

EDISON HIGH SCHOOL Home of the Vikings

Essential Outcomes Chart: What is it we expect students to learn?								
Grade: 9-12	Subject:	JROTC	Semester	1st	Team Members:	MAJ (Ret) Jennifer Davis SSG (Ret) Winston Owens		
Standard Description		Example Rigor		Prerequisite Skills		Common Assessment	When Taught?	Extension Standards
What is the essential standard to be learned? Describe in student-friendly vocabulary.		What does proficient student work look like? Provide an example and/or description.		What prior knowledge, skills, and/or vocabulary is/are needed for a student to master this standard?		What assessment(s) will be used to measure student mastery?	When will this standard be taught?	What will we do when students have learned the essential standard(s)?
Unit 1: Citizenship in A This unit helps develop ne skills you can use in scho and throughout your life. engages you in the practii basic citizenship customs traditions, and in the exploration of opportunitie non-military and military national service. This introductory unit gives you greater appreciation of American symbols, custor and traditions, and the his and purpose of Army JRC An introduction of the Department of Defense a other services presents th differences and similaritie each service and their un roles in the defense of the nation. It also provides opportunities to learn abo major, non-military service organizations.	ew ol It ce of and es for u a story DTC. Unif -His awa story DTC. Unif -His -Am -Ca awa awa -Per Unif -His -Am -Re -Na -Am -Re -Na -Am -Per -Na -Am -Am -Na -Am -Na -Na -Am -Na -Am -Am -Na -Na -Am -Na -Am -Na -Na -Am -Na -Am -Na -Na -Am -Na -Na -Am -Na -Na -Am -Na -Na -Na -Na -Na -Na -Na -Na -Na -Na	Understand the following: -US Congressional Act that -created JROTC -Mission/purpose of JROTC -Army JROTC enlisted and officer rank structure -Cadet duties and responsibilities -Identify the four institutional award categories -Personal appearance and Uniform standards -History of US flag -American Military Traditions, Customs and Courtesies -National Anthem -Basic Command and Staff Principles		Define key words: -JROTC -Mission -Cadet -Unique, -Motivate -Challenges -Opportunities -Conflict resolution -Culterally diverse -leadership -National Defense Act -enlisted -battalion -succession -subordinate -company -platoon -squads -customs -curtesies -ruffles and flourishes -formal inspections		Work with a team to outline a project of your choosing (school fundraiser, party, bake sale, etc.) With the team, outline the activities that need to be completed for the project. Arrange the activities into a Gantt Chart. Use the chart to manage the project. Write a reflection about the project management process. Submit your completed performance assessment task and scoring guide to your instructor for evaluation and a grade. Compare major duties of a team leader, squad leader, platoon sergeant, and platoon leader Develop a Tree Map with the duties and responsibilities of leaders in drill. Create a Tree Map with columns for team leader, squad leader, platoon sergeant, and platoon leader.	First and Second year cadets Taught during First and Second quarters of the school year.	Students put up and take down the school US flag daily; instruct others how to proper flag fold

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Standard Description What is the essential standard to be learned? Describe in student-friendly vocabulary.	Example Rigor What does proficient student work look like? Provide an example and/or description	Prerequisite Skills What prior knowledge, skills, and/or vocabulary is/are needed for a student to master this standard?	Common Assessment What assessment(s) will be used to measure student mastery?	When Taught? When will this standard be taught?	Extension Standards What will we do when students have learned the essential standard(s)?
what you need to KNOW when you are influencing others, and what you DO when you are leading. You will learn about character and values, leadership theories and principles, and human behavior. The students will have the opportunity to take leadership lessons learned in the classroom and apply to daily instruction and student led positions. Most important,	of Ethics •when their Personal Code of Ethics explains their key values •when their Personal Code of Ethics describes their attitudes about the worth of people, concepts, and other things •when their Personal Code of Ethics describes what they need to be, every day, in every action they take •when they explain how their values relate to the seven Army	Describe the values that leaders possess Identify how attitudes can affect a person's actions •Consider how life experiences affect a person's values • Describe how the similarities and differences in people's values can impact how they interact with others • Relate your values to the seven Army Values • Define key words: beliefs, bribery, coercion, dilemma, ethics, favoritism, norms, prejudices, selfless service, tenets, tunnel vision, unethical, values	 Write a Personal Code of Ethics and a brief comparison of the values you outline in your Personal Code of Ethics to those outlined as Army Values. 1. Review the criteria detailed in the scoring guide for what you need to do to complete this task. 2. Think about what you have learned about values in this lesson. 3. Write a Personal Code of Ethics reflecting your personal values and how you wish to live out those values. 4.Write a brief comparison of how the values reflected in your Personal Code of Ethics relate to the seven Army Values. Assign leadership positions Assess self: students address their strengths and weaknesses 	First through Fourth year Cadets Leadership is taught throughout all quarters of the school year	We place students in various leadership positions; we mentor and guide them throughout the leadership experience. Students are assigned staff positions, company commander and first sergeant positions, give commands and practice leading in front of their peers. Join the Drill Team Attend the Drill competitions versus other schools Lead your class in Drill procedures

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Standard Description Example Rigor Prerequisite Skills When Taught? Extension Standards **Common Assessment** What prior knowledge, What is the essential What does proficient student skills, and/or vocabulary What will we do when When will this standard standard to be learned? What assessment(s) will be used to work look like? Provide an is/are needed for a students have learned the measure student mastery? be taught? **Describe in student-friendly** example and/or description student to master this essential standard(s)? vocabulary. standard? -by creating an anger management action plan that -Determine the common Create an Anger Management Action Plan Unit 3: Foundations for targets behaviors for causes and effects of anger 1. Think about what you have learned in this Success improvement in interpersonal relationship lesson about managing anger. 2. Review the results of the Anger This unit is designed to -when the Cadets' Action Plan -Select strategies for Management Map and the skills that you need provide young cadets with lists specific strategies for controlling anger to improve to manage anger more effectively. hand-on experiential learning managing anger more 3. Develop an Action Plan of ways that you will Use vour work as an activities that will build selfeffectively -Examine the role of try to improve your anger management skills. example to the class awareness, essential life skills, empathy in reducing anger and the ability to set and -the action plan will list the Discussion about managing achieve goals. Content areas resources and activities they will Complete a personal Time Management Plan anger and examples, include communication, use to help their skill -Define key words: that contains: experiences diversity, study skills, conflict development and will describe aggression, anger First through fourth year resolution. decision-making. how and when they will assess management, assertion. •A long-term goal statement. Explain the plan Cadets role play and do and service learning. These cadets their improvement change orientation, you've generated for attaining your goal scenarios/skits dealing with lessons expose cadets to deference, empathy, including any short- or mid-term goals. Explain bullying, anger situations complex content, such as the agenda, procrastination, -completing a personal time why this is a goal and the deadline for structure and function of the management plan for a time wasters, time Taught throughout the attaining it. Summarize this information in human brain, personality and specified long-term goal management school year, each quarter writing. learning theory in a simple, We have leadership easy to understand manner. the time management plan -Distinguish between time Seven completed daily planners for each day positions assigned to be our with ample opportunity for includes a daily planner with efficiencies and wasters of the week, like the one provided in Exercise current operations and application and practice. This specified times slated for #3: future operations officer; unit focuses on the life skills achieving a goal Relate time management Daily Planner. Place a check next to each they use calendar and event necessarv to build better to your personal goals activity specified on your planners, and make planning for the month citizens for tomorrow. the time management plan a note whether or not it was completed within includes a weekly and monthly -Develop daily, weekly, and its assigned time frame. --Managing Anger calendar to include events and quarterly time management •A weekly calendar providing events or goals. activities that support the stated plans A monthly calendar providing events or goals. goal •A concluding summary paragraph that states --Time managementwhat you observed about yourself, how you Planning Skills and Social the time management plan manage time, and how you meet expectations Responsibil includes a written summary that set for vourself. details the long-term goal,

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	supports the short-term goals, and describes how time management impacts attaining the goal(s)		 Use the scoring guide criteria for what you need to do to complete this task. Submit your completed performance assessment task and scoring 		
Unit 4: Wellness, Fitness and First Aid Unit 4 provides training for getting started on total fitness, split second emergencies, handling common emergencies, and lifesaving measures. There is also training on substance abuse awareness, intervention, and prevention. By teaching the value of physical exercise and conditioning, personal hygiene, and proper diet through the Cadet Challenge program, you'll feel good about yourself- both physically and mentally.	By developing a weekly menu plan that meets the USDA Dietary Guidelines for your weight, height, gender, and physical activity -when your plan is: appropriate for your age, gender, exercise level, and personal health goals, does not exceed recommended calories for your profile and includes the recommended balance of different foods By developing a set of suicide risk-response strategies -when their strategies include a description of how a situation is considered a risk -when their strategies include a plan for addressing the risk -when their strategies include professionals and trusted adults to assist	Explore the recommended daily intake of calories for a person of your age, gender, and physical condition Develop a nutritious diet for yourself Define key words: carbohydrates, fats, minerals, protein, saturated fats, USDA Dietary Guidelines, vitamins, water soluble vitamins Identify the warning signs of potential suicide Describe the actions you can take if you suspect someone you know may be considering suicide	Create a healthy 7-day meal plan for yourself. 1.Create a SuperTracker profile at <u>https://www.choosemyplate.gov/SuperTracker</u> . Create at least three goals for yourself. Then print out the information under MyPlan (MyPlan and Sample Meals). Use these documents to help create a 7-day meal plan that is specific to your goals and food preferences. Submit a completed performance; share with the class Develop strategies for responding to suicide risks. Create three Suicide Prevention Flow Maps. Each map will identify a different suicide risk and show a process for helping the person at risk.	First through Fourth year cadets Taught throughout the school year First Aid is instructed weeks before we attend Camp Physical Fitness/Training/Exercise is hands-on every Tuesday and Friday of the week. Physical Fitness/ Nutrition experts Guest speaker instructs class for two days	Students can do a weekly report of what kind of daily changes they make to their diets and why. Students share experiences; address lessons learned Students will administer first aid Students will all be in charge of instructing a physical exercise session

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