

## LET 2

### 1<sup>st</sup> Semester, Intermediate Leadership and Character Development

**COURSE DESCRIPTION:** This course includes classroom instruction and laboratory instruction expanding on skills taught in LET I. This course introduces equal opportunity and sexual harassment. It provides instruction on leadership styles and practical time to exercise leadership theories as well as the basic principles of management. It provides self assessments that help students determine their skill sets and opportunities to teach using accepted principles and methods of instruction. 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 I

#### **Celebrating Differences - Culture and Individual Diversity**

1. Demonstrate knowledge of the leadership role in celebrating diversity, treating women and minorities fairly and equitably, and the prevention of sexual harassment.

#### **Power Bases and Influence**

2. List the different types of power and influence.
3. Describe the appropriate application of power and influence.
4. Use individual and system power respectfully and effectively to increase performance.

#### **Styles of Leadership**

5. Identify different styles of leadership.
6. Determine what style works best and when.

#### **Management Skills**

7. Define management.
8. Identify five management principles.
9. Outline the difference between management and leadership.

#### **Communication**

10. Recognize the important role communication plays in leadership.
11. Identify the basic flow and purpose served by informal communication.
12. Chart the major elements of a communication model.
13. Demonstrate the main types of nonverbal communication.
14. Discuss how feedback and effective listening help communication effectiveness.

#### **Motivation**

15. Demonstrate that individual performance within a group is influenced by expectations, ability, and motivation.
16. Discuss the fourteen principles of motivation and how they impact motivation.

### **Development**

17. Conduct a Force Field Analysis identifying strengths and areas of focus for development.
18. Conduct an assessment of current level of competence in the fifteen leadership dimensions and create a plan of action to be totally involved in the leadership development process.

### **Taking Charge - Knowing Your Responsibilities as a Leader**

19. Identify four steps that leaders should utilize when taking on a new leadership position.
20. Identify the major duties or responsibilities of a team leader, squad leader, platoon sergeant and platoon leader.
21. Demonstrate the responsibilities of a team leader or other higher position in drill.

### **Company Formations and Movement**

22. Demonstrate correct response to the commands for forming the company, changing interval, aligning the company, opening and closing ranks, and dismissing the company.
23. Demonstrate correct response for changing the direction of march of a column, correcting distance between platoons, and forming a column of twos and reforming.
24. Demonstrate correct response for forming, aligning, and changing the direction of march of a company mass formation, and forming a company in column from a company mass formation.
25. Demonstrate correct response to the commands for forming a company in column with platoons in line and reforming.
26. Identify the different types of company formations and relate specific drill commands to them.
27. Identify the locations of the key platoon and company personnel in company formations.

### **Brain Structure and Function**

28. Explain why the brain stem is sometimes called “the reptilian brain.”
29. Identify key areas in the midbrain/limbic system and describe their primary function.
30. Label the four lobes of the cerebral cortex.
31. Label major regions in the brain and match them to key functions.
32. Sketch and label three main parts of a neuron.
33. Name three elements involved in transmitting a stimulus from outside the body to the brain.
34. Explain why neural networks change and grow to enhance the brain’s processing power.

### **Left Brain/Right Brain**

35. Match activity descriptions to hemisphere based on research regarding specialized brain functions.
36. Complete a brain dominance inventory.
37. Describe the differences between global and analytical thinking.
38. Explain how brain dominance helps determine personality and behavior.
39. Explain two things you have learned about your own information processing preferences.
40. Provide at least three reasons why the ability to specialize and synchronize are both important aspects of how the brain functions

### **Learning Style and Processing Preferences**

41. Name at least three sensory (perceptual) systems.
42. Explain at least three essential elements of the learning process and describe how the elements relate.
43. Compare and contrast an automatic versus a purposeful response to stimuli.
44. State three reasons it is important to become aware of the unique ways in which people learn.
45. Explain each step in Senge's ladder of inference, using an example from your own life.

### **Learning Models**

46. Assess your own preferences in each dimension of the Dunn and Dunn model.
47. State the 5 dimensions included in Dunn and Dunn's learning model.
48. List at least two specifics within each of the five dimensions in Dunn and Dunn's learning model.
49. Name two actions you can take, using knowledge of your preferences, to become a more active, effective learner.
50. Explore how to expand beyond your current preferences.
51. State three reasons why knowing individual preferences of team members helps a team to achieve goals.

### **Multiple Intelligences**

52. Compare and contrast your current understanding of intelligence with Gardner's definition.
53. Match a list of statements to one of the eight types of intelligence identified by Gardner.
54. Distinguish between inter- and intra- personal.
55. Present three activities to develop intelligence in one of the eight areas Gardner has defined.
56. Design two activities you can do in the next two weeks, using what you have learned about your intellectual strengths, to improve in one of your classes at school.
57. Discuss how ineffective speakers can improve their speech making.

58. Strategize to improve speaking ability by avoiding common mistakes.
59. Develop coping strategies for stressful speaking situations.
60. Provide constructive feedback to speakers.

### **Communicating in Groups**

61. Identify the elements in the communication process.
62. Create a case study that highlights a topic unique to small group communication.
63. Apply knowledge of small group communication process to the analysis of a piece of literature or media.

### **Roles and Group Communication**

64. Identify the elements in the communication process.
65. Create a case study that highlights a topic unique to small group communication.
66. Apply knowledge of small group communication process to the analysis of a piece of literature or media.

### **Finding Solutions - Conflict and Behavior**

67. Apply knowledge of Winning Colors<sup>®</sup> to conflict situations and resolution.
68. Evaluate the steps to managing conflicts and personal conflict management skills.
69. Recognize different hot buttons and the behavior style they indicate.
70. Respond to conflict situations positively through role-play.
71. Evaluate the pros and cons of alternatives to determine potential solutions to conflict.

### **Preparing to Teach**

72. Describe five critical elements you need to consider in preparing to teach.
73. Write effective learning objectives by constructing each to include the task, condition and standard for student performance.
74. Identify the various types of training aids and describe how to effectively use them in a classroom.
75. Describe at least six tips for planning a lesson.

### **Using and Developing Lesson Plans**

76. Explain the purpose of a lesson plan.
77. Identify the four phases of a lesson plan, and each phase's purpose.
78. Describe the teacher's role and the potential benefits to students in each phase.
79. Create a lesson plan utilizing the four-phase process.

### **Delivering Instruction**

80. Describe a lesson objective, quantitative standard and training aids.
81. Describe seven types of teaching methods and identify when to use each type in a classroom.
82. Identify the five types of practical exercises.
83. Explain the process of rehearsing.

84. Design a presentation using one of the seven teaching methods.

### **Use Variety in Your Lesson Plan**

85. Define cooperative learning and identify the benefits of using cooperative learning strategies in the classroom.
86. Identify and describe at least two cooperative learning strategies you could use in a lesson plan that encourage team building.
87. Identify and describe at least two cooperative learning strategies you could use in a lesson plan that require students to respond to or discuss questions posed in the lesson.
88. Identify and describe at least four cooperative learning strategies you could use in a lesson plan so that learners could gather, share, and learn a great deal of material in a short amount of time.
89. Explain how incorporating a variety of learning styles and multiple intelligences benefit learners in the classroom.

### **Graphic Organizers**

90. Define graphic organizers and describe the benefits of graphic organizers to the learner.
91. Identify the graphic organizers that help learners brainstorm or associate ideas and concepts.
92. Identify the graphic organizers that are useful for learners when comparing or prioritizing information.
93. Identify the graphic organizers that are most useful to learners when they need to analyze or compare information.
94. Identify the graphic organizers that are most effective in sequencing and visualizing information.
95. Identify the graphic organizers that are most useful for connecting or reflecting on ideas or concepts.

### **Using Feedback in the Classroom**

96. Describe the purpose of feedback in a classroom and four ways that feedback can be effective.
97. Identify the five characteristics or conditions of effective feedback.
98. Identify the basic ground rules and tips for giving effective feedback.

**28.03201 LET 2 (Traditional) 2<sup>nd</sup> Semester, Intermediate Life Skills,  
Geography and Government**

**COURSE DESCRIPTION:** This course includes classroom instruction and laboratory instruction expanding on the skills taught in LET 2 (Traditional), 1<sup>st</sup> Semester. It emphasizes community projects to assist in drug prevention efforts, includes dietary guidelines and fitness and introduces map-reading skills. It discusses the significant events that helped shape and develop the Constitution and government and teaches the role of political parties in the election process. 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 (Traditional) 1<sup>st</sup> Semester**

**Making the Right Choices**

1. List at least two effective strategies for decision-making.
2. Name at least two ineffective strategies for decision-making.
3. Apply the F-I-N-D-S model to make decisions.
4. Analyze potential solutions to determine the best alternative.
5. Evaluate decisions for effectiveness.

**Goals and Goal Setting**

6. Define goals and differentiate among short-, medium- and long-term goals.
7. Define a set of personal goals that includes short-, medium- and long-term goals.
8. Analyze goals to determine what makes them meaningful.
9. Create a plan for achieving one long-term goal.

**Career: Labor You Love**

10. Observe the criteria employers look for in employees (SCANS)
11. Relate career factors to earnings potential.
12. Discuss the effects of education and training on a career.

**Dietary Guidelines**

13. Identify the 9 NAS dietary goals and ways to achieve them.
14. Identify factors that affect the nutritional requirements of individuals at various life stages.
15. Identify signs and symptoms of anorexia nervosa and bulimia.
16. Examine varying viewpoints on vitamin and mineral supplement usage.
17. Calculate your personal supplement blueprint. (Optional)

**Controlling Fat**

18. Identify 5 health problems that an obese or overweight person is at greater risk of getting.
19. Identify tendencies that encourage the accumulation of fat.

20. Define current and desired state for healthy lifestyle.
21. State 4 steps that can lead to a lean body fat content.
22. State the relationship of food intake and physical activity to weight control.

### **Taking Care of Yourself**

23. Recognize the benefits of maintaining good hygiene habits.
24. Explain how to keep clean in field conditions.
25. Explain the correlation between physical fitness and hygiene.
26. Describe ways to get adequate sleep/rest in unfamiliar places and to remain awake/alert, when necessary, in field situations.
27. Recognize stress-reducing techniques.
28. Identify possible results of poor sanitation.
29. Detail procedures for 4 methods of disinfecting water.
30. Explain how to guard against food poisoning and the spread of germs through waste.

### **Understanding and Controlling Stress**

31. Identify ways in which stress and anxiety can be both beneficial and harmful.
32. Identify/recognize the physical and psychological effects of stress.
33. Identify/recognize common causes of stress in young people as well as causes of stress in your own life.
34. Practice prevention of stress overload including relaxation and anger management techniques.
35. Identify/practice leadership strategies that promote healthy stress levels within a group.
36. Identify/recognize causes and symptoms of depression and anxiety and positive ways to deal with them.

### **Ready, Go...Crossing the Finish Line - Year 2**

37. Practice improving your scores.
38. Recognize scores necessary to achieve the Presidential Physical Fitness Award.

### **First Aid for Burns**

39. Identify the degrees of burns and their characteristics.
40. Demonstrate how to treat first-, second-, and third-degree heat burns.
41. Explain how to prevent heat burns.
42. Demonstrate how to treat electrical burns.
43. Explain how to prevent electrical burns.
44. Demonstrate how to treat chemical burns to the skin and eyes.
45. Explain how to prevent chemical burns.

### **First Aid for Poisons, Wounds, and Bruises**

46. Recognize causes and symptoms of poisoning.
47. Demonstrate how to treat for poisons.
48. Identify the four kinds of wounds.

49. Demonstrate how to treat minor wounds and bruises.

### **Heat Injuries**

50. Explain the cause and effect of heat injuries.
51. Describe factors to consider in hot weather situations.
52. Identify the three types of heat injuries and their symptoms.
53. Demonstrate how to treat heat cramps.
54. Demonstrate how to treat heat exhaustion.
55. Demonstrate how to treat heatstroke.
56. Explain how to prevent heat injuries.

### **Cold Weather Injuries**

57. Describe factors to consider in cold weather situations.
58. Explain causes and effects of cold weather injuries.
59. Identify types of cold weather injuries and their symptoms.
60. Demonstrate how to treat frostbite, immersion foot/trench foot, hypothermia and snow blindness.
61. Explain how to prevent cold weather injuries.

### **Bites, Stings, and Poisonous Hazards**

62. Identify types of venoms.
63. Identify types of snakes and the symptoms of their bites.
64. Explain how to prevent snakebites.
65. List possible results of human and animal bites.
66. Identify symptoms of insect bites and stings.
67. Explain how to prevent insect bites and stings.
68. Identify types of poisonous plants and possible reactions to contact with them.
69. Explain how to treat for contact with poisonous plants.
70. Explain how to prevent exposure to poisonous plants.

### **Drugs - Use and Effect**

71. Identify the 6 types of drugs to include stimulants, depressants, hallucinogens, narcotics, designer drugs, and inhalants.
72. Recognize that drugs affect the natural state of the body.
73. Recognize the risks associated with various drugs.
74. Identify where and how various drugs affect the body.
75. Describe your concern about the physical effects of drugs.

### **Tobacco - Use and Effect**

76. Define the terms Stimulant, Dependency, and Nicotine.
77. Describe ways that people use tobacco products.
78. Identify the three major components of tobacco and what they do to the human body.
79. Identify short- and long-term effects of tobacco use on the human body.
80. Identify risks associated with second-hand smoke.

### **Alcohol - Use and Effect**

81. State/Recall the definition for the terms depressant and alcohol.
82. Describe ways people use alcohol products.
83. Identify short- and long-term effects of alcohol consumption and abuse on the human body.
84. List five factors that influence the effect alcohol has on an individual.

### **Substance Abuse Intervention**

85. Identify two kinds of intervention - Interpersonal and Enforcement.
86. Recognize signs of substance abuse.
87. Describe why people abuse substances and ways to remain drug-, alcohol-, and tobacco-free.
88. Identify ways to approach/help someone you suspect has a drug problem.
89. Identify two intervention approaches used by law enforcement.

### **Substance Abuse Prevention**

90. Distinguish agencies within your school/local community that are involved in fighting substance abuse.
91. Recognize ways you can aid in the prevention of substance abuse.

### **Introduction to Maps**

92. Define map.
93. Identify symbols, colors, and features on standard road maps.
94. Identify locations on a city and state map.
95. Communicate directions to specified sites using a city and state map

### **Orienteering**

96. Define orienteering and how it originated.
97. Differentiate between six types of orienteering courses.
98. Demonstrate the 5-step process to determine direction of travel.
99. Demonstrate five movement techniques used in orienteering.
100. Identify three control areas and five safety aspects used in orienteering.
101. Demonstrate proper orienteering techniques and map reading/land navigation skills if given the opportunity to participate in an orienteering event.

### **Making Decisions - Majority and Consensus**

102. Define Simple Majority and Consensus.
103. Design a process for decision-making.
104. Apply Simple Majority and Consensus.

### **Establishing Ground Rules**

105. Define Simple Majority and Consensus.
106. Recall the ground rules for the You the People process.
107. Analyze the importance of the ground rules.
108. Classify the ground rules for the You the People process.
109. Evaluate your understanding of each ground rule.

### **Small Group Meetings**

110. Identify the Small Group Meeting roles.
111. Describe the Small Group Meeting agenda.
112. Explain the Small Group Meeting process.
113. Assign roles to each Small Group member.
114. Choose a group name and group leader.
115. Design a process for the role rotations.
116. Apply the Small Group Meeting process.

### **Representative Group Session**

117. Identify the responsibilities of a Small Group Representative.
118. Understand the Representative Group Session agenda.
119. Elect a Small Group Representative.
120. Perform the Representative Group Session process.
121. Assess the Representative Group Session.

### **Revolution and Independence**

122. Identify the cause and effect relationship between events in revolutionary times.
123. Recognize the importance of the tax issue to the American Revolution.
124. Develop alternative actions for historical and current events
125. Identify the possible consequences of proposed actions.

### **Your Constitution - Its Purpose, Reality, and Use**

126. Explain the value of “rules of conduct” for every day activities.
127. Generate a list of rules that apply to members of the House of Representatives and the Senate in Article I of the Constitution.
128. Generate a list of powers given to members of the House of Representatives and the Senate in Article I of the Constitution.
129. Describe how “rules of conduct” are designed to limit excesses of power.
130. Apply the concepts of rules and power to a practical situation.

### **The Organization and Power of Congress**

131. Explain the Separation of Power between the states and the federal government.
132. List powers denied the federal government.
133. Define the term “elastic clause”.
134. Recognize implied powers.

### **The Executive Branch and Sources of Presidential Power**

135. Identify the various roles played by the President of the United States.
136. List five types of Presidential Power.
137. Recognize the types of Presidential Power given real life examples.

### **Political Parties, Voting and Elections**

138. Identify the steps followed in electing a President.
139. Match Propaganda Techniques with examples.

140. Create a Presidential ad using Propaganda Techniques.
141. Demonstrate the use of Propaganda Techniques in advertising.

