

# National Middle School Corp of Cadets (NMSCC) Junior Leadership Course (JCC) 3 (#TBA)

**Course Number:** TBA

**Course Section:** Grades 6 to 8 Education Courses

**Course Level:** 3

**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 3, NMSCC/ JCC 3

**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 3

**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](mailto: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.

	<p><b>Remarks/Examples:</b>  <b>The student will locate, define, and organize a field of study as it relates to the broad spectrum of knowledge.</b></p>
G.K12.1.1.2a:	<p><b>Basic Research - Know:</b> Identify and locate basic reference sources that support general research in several disciplines.  <b>Remarks/Examples:</b>  The student will locate, define, and organize a field of study as it relates to the broad spectrum of knowledge.</p>
G.K12.1.1.4b:	<p><b>Organization of Data - Understand:</b> 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.  <b>Remarks/Examples:</b>  The student will locate, define, and organize a field of study as it relates to the broad spectrum of knowledge.</p>
G.K12.1.2.1e:	<p><b>Conceptual Frameworks - Know:</b> Identify established rules or laws (principles) of nature which impact daily life and draw conclusions regarding their role in the world of work.  <b>Remarks/Examples:</b>  The student will identify and illustrate basic principles and the foundational concepts that are central to understanding the essence of a field of study..</p>
G.K12.1.2.2a:	<p><b>Components and Methodologies - Know:</b> Identify and use terminology authentic to a chosen discipline of knowledge.  <b>Remarks/Examples:</b>  The student will identify and illustrate basic principles and the foundational concepts that are central to understanding the essence of a field of study.</p>
HE.8.B.1.1:	<p>Evaluate the validity of health information, products, and services.  <b>Remarks/Examples:</b>  Some examples may include advertisements, articles, infomercials, Web-based products.</p>
HE.8.B.1.2:	<p>Analyze valid health information from home, school, and community.  <b>Remarks/Examples:</b>  Some examples may include reliability of current events, community events, media, local organizations, school news, and injury prevention information.</p>
HE.8.B.1.4:	<p>Determine situations when specific professional health services or providers may be required.  <b>Remarks/Examples:</b>  Some examples may include head injuries, infections, depression.</p>
HE.8.B.2.1:	<p>Illustrate skills necessary for effective communication with family, peers, and others to enhance health.  <b>Remarks/Examples:</b>  Some examples may include refusal skills, nonverbal communication,</p>

	asking questions.
HE.8.B.2.2:	<p>Illustrate refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.</p> <p><b>Remarks/Examples:</b> Some examples may include team work, compromise, assertive communication.</p>
HE.8.B.2.3:	<p>Examine the possible causes of conflict among youth in schools and communities.</p> <p><b>Remarks/Examples:</b> Some examples may include relationships, territory, jealousy.</p>
HE.8.B.2.4:	<p>Compare and contrast ways to ask for and offer assistance to enhance the health of self and others.</p> <p><b>Remarks/Examples:</b> Some example may include asking for help, getting help for others, active listening.</p>
HE.8.B.3.1:	<p>Determine when health-related situations require the application of a thoughtful prepared plan of action.</p> <p><b>Remarks/Examples:</b> Some examples may include consumption of alcohol, sexual situations, use of marijuana.</p>
HE.8.B.3.2:	<p>Analyze the accessibility, validity, and reliability of products and services that enhance home, school, and community health.</p> <p><b>Remarks/Examples:</b> Reliability of advertisements, articles, infomercials, and web-based products; health department; community agencies; and prescribed medications vs. over-the-counter.</p>
HE.8.B.3.4:	<p>Determine situations when specific professional health services or providers may be required.</p> <p><b>Remarks/Examples:</b> Head injuries, infections, depression, and abuse.</p>
HE.8.B.4.1:	<p>Illustrate skills necessary for effective communication with family, peers, and others to enhance health.</p> <p><b>Remarks/Examples:</b> Refusal skills, nonverbal communication, asking questions, "I" messages, assertiveness, negotiation, and making requests.</p>
HE.8.B.4.3:	<p>Examine the possible causes of conflict among youth in schools and communities.</p> <p><b>Remarks/Examples:</b> Relationships, territory, jealousy, and gossip/rumors.</p>
PE.8.C.1.1:	<p>Identify basic rules for individual/dual sports.</p> <p><b>Remarks/Examples:</b></p>

	Some examples would be setting up to start, violating rules, and keeping accurate score.
PE.8.C.1.2:	Provide feedback on skill patterns of self and partner by detecting and correcting mechanical errors. <b>Remarks/Examples:</b> Identify, analyze, and evaluate movement concepts, mechanical principles, safety considerations, and strategies/tactics regarding movement performance in a variety of physical activities.
PE.8.C.1.4:	List specific safety procedures and equipment necessary for a variety of sports and physical activities. <b>Remarks/Examples:</b> Identify, analyze, and evaluate movement concepts, mechanical principles, safety considerations, and strategies/tactics regarding movement performance in a variety of physical activities.
PE.8.C.2.1:	Identify basic rules for individual/dual sports. <b>Remarks/Examples:</b> Some examples are setting up to start, violating rules and keeping accurate score.
PE.8.C.2.5:	Provide feedback on skill patterns of self and partner by detecting and correcting mechanical errors. <b>Remarks/Examples:</b> Identify, analyze and evaluate movement concepts, mechanical principles, safety considerations and strategies/tactics regarding movement performance in a variety of physical activities.
PE.8.L.1.1:	Participate in moderate to vigorous physical activity (MVPA) on a daily basis. Identify basic rules for individual/dual sports. <b>Remarks/Examples:</b> Participate regularly in physical activity.
PE.8.L.2.2:	Demonstrate program planning skills by setting goals and devising strategies for a personal physical fitness program. <b>Remarks/Examples:</b> Develop and implement a personal fitness program to achieve and maintain a health-enhancing level of physical fitness.
PE.8.L.2.3:	Use a variety of resources including available technology to assess, design, and evaluate their personal physical activity plan. Participate in vigorous physical activity on a daily basis to achieve and maintain a health-enhancing level of physical fitness.
PE.8.L.2.5:	Describe health-related problems associated with inadequate levels of cardiorespiratory endurance, muscular strength and endurance, flexibility, and body composition. <b>Remarks/Examples:</b> Develop and implement a personal fitness program to achieve and maintain a health-enhancing level of physical fitness
PE.8.L.3.2:	Participate in vigorous physical activity on a daily basis.

	<p><b>Remarks/Examples:</b> Participate regularly in physical activity.</p>
SP.PK12.US.19.1b:	<p>Identify personal emotions and feelings and their impact on physical and mental well-being.</p> <p><b>Remarks/Examples:</b> Self-Regulation</p>
SP.PK12.US.19.4:	<p>Demonstrate acceptable ways to express strong personal feelings, such as excitement, joy, frustration, fear, and anger.</p> <p><b>Remarks/Examples:</b> Self-Regulation</p>
SP.PK12.US.19.5a:	<p>Use a systematic approach for making decisions about personal needs, including identifying need, choosing the best option, and accepting consequences.</p> <p><b>Remarks/Examples:</b> Self-Regulation</p>
SP.PK12.US.19.5b:	<p>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.</p> <p>Use effecting task-completion strategies, such as identifying needed resources, planning steps for completion, and self-monitoring.</p>
SP.PK12.US.19.7a:	<p>Demonstrate self-esteem, self-confidence and pride, such as through self-affirmations and persistence.</p> <p><b>Remarks/Examples:</b> Self-Regulation</p>
SP.PK12.US.2.1b:	<p>Use effective task-completion strategies, such as identifying needed resources, planning steps for completion, and self-monitoring.</p> <p><b>Remarks/Examples:</b> Task Management</p>
SS.8.C.1.6:	<p>Evaluate how amendments to the Constitution have expanded voting rights from our nation's early history to present day.</p> <p><b>Remarks/Examples:</b> The student will evaluate the roles, rights, and responsibilities of United States citizens and determine methods of active participation in society, government, and the political system.</p>
SS.8.FL.6.7:	<p>Evaluate social networking sites and other online activity from the perspective of making individuals vulnerable to harm caused by identity theft or misuse of their personal information.</p> <p><b>Remarks/Examples:</b> Identify ways that identity thieves can obtain someone's personal information. List actions an individual can take to protect personal information.</p>

SS.8.G.1.1:	<p>Use maps to explain physical and cultural attributes of major regions throughout American history.</p> <p><b>Remarks/Examples:</b> Understand how to use maps and other geographic representations, tools, and technology to report information.</p>
VA.68.S.2.3:	<p>Use visual-thinking and problem-solving skills in a sketchbook or journal to identify, practice, develop ideas, and resolve challenges in the creative process.</p> <p><b>Remarks/Examples:</b> 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.</p>
WL.K12.AH.4.1:	<p>Deliver a clear and precise presentation that engages and informs a specific type of audience.</p> <p><b>Remarks/Examples:</b> Presentational Speaking</p>
WL.K12.AH.4.4:	<p>Deliver planned and impromptu presentations to a variety of audiences using appropriate multimedia resources.</p> <p><b>Remarks/Examples:</b> Presentational Speaking</p>
WL.K12.AL.3.4:	<p>Engage comfortably in extended conversations and discussions on a wide variety of topics related to daily life.</p> <p><b>Remarks/Examples:</b> Interpersonal Communication</p>
WL.K12.AL.3.8:	<p>Collaborate to develop and propose solutions to problems.</p> <p><b>Remarks/Examples:</b> Interpersonal Communication</p>
WL.K12.AL.4.1:	<p>Deliver a short presentation on social, academic, or work topics with appropriate complexity for the target audience.</p> <p><b>Remarks/Examples:</b> Interpersonal Communication</p>
WL.K12.AL.5.1:	<p>Express, in writing, ideas on a variety of topics presented in clear, organized texts.</p> <p><b>Remarks/Examples:</b> Presentational Writing</p>
WL.K12.AM.1.5:	<p>Demonstrate understanding of different points of view in a discussion.</p> <p><b>Remarks/Examples:</b> Interpretive Listening</p>