> | <ul style="list-style-type: none"> Explain the need for government | 3 | |

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| | <u>NEW</u> | <ul style="list-style-type: none"> • Identify the principles of American democracy • Explain how the U.S. Constitution provides the basis for our government • Compare the roles of the executive, legislative, and judicial branches of government • Explain how the Constitution can change over time • Describe the different ways the Constitution is interpreted | | |
| U2C8L2: Rights of Citizens | Analyze the rights of U.S. citizens <u>Repurposed</u> <i>U6C4L2: Examine the reasons behind the development of the Bill of Rights</i> | <ul style="list-style-type: none"> • Explain how a person becomes a U.S. citizen • Compare the rights of U.S. citizens to the rights of legal and illegal immigrants • Identify the amendments in the Bill of Rights • Explain how the Bill of Rights contributes to a free society • Identify changes made to the Constitution to protect the voting rights of all American citizens | 3 | |
| LET 2 Cadet Challenge | | | | |
| U2C0L0: LET 2 Cadet Challenge | | | | 10 |
| Total Lessons: 24 | | Total Contact Hours | 73 | 42 |

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