National Middle School Corp of Cadets (NMSCC)Junior Leadership Course (JCC) 1 (#TBA)

Course Number: TBA

Course Section: Grades 6 to 8 Education Courses

Course Level: 1

Course Status : TBD

Keywords: Grades PreK To 8 Education Courses, courses, Grades 6 To 8, Adult Education Courses, education courses, ROTC, ROTC And Military Training, Military training, training, National Middle School Corps of Cadets, Junior Leadership Course 1, NMSCC/ JCC 1

Grade Level(s): 6, 7, 8

Course Path: Section: Grades 6 to 8 Education Courses **Grade Group:** Grades 6 to 8 and Adult Education Courses **Subject:** National Middle School Corps of Cadets> **Sub Subject:** Junior Leadership Course

Abbreviated Title: NMSCC/ JCC 1

Course Length: Year (Y)

Grade Level(s) Version: 6, 7, 8

GENERAL NOTES

The purpose of this course is to enable students to develop knowledge of the history, customs, traditions, and purpose of the JLC. The course includes the development of basic leadership skills including leadership principles, values, and attributes. Students should master appreciation for diversity. Active learning strategies are integrated throughout the course with an emphasis on writing skills and oral communication techniques. Financial planning as well as physical fitness, diet, nutrition, healthy lifestyles, awareness of substance abuse and prevention, and basic first aid measures are included. An overview of the globe and geography and basic map reading skills are incorporated. A study of the United States Constitution, Bill of Rights, responsibilities of United States citizens, and the federal justice system is also provided.

Instructional Practices:

Teaching from a well-written, grade-level textbook enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:

- Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
- Making close reading and rereading of texts central to lessons.

- Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
- Requiring students to support answers with evidence from the text.
- Providing extensive text-based research and writing opportunities (claims and evidence).

Additional Benchmarks Related to Career and Technical Education

(Principles of Public Service Program):
04.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives
04.01 Employ leadership skills to accomplish organizational goals and objectives.
04.02 Establish and maintain effective working relationships with others in order to accomplish objectives and tasks.
04.03 Conduct and participate in meetings to accomplish work tasks.
04.04 Employ mentoring skills to inspire and teach others.
04.05 Employ critical thinking skills independently and in teams to solve problems and make decisions.
04.06 Employ critical thinking and interpersonal skills to resolve conflicts.
04.07 Identify and document workplace performance goals and monitor progress toward those goals.
04.08 Conduct technical research to gather information necessary for decision-making.

English Language Development ELD Standards Special Notes Section:
Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at sala@fldoe.org.

Course Standards

Name	Description
G.K12.1.1.1c:	**Nature of Knowledge - Perform: Differentiate fact, concept, theory, and principle and employ each in developing meaning and knowledge.** **Remarks/Examples:** **The student will locate, define, and organize a field of study as it relates to the broad spectrum of knowledge.**
G.K12.1.1.2a:	**Basic Research - Know:** Identify and locate basic reference sources that

	support general research in several disciplines. **Remarks/Examples:** The student will locate, define, and organize a field of study as it relates to the broad spectrum of knowledge.
G.K12.1.1.4b:	**Organization of Data - Understand:** Construct an organizational system (i.e., knowledge tree, graphic organizer, or diagram) that represents and illustrates the organization in a field of study and the subdivisions within that field. **Remarks/Examples:** The student will locate, define, and organize a field of study as it relates to the broad spectrum of knowledge.
G.K12.1.2.1e:	**Conceptual Frameworks - Know:** Identify established rules or laws (principles) of nature which impact daily life and draw conclusions regarding their role in the world of work. **Remarks/Examples:** The student will identify and illustrate basic principles and the foundational concepts that are central to understanding the essence of a field of study..
G.K12.1.2.2a:	**Components and Methodologies - Know:** Identify and use terminology authentic to a chosen discipline of knowledge. **Remarks/Examples:** The student will identify and illustrate basic principles and the foundational concepts that are central to understanding the essence of a field of study.
HE.6.B.1.4:	Describe situations when professional health services may be required. **Remarks/Examples:** Some examples may include injuries, influenza, depression, substance use and abuse, child abuse, domestic violence.
HE.6.B.1.5:	Determine valid and reliable health products and services. **Remarks/Examples:** Some examples may include nutrition labels, expiration dates, directions for use, credentials and licensing.
HE.6.B.1.7:	Investigate a variety of technologies to gather health information. **Remarks/Examples:** Some examples may include computers, thermometer, cell phone, television, audio books
HE.6.B.2.2:	Practice refusal skills and negotiation skills to reduce health risks. **Remarks/Examples:** Some examples may include assertive, compromise, I-messages.
HE.6.B.2.3:	Demonstrate effective conflict management and/or resolution strategies. **Remarks/Examples:** Some examples may include talk to adult, anger management, conflict mediation.

HE.6.B.2.4:	Compile ways to ask for assistance to enhance the health of self and others. **Remarks/Examples:** Some examples may include verbalize, write, ask others for help.
HE.6.B.5.2:	Choose healthy alternatives over unhealthy alternatives when making a decision. **Remarks/Examples:** Not smoking, limiting sedentary activity, and practicing good character.
PE.6.C.1.1:	Identify at least two movements or activities which lead to improvement in each of the health-related components of fitness. **Remarks/Examples:** Identify, analyze, and evaluate movement concepts, mechanical principles, safety considerations, and strategies/tactics regarding movement performance in a variety of physical activities.
PE.6.C.1.13:	Recognize the difference between fact and fallacy as it relates to consumer physical fitness products and programs. **Remarks/Examples:** Some examples of these would be weight loss pills, food labels, and exercise equipment.
PE.6.C.1.21:	Identify the precautions to be taken when exercising in extreme weather and/or environmental conditions. **Remarks/Examples:** Identify, analyze, and evaluate movement concepts, mechanical principles, safety considerations, and strategies/tactics regarding movement performance in a variety of physical activities.
PE.6.C.1.3:	List the three different types of heat illnesses associated with fluid loss. **Remarks/Examples:** The three types of heat illnesses are heat cramps, heat exhaustion, and heat stroke.
PE.6.C.2.1:	Identify at least two movements or activities which will lead to improvement in each of the health-related components of fitness. **Remarks/Examples:** The health-related components of fitness are cardiorespiratory endurance, muscular strength, muscular endurance, flexibility and body composition.
PE.6.C.2.13:	List appropriate warm-up and cool-down techniques and the reasons for using them. **Remarks/Examples:** Identify, analyze and evaluate movement concepts, mechanical principles, safety considerations and strategies/tactics regarding movement performance in a variety of physical activities.
PE.6.M.1.12:	Use proper safety practices. **Remarks/Examples:** Some examples of safety practices are the use of sun screen, hydration,

	selection of clothing and correct biomechanics
PE.6.R.1.1:	Recognize that peer pressure can be positive and negative. **Remarks/Examples:** Exhibit responsible personal and social behavior that respects self and others in physical activity settings.
SP.PK12.US.19.1b:	Identify personal emotions and feelings and their impact on physical and mental well-being. **Remarks/Examples:** Self-Regulation
SP.PK12.US.19.4:	Demonstrate acceptable ways to express strong personal feelings, such as excitement, joy, frustration, fear, and anger. **Remarks/Examples:** Self-Regulation
SP.PK12.US.19.5a:	Use a systematic approach for making decisions about personal needs, including identifying need, choosing the best option, and accepting consequences. **Remarks/Examples:** Self-Regulation
SP.PK12.US.19.5b:	Use a systematic approach for making decisions about personal needs, including identifying need or problem, determining possible solutions, selecting the best option, accepting consequences and responsibility, and evaluating the effectiveness of the decision. Use effecting task-completion strategies, such as identifying needed resources, planning steps for completion, and self-monitoring.
SP.PK12.US.19.7a:	Demonstrate self-esteem, self-confidence and pride, such as through self-affirmations and persistence. **Remarks/Examples:** Self-Regulation
SP.PK12.US.2.1b:	Use effective task-completion strategies, such as identifying needed resources, planning steps for completion, and self-monitoring. **Remarks/Examples:** Task Management
SS.6.G.1.5:	Use scale, cardinal, and intermediate directions, and estimation of distances between places on current and ancient maps of the world. **Remarks/Examples:** Understand how to use maps and other geographic representations, tools and technology to report information.
VA.68.S.2.3:	Use visual-thinking and problem-solving skills in a sketchbook or journal to

	identify, practice, develop ideas, and resolve challenges in the creative process. **Remarks/Examples:** Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information. Using a student Port-Folio will assist in accomplishing this objective.
WL.K12.AH.4.1:	Deliver a clear and precise presentation that engages and informs a specific type of audience. **Remarks/Examples:** Presentational Speaking
WL.K12.AH.4.4:	Deliver planned and impromptu presentations to a variety of audiences using appropriate multimedia resources. **Remarks/Examples:** Presentational Speaking
WL.K12.AL.3.4:	Engage comfortably in extended conversations and discussions on a wide variety of topics related to daily life. **Remarks/Examples:** Interpersonal Communication
WL.K12.AL.3.8:	Collaborate to develop and propose solutions to problems. **Remarks/Examples:** Interpersonal Communication
WL.K12.AL.4.1:	Deliver a short presentation on social, academic, or work topics with appropriate complexity for the target audience. **Remarks/Examples:** Interpersonal Communication
WL.K12.AL.5.1:	Express, in writing, ideas on a variety of topics presented in clear, organized texts. **Remarks/Examples:** Presentational Writing
WL.K12.AM.1.5:	Demonstrate understanding of different points of view in a discussion. **Remarks/Examples:** Interpretive Listening