

Military Leadership

Strand	
Big Idea	
<p style="text-align: center;"><u>Concept</u></p> <p>A. <u>Military Customs and Courtesies</u></p> <ul style="list-style-type: none"> Develops a basic knowledge of US Military Customs and Courtesies and their importance to a well-run organization 	<p style="text-align: center;"><u>Learning Targets</u></p> <p>1.</p> <ul style="list-style-type: none"> 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
<p>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</p>	
<p style="text-align: center;"><u>Instructional Strategies</u></p> <ul style="list-style-type: none"> Lecture to provide baseline knowledge in order to facilitate discussion about military customs and courtesies Activity – Practical Exercise: <ul style="list-style-type: none"> Teach students about the salute Discussion of Army rank structure 	

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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<p style="text-align: center;"><u>Concept</u></p> <p>B. <u>Army Leadership</u></p> <ul style="list-style-type: none"> Develops core leadership competencies and exposure to the three levels of leadership: direct, organizational, and strategic 	<p style="text-align: center;"><u>Learning Targets</u></p> <ol style="list-style-type: none"> <ul style="list-style-type: none"> Define competency-based leadership Provide examples of how to use competencies to lead Give examples of competency-based leadership Define how to extend influence beyond the chain of command Explain the importance of cross-cultural competence Define why adaptability is important to competency-based leadership Define how to assess a leadership climate
<p>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</p>	
<p style="text-align: center;"><u>Instructional Strategies</u></p> <ul style="list-style-type: none"> Lecture to provide baseline knowledge in order to facilitate discussion about military leadership Activity – Illustrate leadership success: <ul style="list-style-type: none"> Outside of class reading (SGT York Vignette) Think, pair, share in regards to the reading 	

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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Cross Curricular Connections

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<p style="text-align: center;"><u>Concept</u></p> <p>C. <u>Officership and the Army Profession</u></p> <ul style="list-style-type: none"> Develops awareness, understanding, and the role leadership plays in the development of the patriotism and loyalty that exists within all American Soldiers 	<p style="text-align: center;"><u>Learning Targets</u></p> <ol style="list-style-type: none"> <ul style="list-style-type: none"> 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
<p>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</p>	
<p style="text-align: center;"><u>Instructional Strategies</u></p> <ul style="list-style-type: none"> Lecture to provide baseline knowledge in order to facilitate discussion about professionalism Activity – Illustrate leadership failure: <ul style="list-style-type: none"> Outside of class reading (<i>The Runaway General</i>, 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 	

Assessments/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
- <http://cape.army.mil/aaop/videos.php> (The Army Profession 2012)
- *The Runaway General*, Rolling Stone, Jun 22, 2010

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Cross Curricular Connections

- ELA:
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<p style="text-align: center;"><u>Concept</u></p> <p>D. <u>Introduction to Stress Management</u></p> <ul style="list-style-type: none"> Identifies triggers to stressful situations and develops strategies for managing potential reactions to these experiences 	<p style="text-align: center;"><u>Learning Targets</u></p> <p>1.</p> <ul style="list-style-type: none"> Define stress Describe causes of stress Identify symptoms of depression and suicide Describe methods to manage stress Recognize the initial emotions, thoughts, behaviors, and physical reactions of stressful activities
<p>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</p>	
<p style="text-align: center;"><u>Instructional Strategies</u></p> <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> www.resilience.army.mil 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.armyg1.army.mil/hr/suicide/>

Literacy Connections

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<p style="text-align: center;"><u>Concept</u></p> <p>E. <u>Introduction to Time Management</u></p> <ul style="list-style-type: none"> Develops time management skills by learning to set goals and using systematic techniques in order to effectively manage time, materials, information, and people 	<p style="text-align: center;"><u>Learning Targets</u></p> <p>1.</p> <ul style="list-style-type: none"> Identify the process for effective time management Identify barriers to time management Write SMART goals Identify a time management strategy that works best for each student
<p>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</p>	
<p style="text-align: center;"><u>Instructional Strategies</u></p> <ul style="list-style-type: none"> Lecture to provide baseline knowledge in order to facilitate discussion about time management Activity – Group discussion: <ul style="list-style-type: none"> Outside of class reading (<i>The One Minute Manager Meets the Monkey</i>, 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

- 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
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Cross Curricular Connections

- ELA:
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 - Presentations
- Social Studies: Relationships of individuals to institutions

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Big Idea	
<p style="text-align: center;"><u>Concept</u></p> <p>F. <u>Guest Speakers (ROTC and College Life)</u></p> <ul style="list-style-type: none"> Facilitate a student discussion with the guest speakers to facilitate new ideas and help students understand more about ROTC and the college life 	<p style="text-align: center;"><u>Learning Targets</u></p> <ol style="list-style-type: none"> <ul style="list-style-type: none"> 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
<p>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</p>	
<p style="text-align: center;"><u>Instructional Strategies</u></p> <ul style="list-style-type: none"> Lecture to provide baseline knowledge in order to facilitate discussion about ROTC and the benefits of the program Discussion between students and: <ul style="list-style-type: none"> ROTC members cadets Dr. Rome National Guard and Army Reserve members 	
<p style="text-align: center;"><u>Assessments/Evaluations</u></p> <ul style="list-style-type: none"> 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

Literacy Connections

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- 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
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Cross Curricular Connections

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

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Strand	
Big Idea	
<p style="text-align: center;"><u>Concept</u></p> <p>G. Health & Fitness</p> <ul style="list-style-type: none"> Develops the physical and mental aspects required of a leader 	<p style="text-align: center;"><u>Learning Targets</u></p> <ol style="list-style-type: none"> <ul style="list-style-type: none"> 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
<p>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</p>	
<p style="text-align: center;"><u>Instructional Strategies</u></p> <ul style="list-style-type: none"> Lecture to provide baseline knowledge in order to facilitate discussion about Health and Physical Fitness Activity – Practical Exercise: <ul style="list-style-type: none"> Online discussion of: <ul style="list-style-type: none"> My Campus Plate online toolkit comprehensive soldier fitness resiliency Students create a 5 day eating diary/discuss 	

Assessments/Evaluations

- Summative:
 - Class discussion
 - In class quiz on fitness, resilience, and health awareness
 - Exit slip

Sample Assessment Questions

- How could each and every one of you improve your health and fitness levels?
- What are your fitness goals?

Instructional Resources/Tools

- <http://www.choosemyplate.gov/>
- <http://csf2.army.mil/>
- <http://www.army.mil/readyandresilient>

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
- Health and Physical Education: Fitness and nutrition

Military Leadership

Strand	Goal Setting	
Big Idea		
<p style="text-align: center;"><u>Concept</u></p> <p>H. <u>Goal Setting</u></p> <ul style="list-style-type: none"> Sets goals and develops a plan to achieve them with a clear vision and sense of mission 		<p style="text-align: center;"><u>Learning Targets</u></p> <p>1.</p> <ul style="list-style-type: none"> Describe what goal setting is and how it works Identify the key points that underlie setting effective goals Write goals using SMART rules Develop a personalized and systematic goal plan
<p>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</p>		
<p style="text-align: center;"><u>Instructional Strategies</u></p> <ul style="list-style-type: none"> Lecture to provide baseline knowledge in order to facilitate discussion about goal setting Activity – Practical Exercise: <ul style="list-style-type: none"> Students will: <ul style="list-style-type: none"> list their: <ul style="list-style-type: none"> goals for the next 1, 3 & 5 years strategy for accomplishing their goals define their dreams 		
<p style="text-align: center;"><u>Assessments/Evaluations</u></p> <ul style="list-style-type: none"> Summative: Class discussion on goals and what it takes to attain one's goals 		

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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- 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