

## **LET 3 Traditional Schedule**

### **LET 3 1<sup>st</sup> Semester, Advanced Leadership and Principles of Management**

**COURSE DESCRIPTION:** This course includes classroom instruction and laboratory instruction expanding on the skills taught in LET 1 - 2. This course allows cadets to investigate the interrelationships of the services while it continues to build their leadership development and decision-making skills. It includes negotiation skills and management principles. It emphasizes staff procedures and provides opportunities to handle various leadership situations. The research, identification, planning, and execution of service learning activities are included. The performance standards in this course are based on the performance standards identified in the curriculum for the US Army JROTC. Successful completion of at least three units of credit in the Army JROTC program will qualify the student for advanced placement in a college ROTC program or accelerated promotion in the military service.

### **COURSE PREREQUISITES: LET 2**

#### **The Department of Defense**

1. Examine the mission of the Department of Defense (DoD).
2. Identify the four major responsibilities inherent to DoD's mission and relate how they individually and collectively contribute to its accomplishment.
3. Identify the major elements of DoD.
4. Explain the meaning of Civilian control over the military, include which positions in DoD are under civilian control.
5. Explain the relationship of the Joint Chiefs of Staff to DoD, its composition; who heads it and how its missions compare to those of the DoD.

#### **The Army Part 1 - The Active Army**

6. Identify two Congressional acts that have impact on organizational structure of Armed Forces and describe three provisions of each act.
7. Identify the Congressional act that provides basis for recent organization of Army.
8. Identify the fundamental mission and three roles of the Army.
9. Identify the primary mission of the active Army and five ways it contributes to domestic affairs.
10. Identify two major Army commands; include the command that manages the JROTC program.
11. Identify three categories under which the Army classifies its branches.
12. Describe the basic/special branches of the Army, and classify them by category.
13. Identify two non-accession branches of the Army.

#### **The Army Part 2 - The Reserve Components**

14. Identify the primary missions of the Army National Guard and the Army Reserve.
15. Contrast the major types of units the Army National Guard and the Army Reserve contribute to the Army force.
16. Identify the three categories of the Army Reserve.

#### **The U.S. Navy**

17. Identify the document where the Founding Fathers provided for the establishment of the Navy.
18. State the overall mission of the Navy and the four primary missions during times of war.
19. Examine the primary mission of the Navy in relation to the Department of Defense.
20. Describe the organization of the Navy.
21. Contrast the Operating Forces to the Shore Establishment.
22. List the three components of the Naval Reserve Force.

### **The U.S. Air Force**

23. Identify the Act that separated the Army Air Force from the Army and created the U.S. Air Force.
24. State the overall mission of the Air Force and the six core competencies and five pillars in support of the nation's interests.
25. Examine the primary mission of the Air Force in relation to the Department of Defense
26. Describe the nine Air Force commands.
27. List the capabilities of the Force Structure.
28. List the two components of the Air Force Reserve.
29. Describe the mission of the Air Force Reserves.

### **The U.S. Marine Corps**

30. State where the Marine Corps can be found in the Department of Defense.
31. State the present day mission of the Marine Corps.
32. List the strategic concept of the Marines.
33. Describe the four attributes that distinguish the Marine Corps from other services.
34. Describe the organization of the Marine Corps.
35. List the Reserve components of the Marine Corps.

### **The U.S. Coast Guard and U.S. Merchant Marine**

36. List the five federal agencies that were amalgamated to create the Coast Guard.
37. State the mission of the Coast Guard and the five operating goals.
38. State the two cabinet level departments to which the Coast Guard answers.
39. List when the Coast Guard answers to each department.
40. Describe the organization of the Coast Guard.
41. List the three components of the Coast Guard Total Force.
42. Outline the role of the Merchant Marine in the defense of the nation.

### **Goal Setting**

43. Demonstrate the value of goal setting for task achievement.
44. Demonstrate the positive role of a leader in developing the motivation to achieve.
45. Describe individual and small group goal-setting behavior and achievement motivation.
46. Describe feelings and outcomes of winning and losing.

### **Performance Indicators**

47. Review the leadership dimensions of the BE, KNOW, DO model.

48. Use the counseling process and BE, KNOW, DO model as an assessment and counseling tool.

### **Negotiating**

49. Explore the element of trust between group members and the effects of the betrayal of trust.
50. Demonstrate the effects of competition and collaboration in intergroup relationships.
51. Study the effects of win-lose, win-win, and lose-lose strategies in negotiations between groups.

### **Decision Making and Problem Solving**

52. Analyze some aspects of cooperation in solving a group problem.
53. Describe behaviors that may contribute toward or obstruct the solving of a group problem.

### **Planning**

54. Illustrate the need to plan adequately.
55. Describe the four-step planning process.
56. Explain how to create one type of plan.
57. Describe different styles of analyzing data and of drawing conclusions from data.

### **Basic Command and Staff Principles**

58. Describe the concept of command by comparing: command authority to command responsibility, and staff relationships to command authority/chain of command.
59. Describe the primary importance of a staff and four reasons why commanders organize a staff.
60. Describe delegation of authority and identify at least three command functions that should remain with the commander.
61. Describe four staff responsibilities and three common procedures that staff officers use to coordinate staff actions.
62. Compare the three types of staffs and their relationship to the commander.
63. Describe the nine-step sequence of command and staff actions in the correct order.
64. Describe the scope and purpose of the commander's estimate.
65. Describe the procedures and personnel requirements necessary to conduct a regular or special meeting.
66. Demonstrate command and staff principles while performing the responsibilities and duties of an earned leadership position within your cadet battalion.

### **Forming, Inspecting, and Dismissing the Battalion**

67. Identify the different types of battalion formations and relate specific commands to them.
68. Demonstrate correct responses to the commands for forming and dismissing the battalion.
69. Demonstrate correct responses to the commands for forming for inspection, inspecting the battalion, inspecting with arms, and completing the inspections.
70. Identify the locations of the key platoon, company, and battalion personnel in battalion formations.

71. Demonstrate leadership skills and abilities while performing the duties and responsibilities in an assigned command or staff position.

### **Finding Solutions – Mediation**

72. Practice mediation techniques.
73. Differentiate between arbitration and mediation.
74. Select three strategies for controlling your anger.
75. Indicate two techniques that you can incorporate in your life to reduce conflict.

### **Orientation to Service Learning**

76. Determine ways to make a difference to someone, the community or the world.
77. Explore team dynamics, what roles and responsibilities are needed to get a job done.
78. Discuss reasons why providing service is important.
79. Define service learning and its components.

### **Plan and Train for Your Exploratory Project**

80. Determine an exploratory project.
81. Identify steps to conduct a proper service learning experience.
82. Plan essential facets of an exploratory project.
83. Prepare for different circumstances and/or outcomes.

### **Project Reflection and Integration**

84. Evaluate exploratory project experience.
85. Determine ways the class made a difference.
86. Discuss the importance of service.
87. Identify ways to integrate service learning with the JROTC curriculum.
88. Create examples of high service/high integration.
89. Complete a service learning project.

### **Command and Staff Principles**

90. Demonstrate Command and Staff principles while continuing to perform the responsibilities and duties of an earned leadership position.

### **Presenting Instruction**

90. Assist in the instruction of JROTC I and II.

## **28.03301 LET 3 (Traditional) 2<sup>nd</sup> Semester, Advanced Life Skills, Orienteering and History**

**COURSE DESCRIPTION:** This course includes classroom instruction and laboratory instruction expanding on the skills taught in LET 1 - 2 and LET 3 1<sup>st</sup> Semester. This course gives cadets the opportunity to apply basic concepts of career exploration strategies and planning. Instructs on the creation of career portfolios and plans for college or work. Financial management principles including investing, credit, and insurance are studied in depth. Skills for orienteering and/or land navigation are developed. Includes studies in the federal judicial system and how historical events shaped social systems. The performance standards in this course are based on the performance standards identified in the curriculum for the US Army JROTC. Successful completion of at least three units of credit in the Army JROTC program will qualify the student for advanced placement in a college ROTC program or accelerated promotion in the military service.

### **COURSE PREREQUISITES: LET 3 (Traditional), 1<sup>st</sup> Semester**

#### **Career Exploration Strategy**

1. Identify personal strengths and interests and link them to possible career paths.
2. Explain the difference between a job and a career.
3. Identify the steps in developing a career exploration strategy.
4. Conduct career exploration using the techniques identified.
5. Identify ways in which effective career exploration relates to personal growth and career development.

#### **Career Development Portfolio**

6. Explain why developing and maintaining a career development portfolio is important.
7. Create a personalized career development portfolio that contains documentation on educational development and career exploration and planning.
8. Identify specific items of personal interest that best represent achievements and goals.
9. Complete an employment application, self-analysis, resume, Personal Skills Map and a school-to-work checklist for your portfolio.

#### **Civilian Career Opportunities**

10. Identify jobs/careers of interest.
11. Research specific career information.
12. Determine qualifications and education/training necessary for desired career.
13. Analyze future job trends.

#### **Military Career Opportunities**

14. Explain the difference between the three career paths available in the U.S. Armed Forces.
15. Identify four ways to become a commissioned officer.

16. Identify basic enlistment qualifications and the four-step process required to enter the military.
17. Describe benefits provided to enlisted members of the military.
18. Determine the purpose of the Selective Service.
19. Relate the Military to your own career goals.

### **College Preparation**

20. **Examine** whether college is right for you.
21. **Determine** how careers and majors are related.
22. **Discuss** different types of colleges.
23. **Describe** the admissions process.
24. **List** general admission requirements.
25. **Explore** ways to finance college.
26. **Identify** educational institutions and majors that fit your needs.
27. **Create** a plan of action and timeline to realize career goals.

### **Budget: Don't Go Broke**

28. Identify the purpose of a budget.
29. Analyze pay stubs to determine resources available for financial objectives.
30. Construct a simple budget.

### **Ready, Go...Crossing the Finish Line - Year 3**

31. Practice improving your scores.
32. Recognize scores necessary to achieve the Presidential Physical Fitness Award.

### **World Geography**

33. Identify topographical map symbols, colors, and the features they represent.
34. Differentiate between a topographical map and a standard road map.
35. Identify the most common unit of measure for distance in air travel and compare it with the unit of measure in road travel.
36. Identify four items of marginal information found on aeronautical charts and contrast them with items on topographic maps.
37. Identify ten aeronautical symbols used on aeronautical charts and contrast them with symbols on topographic maps.
38. Identify three types of aeronautical charts, their scales, and their characteristics.
39. Identify the four time zones located in the continental US and differentiate/calculate times between them.
40. Prepare a trip by air by choosing the appropriate charts and planning a flight route.
41. Locate and describe principal physical features of the each continent
42. Identify countries and regions of the each continent and summarize their physical and human characteristics.
43. Explain how the interactions between groups of people on each continent affect the continent's cultural, economic, and political characteristics.
44. Create maps to organize and display data about each continent.

### **Environmental Issues - Part 1**

45. Identify one example of air and water pollution.

46. Identify at least five types of waste material and state one example or condition of each type.
47. Identify three components that enable modern-day, properly engineered sanitary landfills to meet environmental standards.
48. Describe three concerns of excessive concentrations of methane gas in landfills.
49. Describe three ways that communities control waste volume.
50. Describe recycling, how source separation relates to recycling, and the three-step recycling process.
51. Describe incineration and the two types of ash produced during incineration.

### **Citizenship and American History**

52. Differentiate between the purpose and types of constitutional and legislative courts.
53. Differentiate between the types of cases and juries.
54. Identify the basic steps for processing a criminal case from the commission of a crime to the sentencing.
55. Explain the size and composition of the Supreme Court and how justices are appointed.
56. Explain three ways that cases can reach the Supreme Court.
57. Differentiate between the three types of decisions that justices can make when hearing a case.
58. Explain the three ways Congress can limit the powers of the Supreme Court.

### **Young America**

59. Identify two battles that took place between the U.S. military and Native-American Indians on both the northern and southern frontiers.
60. Identify President Johnson's primary reason for negotiating with the French for the sale of land in Louisiana and West Florida, the United States offer to the French for that land, and the terms of the actual purchase with the French.
61. Identify the circumstances that led to the War of 1812 and three causes for that war.
62. Identify three locations in North America where battles of the War of 1812 took place, the major battles of each location and their outcomes, and the phase of the war for each location.
63. Hypothesize how the events of young America changed the lives of American citizens.

### **The Formative Years (1815-1899)**

64. Identify two issues that caused the Civil War.
65. Describe how the U.S. victory in the Spanish-American War affected the northern and southern states and the world.
66. Identify one song, one book, and their authors that became popular during the 1850s and 1960s that symbolized slavery.
67. Review the personal achievements of citizens during the Civil War.
68. Evaluate how citizens of today and yesterday have changed our American culture.

### **World War I (1914-1918)**

69. Identify the countries that composed the Allies and the Central Powers.
70. Identify the five principle causes of World War I.
71. Describe the role the U.S. took at the beginning of World War I.

72. Describe the circumstances that lead to the U.S. entering World War I.
73. Review the results of World War I on the United States and Europe.

**Command and Staff Principles**

74. Demonstrate Command and Staff principles while continuing to perform the responsibilities and duties of an earned leadership position.

**Presenting Instruction**

75. Assist in the instruction of JROTC I and II.