### Military Leadership

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<tr>
<td>Big Idea</td>
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<tr>
<th>Concept</th>
<th>Learning Targets</th>
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| A. Military Customs and Courtesies  
- Develops a basic knowledge of US Military Customs and Courtesies and their importance to a well-run organization | 1.  
- Report to an officer or a non-commissioned officer (NCO)  
- React to passing colors  
- React to specific National/Military music  
- Identify rank  
- Salute at appropriate times |

### Alignments:
- CCSS: 11-12.RH.6; 11-12.RST.9; 11-12.WHST.9  
- Performance: 1.5, 2.1, 4.6  
- Knowledge: (CA) 1,3,6  
- SSCLE: RIGIT.6.N (US History)  
- NETS: 1d; 4a  
- DOK: 3

### Instructional Strategies
- Lecture to provide baseline knowledge in order to facilitate discussion about military customs and courtesies  
- Activity – Practical Exercise:  
  - Teach students about the salute  
  - Discussion of Army rank structure

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Assessments/Evaluations

- Summative:
  - Class discussion
  - In-class quiz on Army rank structure
  - Exit slip

Sample Assessment Questions

- Give me some characteristics about a salute?
- Why and when do we salute?
- What do these rank structures mean?
- How do you address an officer/a Non-commissioned officer?

Instructional Resources/Tools

- Drill and Ceremony Manual

Literacy Connections

- Evaluate authors’ differing points of view on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence
- Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible
- Draw evidence from informational texts to support analysis, reflection, and research

Cross Curricular Connections

- ELA:
  - Reading
  - Class discussions
  - Presentations
- Social Studies: Relationships of individuals to institutions
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<tr>
<td><strong>B. Army Leadership</strong></td>
<td>• Develops core leadership competencies and exposure to the three levels of leadership: direct, organizational, and strategic</td>
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<td>1.</td>
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<td>• Define competency-based leadership</td>
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<td>• Provide examples of how to use competencies to lead</td>
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<td></td>
<td>• Give examples of competency-based leadership</td>
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<td></td>
<td>• Define how to extend influence beyond the chain of command</td>
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<td>• Explain the importance of cross-cultural competence</td>
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<td>• Define why adaptability is important to competency-based leadership</td>
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<td></td>
<td>• Define how to assess a leadership climate</td>
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**Alignments:**
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Performance: 1.5, 2.1, 4.6  
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DOK: 3

**Instructional Strategies**
• Lecture to provide baseline knowledge in order to facilitate discussion about military leadership  
• Activity – Illustrate leadership success:  
  • Outside of class reading (SGT York Vignette)  
  • Think, pair, share in regards to the reading
Military Leadership

Assessments/Evaluations

- Formative:
  - Short group presentation on what a good leader must possess
- Summative:
  - Class:
    - discussion
    - presentation
  - Exit slip

Sample Assessment Questions

- How do you build good working relationships within an organization?
- What does it take to be an effective leader?
- What kind of a leader do you think that you are today?
- Who are some great leaders that you emulate and why?
- How do you assess a climate of an organization?
- How does counseling your subordinates help the climate of your organization?

Instructional Resources/Tools

- Army Doctrine Reference Publication (ADRP) 6-22, Military Leadership, Appendix B
- SGT York Vignette

Literacy Connections

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| C. Officership and the Army Profession  
  • Develops awareness, understanding, and the role leadership plays in the development of the patriotism and loyalty that exists within all American Soldiers | 1.  
  • Define the concept of a profession  
  • List and define the five characteristics of a profession  
  • Discuss professionalism and the military  
  • Determine the components of the American profession of arms |

**Alignments:**  
CCSS: 11-12.RH.6; 11-12.RST.9; 11-12.WHST.9  
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SSCLE: RIGIT.6.N (US History)  
NETS: 1d; 4a  
DOK: 3

**Instructional Strategies**  
• Lecture to provide baseline knowledge in order to facilitate discussion about professionalism  
• Activity – Illustrate leadership failure:  
  • Outside of class reading (*The Runaway General*, Rolling Stone, Jun 22, 2010)  
  • Think, pair, share in regards to the reading  
• Watch video “The Army Profession 2012” and discuss – relate concepts from video to situations students may be familiar with on the civilian side
## Military Leadership

### Assesments/Evaluations

- **Formative:**
  - Short group presentation identifying and explaining the 5 markers of a civilian profession – assessed using a scoring guide
- **Summative:**
  - Class discussion
  - In class quiz
  - Exit slip

### Sample Assessment Questions

- Define professionalism.
- List and define the five characteristics of a profession.
- What can the Army professionals do to sustain or damage that trust?
- What is the link between the professional military and our civilian leaders?

### Instructional Resources/Tools

- *Army Doctrine Publication* (ADP) 1 The Army, Chapter 2
- *The Runaway General*, Rolling Stone, Jun 22, 2010

### Literacy Connections

- Evaluate authors’ differing points of view on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence
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### Cross Curricular Connections

- **ELA:**
  - Reading
  - Class discussions
  - Presentations
- **Social Studies:** Relationships of individuals to institutions

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<td>D. Introduction to Stress Management</td>
<td>1.</td>
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<td>• Identifies triggers to stressful situations and develops strategies for managing potential reactions to these experiences</td>
<td>• Define stress</td>
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<td>• Describe causes of stress</td>
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<td>• Identify symptoms of depression and suicide</td>
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<td>• Describe methods to manage stress</td>
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<td>• Recognize the initial emotions, thoughts, behaviors, and physical reactions of stressful activities</td>
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**Alignments:**
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NETS: 1d; 4a
DOK: 3

**Instructional Strategies**
- Lecture to provide baseline knowledge in order to facilitate discussion about stress management
- Activity – Discussion about stressors in a high school student’s life
- Watch videos on resiliency and suicide prevention:
  - [www.resilience.army.mil](http://www.resilience.army.mil)
  - [http://www.armyg1.army.mil/hr/suicide/](http://www.armyg1.army.mil/hr/suicide/)
## Assessments/Evaluations

- **Formative:**
  - Short group presentation on how to cope with stress as a student
- **Summative:**
  - Class discussion
  - Exit slip

## Sample Assessment Questions

- What kind of stressors do you have in your life?
- Who do you go talk to when things get out of hand?
- What are your best stress coping mechanisms?
- Is stress always bad? How does stress help you?
- As a leader, how can you spot stress in your friends? What do you do about it?

## Instructional Resources/Tools

- [www.resilience.army.mil](http://www.resilience.army.mil)
- [http://www.armyg1.army.mil/hr/suicide/](http://www.armyg1.army.mil/hr/suicide/)

## Literacy Connections

- Evaluate authors’ differing points of view on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence
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  - Reading
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<td>E. Introduction to Time Management</td>
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<td>• Develops time management skills by learning to set goals and using systematic techniques in order to effectively manage time, materials, information, and people</td>
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SSCLE: RIGIT.6.N (US History)
NETS: 1d; 4a
DOK: 3

**Instructional Strategies**
- Lecture to provide baseline knowledge in order to facilitate discussion about time management
- Activity – Group discussion:
  - Outside of class reading (*The One Minute Manager Meets the Monkey*, Kenneth Blanchard)
  - Think, pair, share in regards to the reading
### Assessments/Evaluations

- **Formative:**
  - Short group presentation on how they spend their time weekly
- **Summative:**
  - Class discussion
  - In class quiz
  - Exit slip

### Sample Assessment Questions

- How many of you have a specific plan on how you will meet the needs of all your classes and outside activities such as (clubs, social events, work, etc.)?
- How are most of you spending your time?
- Do you have achievable goals? What are they?
- Do you currently work off of a calendar?

### Instructional Resources/Tools

- *The One Minute manager Meets the Monkey* by Kenneth Blanchard

### Literacy Connections

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| F. Guest Speakers (ROTC and College Life) | 1.  
• Develop student’s understanding about ROTC  
• Develop understanding about the National Guard and the Army Reserves  
• Understand from ROTC student’s point of view about college and ROTC  
• Meet Lincoln University’s President, Dr. Kevin D. Rome |

**Alignments:**
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Knowledge: (CA) 1,3,6  
SSCLE: RIGIT.6.N (US History)  
NETS: 1d; 4a  
DOK: 3

**Instructional Strategies**
• Lecture to provide baseline knowledge in order to facilitate discussion about ROTC and the benefits of the program  
• Discussion between students and:  
  • ROTC members  
  • cadets  
  • Dr. Rome  
  • National Guard and Army Reserve members

**Assessments/Evaluations**
• Summative: Class discussion on ROTC and College lifestyle
### Sample Assessment Questions

- Why choose ROTC?
- How does ROTC fit in with my college lifestyle?

### Instructional Resources/Tools

- Lecture/discussion

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| G. Health & Fitness  
  - Develops the physical and mental aspects required of a leader | 1.  
  - Recognize the components of the Choose My Plate Food Guide  
  - Develop SMART goals to improve physical and nutritional fitness  
  - Explain the goal of the Army Physical Readiness Training (APRT)  
  - Define and discuss resiliency |

**Alignments:**
CCSS: 11-12.RH.6; 11-12.RST.9; 11-12.WHST.9  
Performance: 1.5, 2.1, 4.6  
Knowledge: (CA) 1,3,6  
SSCLE: RIGIT.6.N (US History)  
NETS: 1d; 4a  
DOK: 3

**Instructional Strategies**
- Lecture to provide baseline knowledge in order to facilitate discussion about Health and Physical Fitness  
- Activity – Practical Exercise:  
  - Online discussion of:  
    - My Campus Plate online toolkit  
    - comprehensive soldier fitness  
    - resiliency  
  - Students create a 5 day eating diary/discuss
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<tr>
<td>• Class discussion</td>
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<td>• In class quiz on fitness, resilience, and health awareness</td>
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<td>• Exit slip</td>
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<tr>
<td>• How could each and every one of you improve your health and fitness levels?</td>
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<td>• What are your fitness goals?</td>
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<td>• Heath and Physical Education: Fitness and nutrition</td>
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### Goal Setting

**Big Idea**

- **H. Goal Setting**
  - Sets goals and develops a plan to achieve them with a clear vision and sense of mission

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<tr>
<td>1.</td>
<td>1.</td>
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<tr>
<td>- Describe what goal setting is and how it works</td>
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<td>- Identify the key points that underlie setting effective goals</td>
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<td>- Write goals using SMART rules</td>
<td>- Write goals using SMART rules</td>
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<tr>
<td>- Develop a personalized and systematic goal plan</td>
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**Alignments:**
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**Instructional Strategies**

- Lecture to provide baseline knowledge in order to facilitate discussion about goal setting
- Activity – Practical Exercise:
  - Students will:
    - list their:
      - goals for the next 1, 3 & 5 years
      - strategy for accomplishing their goals
    - define their dreams

**Assessments/Evaluations**

- Summative: Class discussion on goals and what it takes to attain one’s goals

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## Sample Assessment Questions

- What are your student goals?
- What are your life goals? (e.g., spiritual, work-related, education, etc.)
- What are you doing daily to attain these goals?
- What is your “Why” when it comes to your goals?

## Instructional Resources/Tools

- PowerPoint slides

## Literacy Connections

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