

**WESTSIDE SENIOR HIGH SCHOOL**  
**US ARMY JROTC PROGRAM**  
14201 BRIAR FOREST DRIVE  
HOUSTON, TEXAS 77077

## **JROTC Course Syllabus**

**Course Title: Leadership Education Training (Level 2) LET 2**

**Number: RTC 931101 (Fall Semester)**

**RTC 931201 (Spring )**

**Credit Hours: 0.5 Credit (One Semester)**

**Prerequisites: Completion of Leadership Education Training (Level 1)**

<b>School Year</b>	<b>2011-2012</b>
<b>Instructor</b>	SFC BYRD, R.
<b>Instructor's email address</b>	rbyrd@houstonisd.org
<b>Instructor's phone number</b>	(281) 920-8030
<b>Instructor's conference times</b>	9:50-10:40 a.m. (M, T, W, F)

### **Resources**

- **Textbooks:** Units 1 & 2: *Citizenship in Action and Leadership Theory and Application*  
Units 3 & 4: *Foundations for Success in Life, Career, Health and Wellness*  
Unit 5: *Geography, Map Skills and Environmental Awareness*  
Unit 6: *Citizenship in American History and Government*
- **Supplementary Reading:**  
*LET 2 Manual; Cadet Reference; Student Learning Plan*
- **Supplies:** Spiral Notebook, Pen, Pencil, 6 Inch Ruler.
- **Uniform:** Cadet Uniform (Supplied by the US Government). White crew neck T-shirt (optional for females) and black dress socks (if not issued by Government must be purchased by cadet). Battalion "Spirit" T-Shirt (purchased by cadet).

### **COURSE DESCRIPTION/OBJECTIVES/ JROTC PROGRAM AND STUDENT LEARNING OUTCOMES**

**Course Overview:** The JROTC (Junior Reserve Officer Training Corps) program is hereafter referred to as simply the JROTC program. It is designed to teach high school students the value of citizenship, leadership, service to the community, personal responsibility, and a sense of accomplishment while instilling in them self-esteem, teamwork, and self-discipline. The program's focus is reflected in its mission statement, "To Motivate Young People to be Better Citizens." It prepares high school students for responsible leadership roles while making them aware of their rights, responsibilities, and privileges as American citizens. The program is a stimulus for promoting graduation from high school, and it provides instruction and rewarding opportunities that will benefit the student, community, and nation. Cadet success is the main goal of all JROTC learning experiences. The JROTC curriculum is based on the principles of performance-based, learner-centered education. As a result, cadets:

- Learn skills they can use
- Know the performance expectations up front
- Engage as active partners in the learning process
- Document accomplishments and competence
- Learn how to learn

• **This program intends to teach cadets to**

1. Maximize potential for success through learning and self-management
2. Develop leadership skills
3. Incorporate principles of mental and physical wellness into behaviors and decisions
4. Build effective relationships with peers, co-workers, and the community
5. Apply physical and political geography to building global awareness

6. Correlate the rights and responsibilities of citizenship to the purposes of U.S. government
7. Relate events in U.S. history to choices and responsibilities Americans have today
8. Characterize the role of the military and other national service organizations in building a democracy and maintaining peace in a democratic society.

• **JROTC Core Abilities:**

The JROTC Core abilities describe the broad, life-long skills that every cadet needs for success in all career and life roles. They are drawn from the over-all goals and values that drive the JROTC program. Core abilities are not learned in one lesson or LET, but rather they are linked to lesson competencies in order to integrate or thread them throughout the JROTC curriculum.

- ❖ Build your capacity for life-long learning
- ❖ Communicate using verbal, non-verbal, visual, and written techniques
- ❖ Take responsibility for your actions and choices
- ❖ Do your share as a good citizen in your school, community, country, and the world
- ❖ Treat self and others with respect
- ❖ Apply critical thinking techniques

• **Instructional methods:** Placing cadets in the role of active learners requires that the instructors assume a supporting role. JROTC instructors view themselves as facilitators of learning. This means that we take a leadership responsibility for creating an inviting and productive learning environment. Whenever possible we act as “guides on the side,” directing, coaching, encouraging, and giving feedback.

• **Course goals:** The JROTC curriculum requires that cadets demonstrate their mastery of the competencies by completing assessments that require them to do one or more of the following:

- ✚ make a decision
- ✚ perform a service
- ✚ solve a problem
- ✚ perform a skill
- ✚ create a product

Though multiple-choice, paper-pencil exams may be useful in providing feedback to cadets about their initial grasp of knowledge and ability to remember facts and information, they are not adequate for the task of assessing cadet mastery of the competencies. The JROTC program requires that cadets’ document mastery of the competencies by completing the performance assessment tasks included in the curriculum, or by completing an adaptation of the assessment task.

• **Student Objectives:** The JROTC program is intended to engage cadets in active learning. This means that “learner-centered” learning activities should dominate the cadet learning experience. Learner-centered learning activities place cadets in active roles in all stages (inquire, gather, process, and apply) of the lesson. This means that cadets should do the work of learning. They should also be actively involved in self and peer assessment (with backup and feedback from instructors.)

• **Description of major assignments:**

- \_ Participation in two Service Learning Projects
- \_ Participation in the annual District Inspection
- \_ End of Unit Tests
- \_ Participation in Leadership Lab (Uniform Inspection, In-Ranks procedures, Squad/Platoon drill)
- \_ Cadet Challenge
- \_ Participation in the annual HISD JROTC Final Review Ceremony
- \_ End of Semester exams with short essay

**Essays:**

- \_ Cadet Command JROTC Assigned Essay (Topic: “JROTC Helps Me Deal With Peer Pressure”)
- \_ Formal Etiquette
- \_ History of Military Customs and Courtesies

**Description of minor assignments:**

- In class assignments
- Portfolio/Journal
- Unit quizzes - Scholarship application submissions
- Class participation – Homework

**COURSE POLICIES**

- **Attendance:** All cadets are expected to attend all “Mandatory Events”. Also, in accordance with school policy, if you are more than 10 minutes late to class, you are considered absent. The state requires you to be here 90% of the time. The district does permit 5 unexcused absences in the fall semester and 7 in the spring semester (per semester course).
- **Tardiness:** If a cadet reports to class after tardy bell rings and is within the first within 10 minutes of class, He/she is considered to be tardy. He/She will report to the nearest House Secretary’s office. He/She will receive a detention notice and a permit to class. One tardy equals one detention.
- **Absences:** If a cadet is not present for class or is more than 10 minutes late in reporting, he/she is considered absent.
- **Class Participation:** All cadets are expected to adhere to stated Army JROTC program policies and regulations, Cadet Contract, and classroom rules.
- **Missed Quizzes/Exams:** Any cadet who has not taken a quiz or exam on the date given will need to arrange to have the quiz or exam administered to them by their instructor within three school days upon their return to class.
- **Missed Assignments:** Any missed assignment due to an excused absence, the cadet will have three school days to make it up. Any missed assignments due to an unexcused absence the cadet will receive a failing grade for that assignment.
- **Academic Dishonesty:** “Sharing Answers” on examinations will not be tolerated. Any Cadet caught violating the “Honor Code” (I do not lie, cheat or steal nor tolerate any one who does) will be subject to disciplinary action. A second violation will result in more severe disciplinary actions being taken.

**Grading:**

- ☐ Major grades 70%
- ☐ Minor grades 30%
- ☐ Failed Exam/Assignment: Any cadet who has failed a major examination or assignment, will have one week from date of posting the grade to the grade-book to redo/make-up the exam or assignment to get a maximum grade of 80%. Otherwise the posted grade will remain. To qualify for the redo/make-up all missed work to include class-work or homework and at least one tutorial must be attended.

**Conduct Grade:**

- Excellent 31-40 points
- Satisfactory 21-30 points
- Needs Improvement 11-20 points
- Unsatisfactory 0-10 points

☐ **First Level Offense:** Conduct points are reduced one for every infraction of ROTC regulations, policies and /or violations of classroom rules.

☐ **Second Level Offense:** Conduct points reduced 5 points every time student requires an Administrative/Instructor intervention; or the infraction is more serious in nature or is a repeated violation under Level I.

### ☐Standards of Appearance:

Cadets represent Westside Senior High School and the 22nd “Wolf pack” battalion. Cadets are required to adhere to Westside High School’s Dress Code Policy and in addition, all cadets whether they participate in any JROTC activity or not, must also comply with personal appearance standards as set forth in Army Regulation 670-1 and Cadet Command Regulation 145-2. Wherein, male cadets may not wear earrings and must have a neat hair cut and be clean shaven (mustaches are authorized). Pants will be worn at the natural waistline. Female cadets may wear one earring per ear and not show any midriff. Hair must be no lower than the lower edge of the shirt collar when in uniform. These standards must be met when in uniform or participating in any activity associated with JROTC. This includes class, competitions, workshops, field trips, visits to the Cadet Battalion area, etc. Inspections for adherence to cadet standards are a graded exercise.

### ☐Army Instructor Expectations:

- ☐ Be on time for class. Come to class prepared to learn (pen and notebook/journal).
- ☐ Upper class cadets to lead by example.
- ☐ Upper class cadets to earn good grades in all classes.
- ☐ Expect each upper class cadet to work hard during the assigned JROTC class period. There is enough time during the period to accomplish most duties and tasks. Additional time during, after or before school is highly encouraged but not mandatory.
- ☐ Upper class cadets to participate in JROTC extracurricular activities.
- ☐ Upper class cadets to demonstrate esprit de corps by wearing the Battalion T-shirt on Spirit Days
- ☐ Upper class cadets to know/learn the following:
  - Squad and Platoon Drill (23 count sequence)
  - Cadet Creed
  - Duties and responsibilities of the positions within the Battalion level
  - Principles of Leadership
  - 14 Leadership Traits
  - JROTC Core Abilities
  - Army Values
  - The Mission of JROTC
  - How to get into, finance and succeed in College
  - How to be a productive citizen and contribute to society
  - To internalize the meaning of the Battalion’s motto, “SECOND TO NONE!”