



LEADERSHIP EDUCATION & TRAINING

Cadet Reference



US Army Cadet Command - FT. Monroe, Virginia

HEADQUARTERS, DEPARTMENT OF THE ARMY
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Introduction

As a JROTC cadet you are embarking on one of the most interesting and valuable educational experiences of your high school career. In JROTC you will be given the chance to participate in your education and will learn to be a better citizen. The program provides you with tools and skills you can use to succeed in high school, but far more important, these tools and skills will be useful for the remainder of your life.

You will learn to:

- Appreciate the ethical values that underlie good citizenship. Citizenship, taught through a study of history and government, demonstrates the importance of commitment and strengthens your character and resolve as you grow. You will learn to make ethical decisions based on core values.
- Develop leadership potential and learn to live and work cooperatively with others. Teamwork and leadership, within teams and groups, are essential to the smooth operation of any organization. You will learn leadership to increase your skills, not only to lead but to also to work as a member of a team. Service, drills, challenges, and other competitions make learning teamwork and leadership challenging and fun.
- Think logically and communicate effectively both orally and in writing. You will learn important skills in writing, reading, and test taking that will allow you to excel in your classes outside JROTC. You will learn basic problem solving, financial planning, and conflict resolution life skills that will help you live in the modern world.
- Appreciate the importance of physical fitness in maintaining good health. Fitness, wellness, and good nutrition are necessary to perform as a citizen and a leader. JROTC will teach you what needs to be done to become fit and to maintain that fitness. Instruction will be provided on how your brain functions, how you can maximize your learning and effectiveness, and how to avoid pitfalls such as substance abuse.
- Understand ways to resist negative peer pressure and support others. It is one thing to know how to make better choices for yourself and another to teach others to do the same. Through service learning you will be able to help others to develop the positive strategies you have learned that will enhance their quality of life.
- Develop mental management abilities. You will be able to assess your skills and learn to make more logical, positive decisions and choices. You will learn how to set goals and develop an action plan that will help you to achieve those goals. As you become a better citizen, a better leader, and a better team member your self-esteem will fly. Your "Can Do" attitude will show beyond JROTC.
- Become familiar with military history as it relates to America's culture and with the history, purpose, and structure of the military services. Learn not only about important events in our history, but also about their effect on our society. Discover the role the military services play in supporting the nation.
- Understand the importance of high school graduation to a success future. Develop the means and motivation to graduate from high school and to pursue a meaningful life.
- Learn about college and other advanced educational and employment opportunities and develop the skills necessary to work effectively as a member of a team. You will learn about the many varied opportunities that are available to you upon graduation. The foundation and competency skills required to work effectively are ingrained throughout the curriculum.

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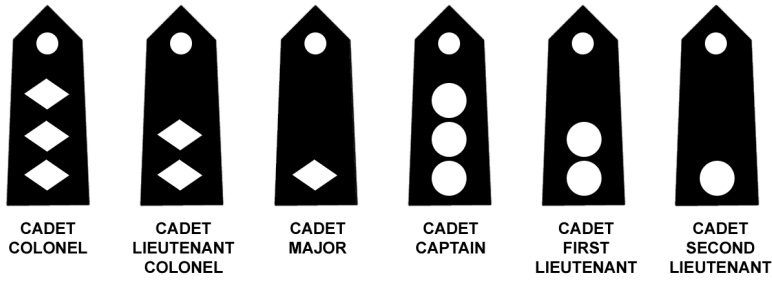
Unit 1: Introduction to JROTC, A Character and Leadership Development Program

Chapter 1: Foundations of Army JROTC and Getting Involved

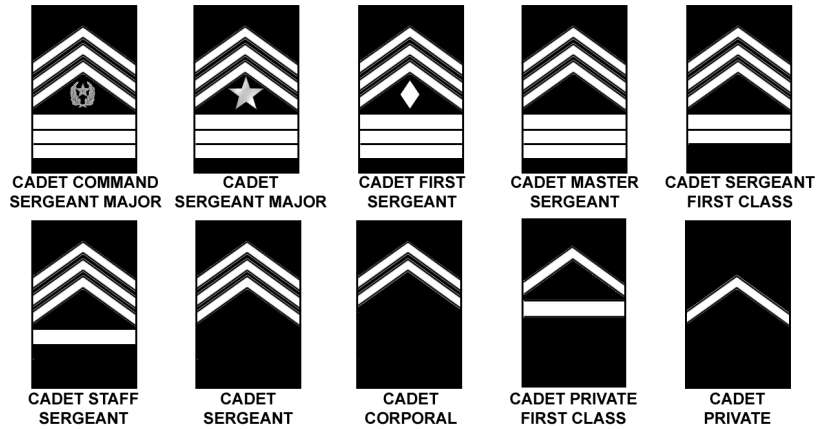
Lesson 3: Moving Up in Army JROTC – Rank and Structure

CATEGORY	Insignia of the United States Army									
	E-1	E-2	E-3	E-4		E-5	E-6			
ENLISTED (Green and Gold)										
	no insignia Private	Private	Private 1st Class	Corporal	Specialist	Sergeant	Staff Sergeant			
	E-7		E-8		E-9					
	Sergeant 1st Class	Master Sergeant	1st Sergeant	Sergeant Major	Command Sergeant Major	Sergeant Major of the Army				
WARRANT OFFICER (Silver and Black)	W-1		W-2		W-3		W-4		W-5	
	Warrant Officer	Chief Warrant Officer	Chief Warrant Officer	Chief Warrant Officer	Chief Warrant Officer	Master Warrant Officer	Master Warrant Officer	Master Warrant Officer	Master Warrant Officer	Master Warrant Officer
COMPANY AND FIELD GRADE OFFICER (Gold and Silver)	0-1	0-2	0-3	0-4	0-5	0-6				
	(gold) 2nd Lieutenant	(silver) 1st Lieutenant	(silver) Captain	(gold) Major	(silver) Lieutenant Colonel	(silver) Colonel	(silver) Colonel	(silver) Colonel	(silver) Colonel	(silver) Colonel
GENERAL OFFICER (Silver)	0-7		0-8	0-9	0-10		0-11			
	Brigadier General	Major General	Lieutenant General	General	General	General of the Army	General of the Army	General of the Army	General of the Army	General of the Army

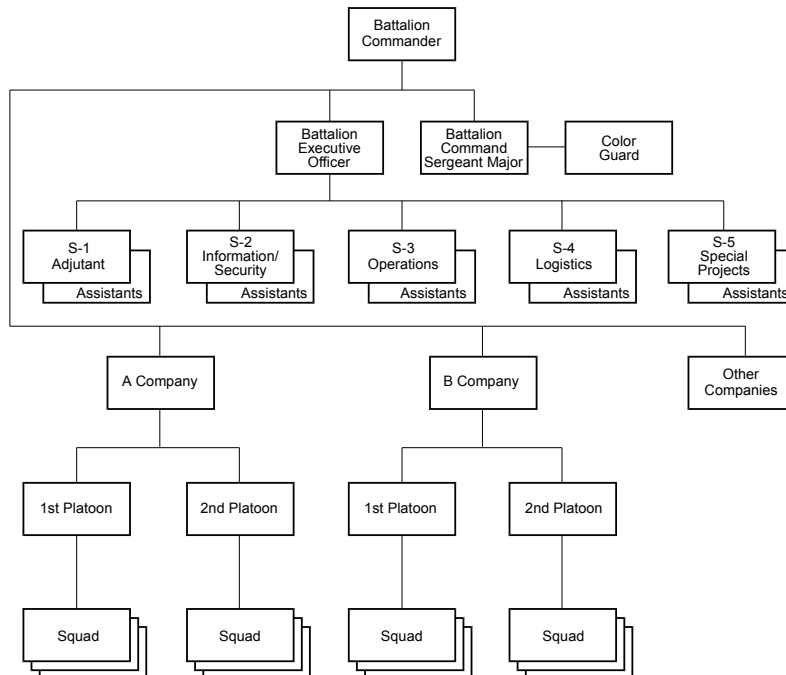
**INSIGNIA OF GRADE FOR
CADET OFFICERS**



**INSIGNIA OF GRADE FOR
CADET ENLISTED PERSONNEL**





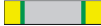


































Battalion Organization



Unit 1: Introduction to JROTC, A Character and Leadership Development Program
Chapter 1: Foundations of Army JROTC and Getting Involved
 Lesson 4: The Signs of Success

ARMY JROTC AWARDS

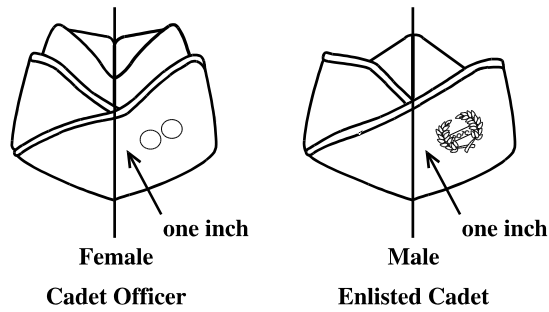
 Distinguished Cadet (N-1-1) Awarded annually to one cadet who exhibits the highest degree of experience in scholastics.	 Academic Excellence (N-1-2) Awarded annually to one cadet in each LET level for maintaining highest school academic grades.	 Academic Achievement (N-1-3) Awarded annually to those cadets who maintain a grade of "A" in all academic subjects.	 Perfect Attendance (N-1-4) Awarded to cadets with no unexcused absence during each quarter/semester.
 Student Government (N-1-5) Elected to a student government office.	 Leadership Education Training Service (N-1-6) Awarded to cadets successfully completing first quarter/semester of training of each LET year.	 Optional by SAI (N-1-7)	 Optional by SAI (N-1-8)
 Optional by SAI (N-1-9)	 Optional by SAI (N-1-10)	 Varsity Athletics (N-2-1) Awarded annually to cadets that excel in varsity sports.	 Physical Fitness (N-2-2) Awarded annually to cadets who maintain excellent physical fitness IAW AR 145-2.
 JROTC Athletics (N-2-3) Awarded annually to cadets that excel in ROTC athletics.	 Optional by SAI (N-2-4)	 Optional by SAI (N-2-5)	 DAI/SAI Instructor Leadership (N-3-1) Awarded annually to one cadet per LET level who displays the highest degree of leadership.
 Personal Appearance (N-3-2) Awarded annually to cadets who consistently present an outstanding appearance.	 Proficiency (N-3-3) Awarded annually to cadets who have demonstrated an exceptionally high degree of leadership, academic achievement, and performance of duty.	 Drill Team (N-3-4) Awarded annually to drill team members.	 Orienteering (N-3-5) Awarded annually to cadets who are members of orienteering teams.
 Color Guard (N-3-6) Awarded annually to members of the color/honor guard.	 Rifle Team (N-3-7) Awarded annually to rifle team members.	 Adventure Training (N-3-8) Awarded annually to cadets who are members of adventure training type units.	 Commendation (N-3-9) Awarded to cadets whose performance of duty exceptionally exceeds that expected of a cadet of his grade and experience.
 Good Conduct (N-3-10) Awarded annually to cadets who have demonstrated outstanding conduct throughout the school year.	 Summer Camp (N-3-11) Awarded to cadets for summer camp participation.	 Optional by SAI (N-3-12)	 Optional by SAI (N-3-13)
 Optional by SAI (N-3-14)	 Optional by SAI (N-3-14)	 Parade (N-4-1) Awarded to cadets who have participated in local community parades (Veterans' Day Parade, Memorial Day Parade, etc.).	 Recruiting (N-4-2) Awarded to cadets who recruit students into the JROTC program each quarter/semester.
 Optional by SAI (N-4-3)	 Optional by SAI (N-4-4)	 Optional by SAI (N-4-5)	 Service Learning (N-4-6) Awarded annually to cadets who participate in service learning projects.
 Excellent Staff Performance (N-4-7)			

UNIT AWARDS

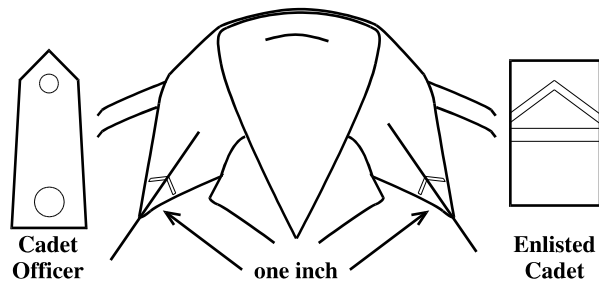


Unit 1: Introduction to JROTC, A Character and Leadership Development Program
Chapter 1: Foundations of Army JROTC and Getting Involved
Lesson 5: Your Personal Appearance and Uniform

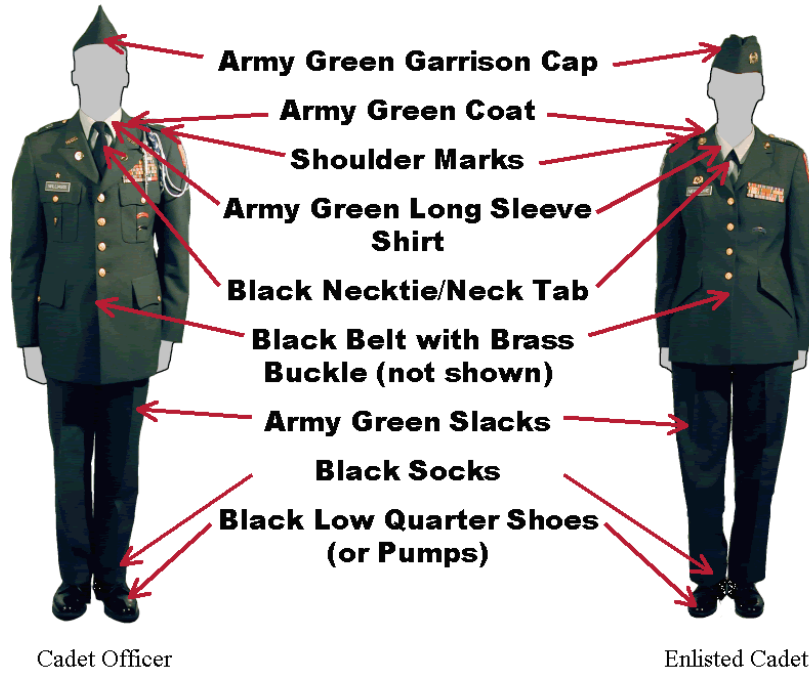
THE ARMY GARRISON CAP



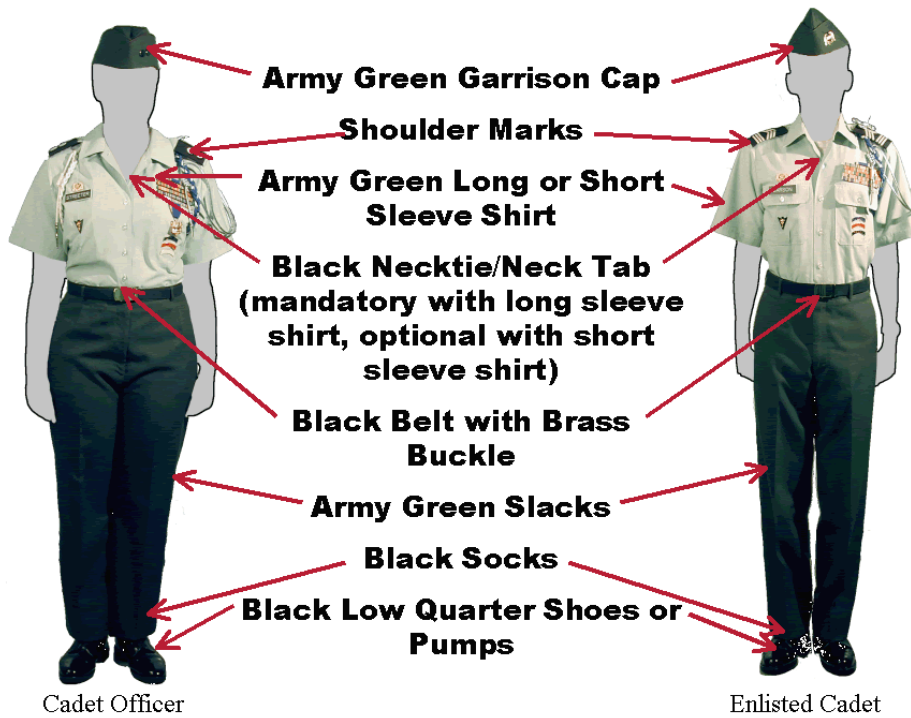
INSIGNIA OF GRADE



CLASS A UNIFORM



CLASS B UNIFORM



BATTLE DRESS UNIFORM (BDU)

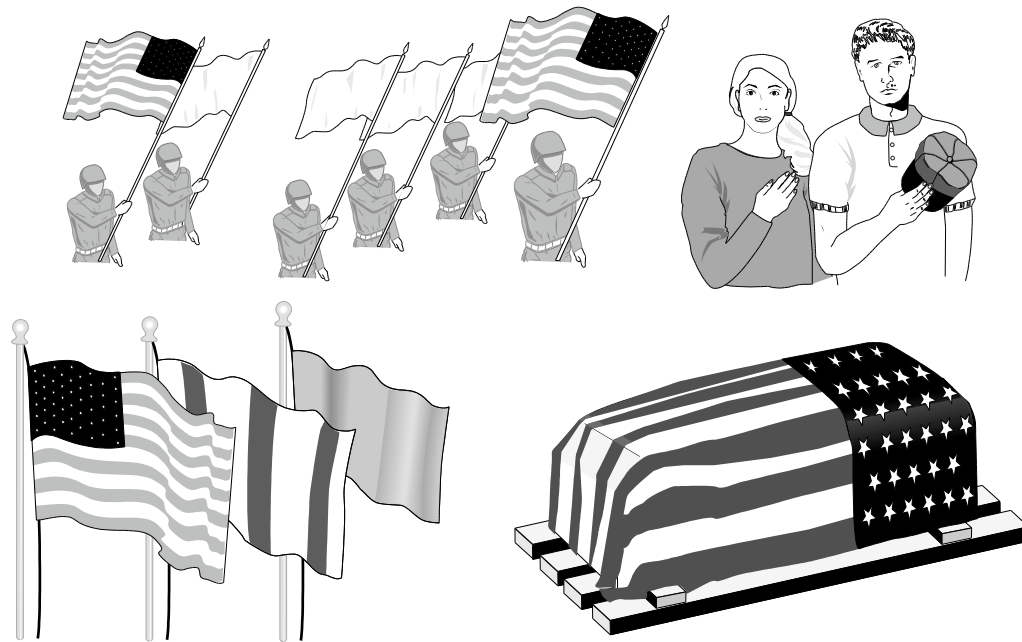


Unit 1: Introduction to JROTC, A Character and Leadership Development Program

Chapter 1: Foundations of Army JROTC and Getting Involved

Lesson 7: The Stars and Stripes

DISPLAY OF THE FLAG



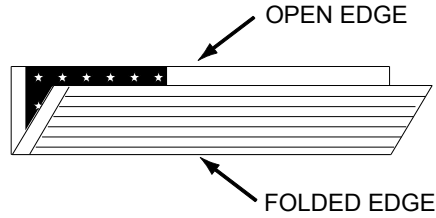
PLEDGE OF ALLEGIANCE

“I pledge allegiance to the flag of the United States of America and to the Republic for which it stands, one Nation under God, indivisible, with liberty and justice for all.”

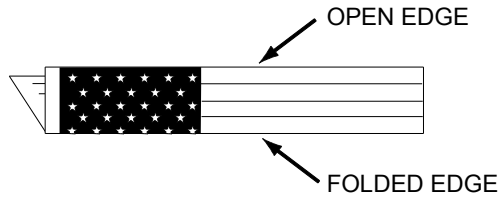
FOLDING THE FLAG CORRECTLY

Illustrated below is the correct procedure for folding the U.S. flag.

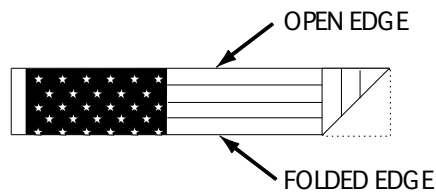
- ◆ Bring the lower striped section of the flag up over the blue field.



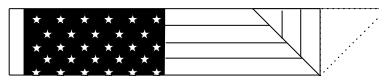
- ◆ Then, fold the "folded edge" over to meet the "open edge."



- ◆ Start a triangular fold by bringing the lower striped corner to the "open edge"



- ◆ Fold the outer point inward and parallel with the "open edge" to form a second triangle.



- ◆ Continue to fold the flag in triangles until the entire length of the flag is folded with only the blue field and the margin showing.



- ◆ Tuck the margin into the pocket formed by the folds at the blue field edge of the flag.



- ◆ When you have completely folded the flag, only the blue field should be visible, and it should have the triangular shape of a cocked hat.



Unit 1: Introduction to JROTC, A Character and Leadership Development Program**Chapter 1: Foundations of Army JROTC and Getting Involved**

Lesson 8: Proudly We Sing - The National Anthem

The Star-Spangled Banner

O say, can you see, by the dawn's early light,
What so proudly we hailed at the twilight's last gleaming,
Whose broad stripes and bright stars, through the perilous fight,
O'er the ramparts we watched were so gallantly streaming?
And the rockets' red glare, the bombs bursting in air
Gave proof through the night that our flag was still there,
O say, does that Star-Spangled Banner yet wave
O'er the land of the free and the home of the brave?

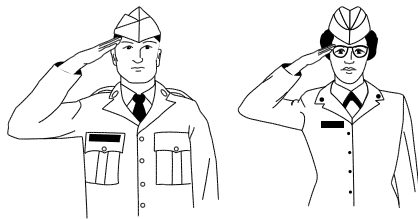
On the shore dimly seen through the mist of the deep,
Where the foe's haughty host in dread silence reposes,
What is that which the breeze, o'er the towering steep
As it fitfully blows, half conceals, half discloses?
Now it catches the gleam of the morning's first beam,
In full glory reflected now shines on the stream;
'Til the Star-Spangled Banner--O long may it wave
O'er the land of the free and the home of the brave.

O thus be it ever when free men shall stand
Between their loved homes and the war's desolation;
Blest with victory and peace, may the heaven rescued land
Praise the Power that has made and preserved us a nation.
Then conquer we must, when our cause it is just,
And this be our motto, "In God is our trust;"
And the Star-Spangled Banner in triumph shall wave
O'er the land of the free and the home of the brave.

Unit 1: Introduction to JROTC, A Character and Leadership Development Program

Chapter 1: Foundations of Army JROTC and Getting Involved

Lesson 9: American Military Traditions, Customs, and Courtesies



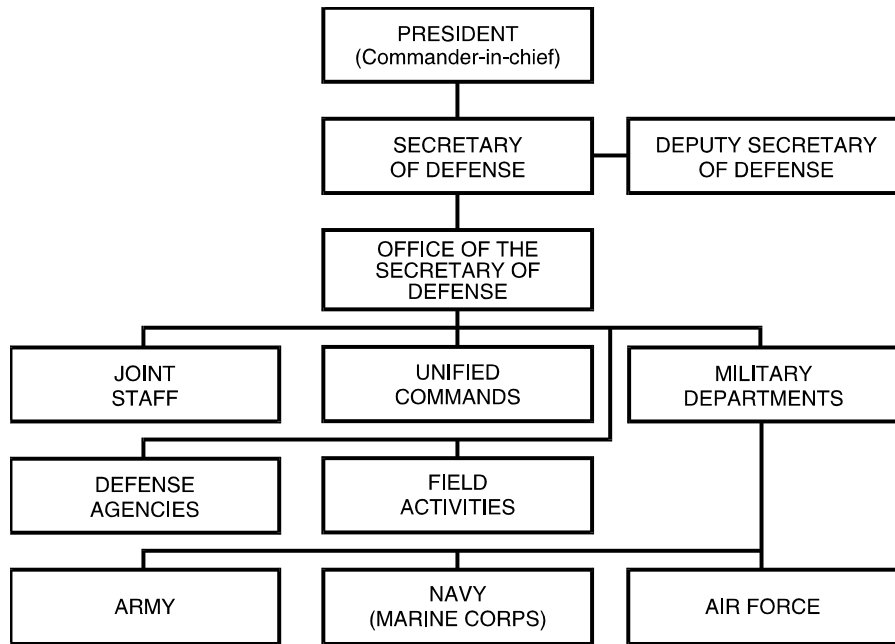
<u>Title</u>	<u>How to Address</u>
All general officers	<i>“General”</i>
Colonels and Lieutenant Colonels	<i>“Colonel”</i>
Majors	<i>“Major”</i>
Captains	<i>“Captain”</i>
Lieutenants	<i>“Lieutenant”</i>
Chaplains	<i>“Chaplain”</i>
Cadets	<i>“Mister,” “Miss” or “Cadet”</i>
Officer Candidates	<i>“Candidate”</i>
Warrant Officers	<i>“Mister” or “Miss”</i>
Sergeant Major	<i>“Sergeant Major”</i>
First Sergeants	<i>“First Sergeant”</i>
All other Sergeants	<i>“Sergeant”</i>
Corporals	<i>“Corporal”</i>
All specialists	<i>“Specialist”</i>
Privates and privates first class	<i>“Private”</i>

Unit 1: Introduction to JROTC, A Character and Leadership Development Program

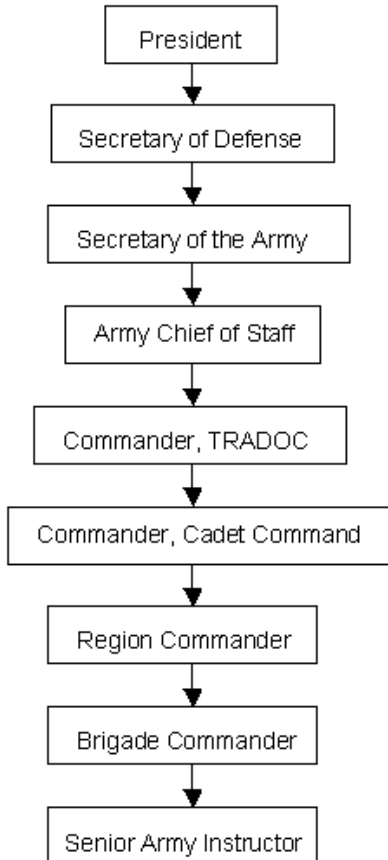
Chapter 2: The Nation's Defense Forces

Lesson 1: The Department of Defense

CHAIN OF COMMAND



Write in the names for each position.



Unit 2: Leadership Theory and Application

Chapter 1: Being a Leader

Lesson 3: Leadership from the Inside Out

Army Values

L OYALTY - *to bear true faith and allegiance to the U.S. Constitution...your peers*

D UTY - *to fulfill your obligations*

R ESPECT - *to treat people as they should be treated*

S ELFLESS SERVICE - *to put the welfare of the nation...before your own*

H ONOR - *to live up to all values*

I NTEGRITY- *to do what is right, legally and morally*

P ERSONAL COURAGE - *to face fear, danger, or adversity*

Unit 2: Leadership Theory and Application

Chapter 1: Being a Leader

Lesson 4: Principles and Leadership

The 11 Principles of Leadership

1. Know yourself and seek self-improvement.
2. Be technically and tactically proficient.
3. Know your subordinates and look out for their welfare.
4. Keep your subordinates informed.
5. Set the example.
6. Insure the task is understood, supervised, and accomplished.
7. Train your subordinates as a team.
8. Make sound and timely decisions.
9. Develop a sense of responsibility among your subordinates.
10. Employ your command in accordance with its capabilities.
11. Seek responsibility and take responsibility for your actions.

Unit 2: Leadership Theory and Application

Chapter 3: Leading Situations

Lesson 1: Performance Indicators

<i>Leaders of character and competence . . .</i>			<i>act to achieve excellence by providing purpose, direction and motivation.</i>		
Values "Be"	Attributes "Be"	Skills ⁴ "Know"	Actions ⁵ "Do"		
Loyalty Duty Respect Selfless Service Honor Integrity Personal Courage	Mental ¹	Interpersonal	Influencing	Operating	Improving
	Physical ²	Conceptual	Communicating	Planning/ Preparing	Developing
		Technical	Decision Making	Executing	Building
	Emotional ³	Tactical	Motivating	Assessing	Learning

Unit 2: Leadership Theory and Application

Chapter 3: Leading Situations

Lesson 3: Decision Making and Problem Solving

SAMPLE PROBLEM-SOLVING MODEL

Step 1: Understanding the Problem

- Review the issue again.
- Write down what you know.
- Look for key phrases.
- Find the important information.
- Tell it in your own words.
- Tell what you are trying to find.

Step 2: Selecting Strategies

- Make a model – involve the senses.
- Make an organized list or table.
- Look for a pattern – find relationships.

- Guess (or conjecture) and test.
- Make an organized drawing or sketch.
- Work backwards – start with the consequence.
- Role-play – become an active player.
- Solve a simpler matter – try simulations.
- Use estimation.

Step 3: Looking Back: Checking the Answer

- Does the answer make sense?
- Is it reasonable?
- Can the issue be generalized?
- Is there a pattern?
- Are there other similar situations?

THE DECISION MAKING PROCESS

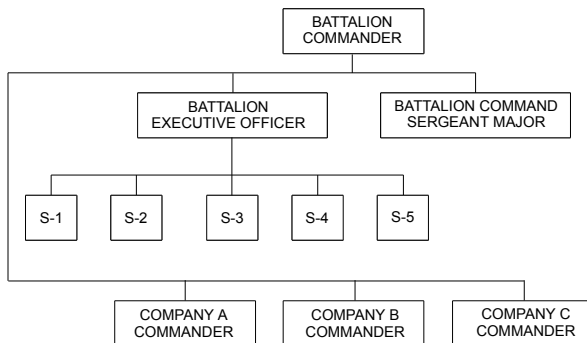
The Problem: Connie's work/drill conflict

<p>Option 1</p> <div style="border: 1px solid black; border-radius: 50%; padding: 10px; margin: 5px;"> <p style="text-align: center;">Work/miss drill</p> <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/> <p style="text-align: center;"><i>Positive Consequences +</i></p> <p style="text-align: center;"><i>Negative Consequences -</i></p> </div>	<p>Option 2</p> <div style="border: 1px solid black; border-radius: 50%; padding: 10px; margin: 5px;"> <p style="text-align: center;">Find someone to cover work/attend drill</p> <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/> <p style="text-align: center;"><i>Positive Consequences +</i></p> <p style="text-align: center;"><i>Negative Consequences -</i></p> </div>	<p>Option 3</p> <div style="border: 1px solid black; border-radius: 50%; padding: 10px; margin: 5px;"> <p style="text-align: center;">Drill first/work later</p> <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/> <p style="text-align: center;"><i>Positive Consequences +</i></p> <p style="text-align: center;"><i>Negative Consequences -</i></p> </div>
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Do I Need More Information?

My Decision

Unit 2: Leadership Theory and Application
Chapter 3: Leading Situations
 Lesson 10: Basic Command and Staff Principles

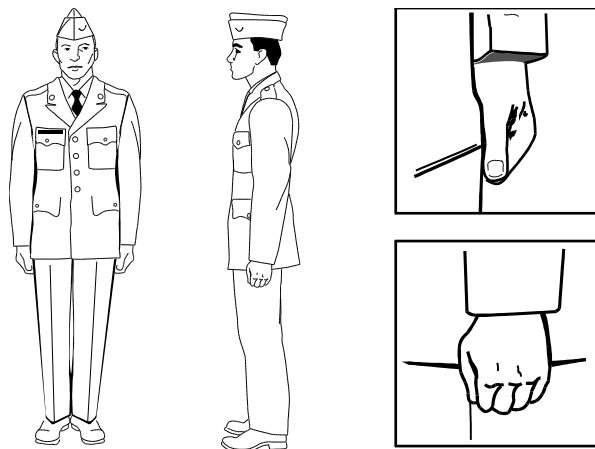


Unit 2: Leadership Theory and Application

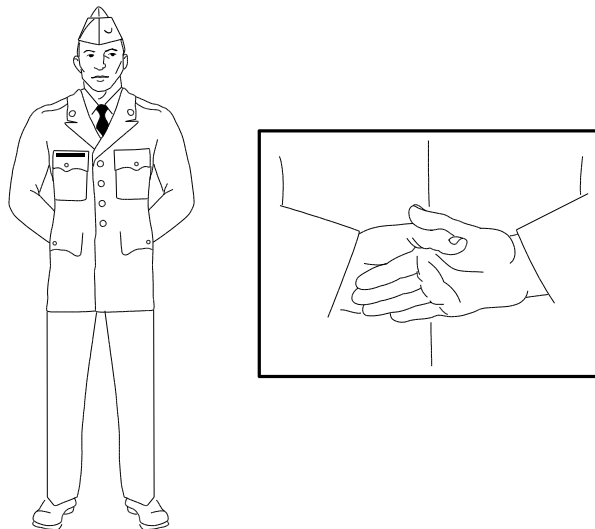
Chapter 4: Leadership Lab

Lesson 4: Stationary Movements

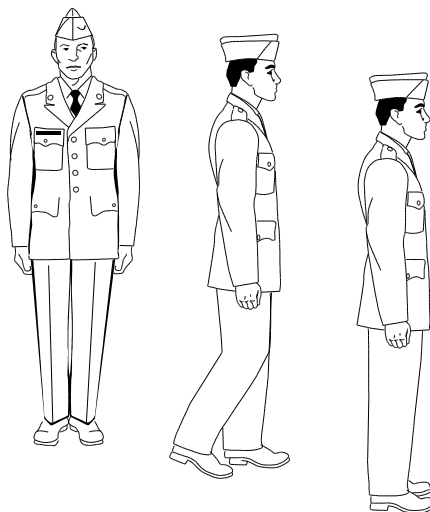
Position of Attention:



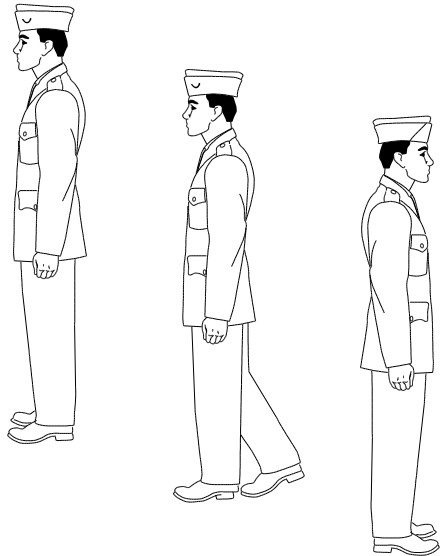
Parade Rest:



Facing Right or Left:

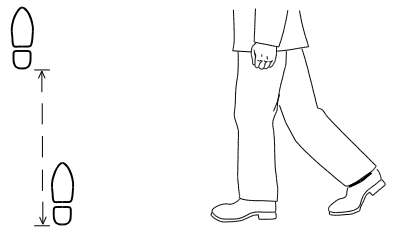


About Face:

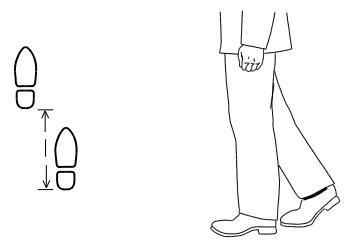


Unit 2: Leadership Theory and Application
Chapter 4: Leadership Lab
Lesson 5: Steps and Marching

30-inch Step:

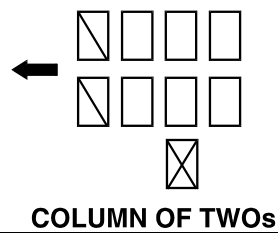
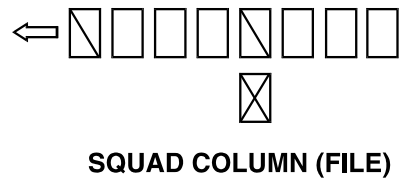
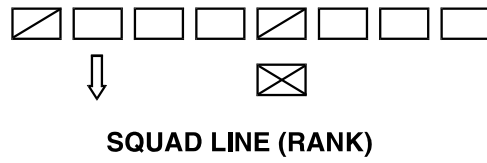


15-inch Step:

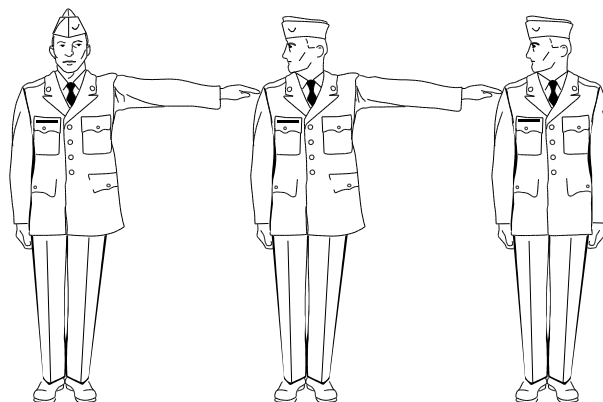


Unit 2: Leadership Theory and Application
Chapter 4: Leadership Lab
Lesson 6: Squad Drill

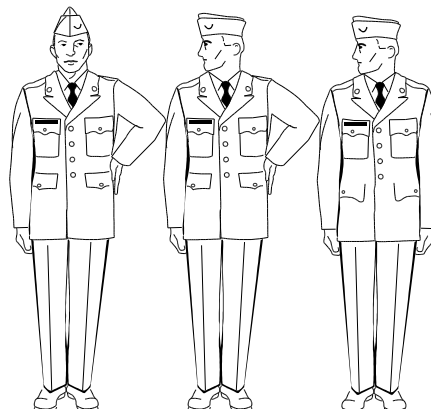
Squad Formations



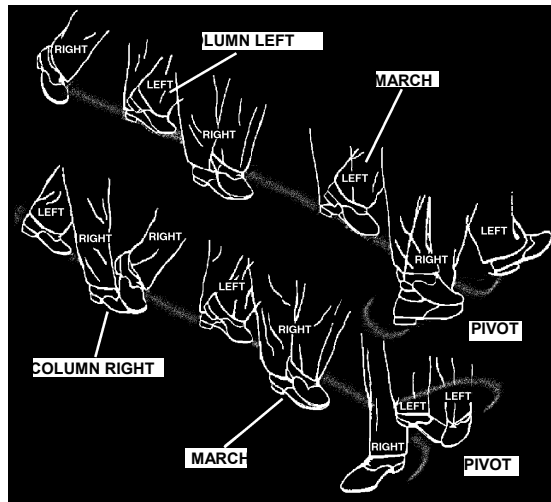
Normal Intervals:



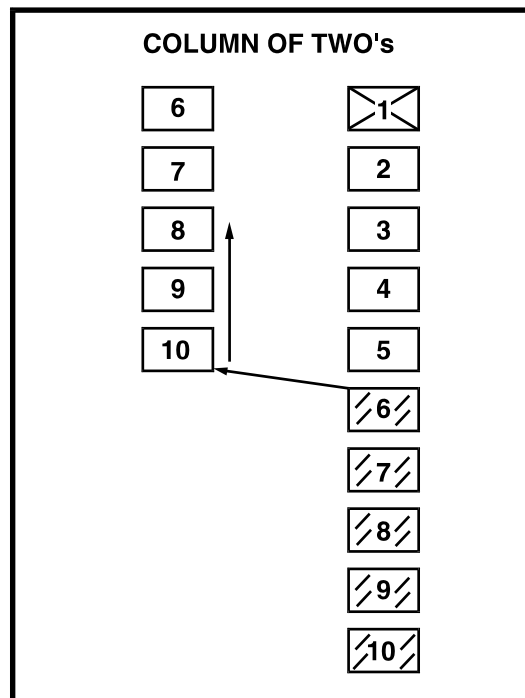
Close Intervals:



Changing Direction:

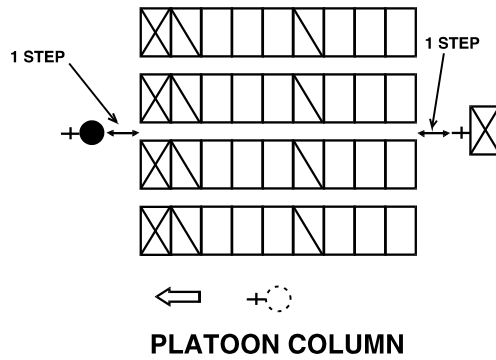
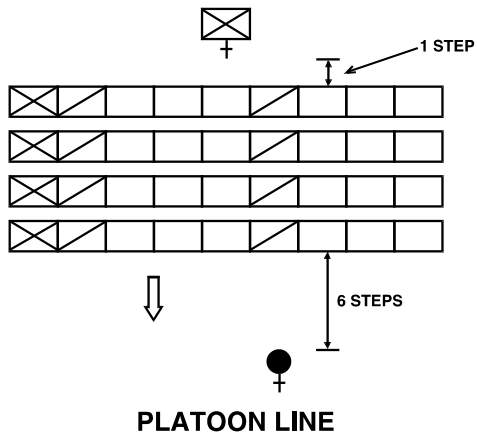


Column of Twos:

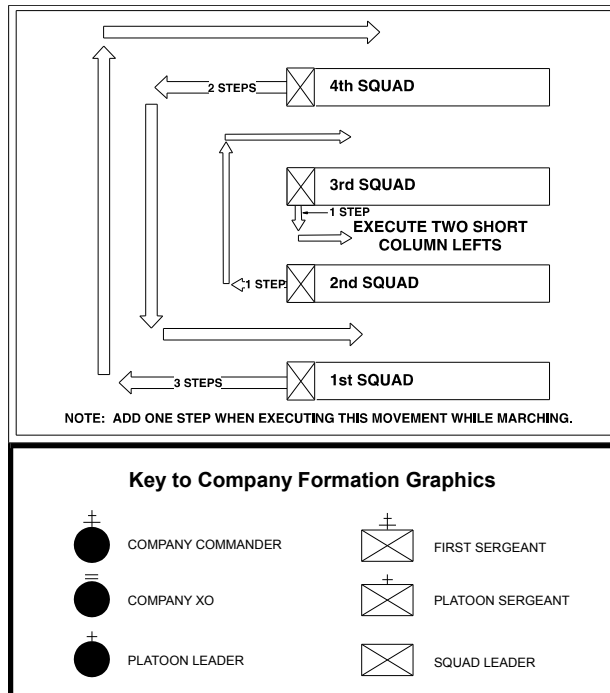


Unit 2: Leadership Theory and Application
Chapter 4: Leadership Lab
 Lesson 7: Platoon Drill

Platoon Formations:

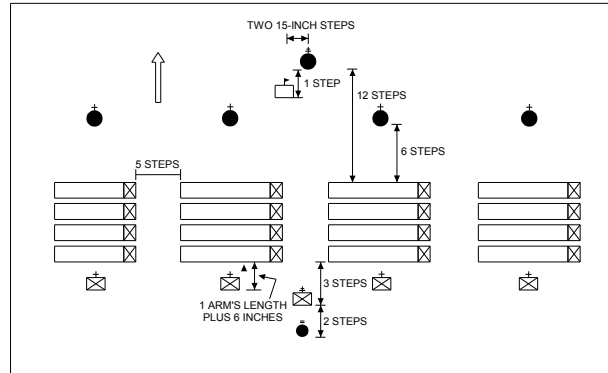


Counter Column March:

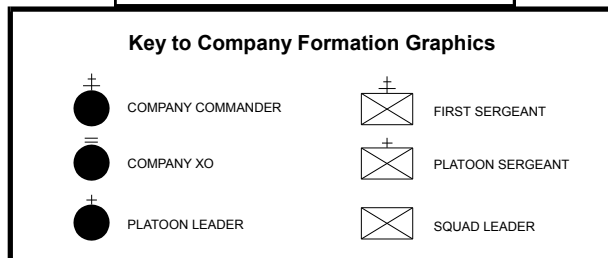
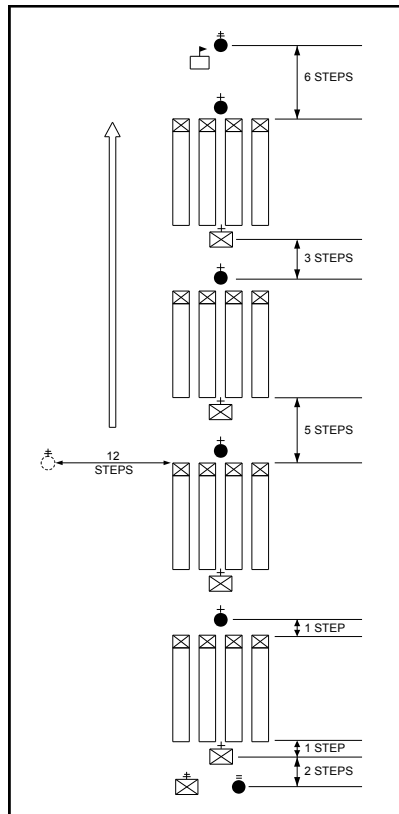


Unit 2: Leadership Theory and Application
Chapter 4: Leadership Lab
 Lesson 9: Company Formations and Movement

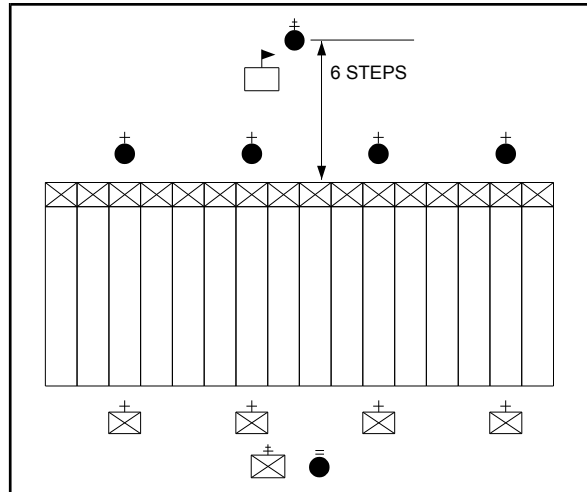
Company Formations:



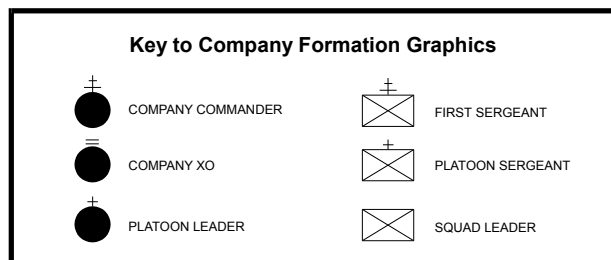
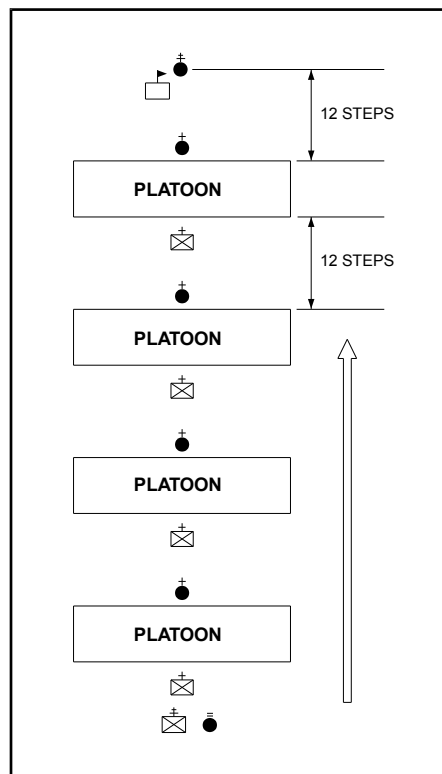
Company in Columns with Platoon in Columns:



Forming a Company Mass:



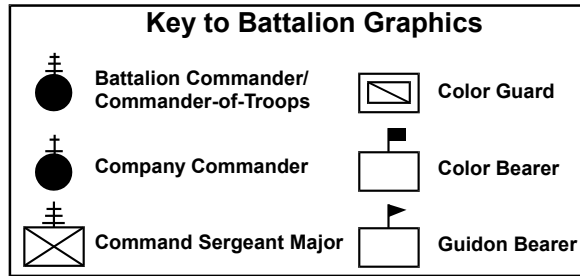
Company in Column with Platoons in Line:



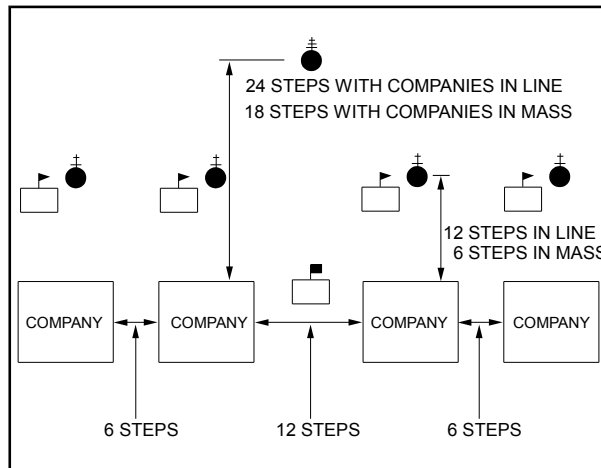
Unit 2: Leadership Theory and Application

Chapter 4: Leadership Lab

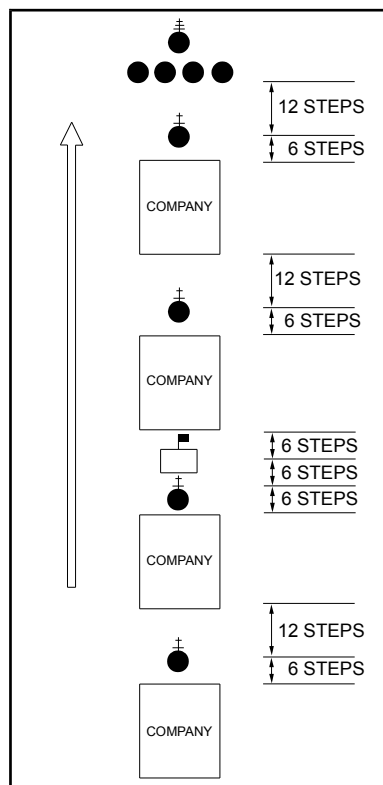
Lesson 10: Forming, Inspection, and Dismissing the Battalion



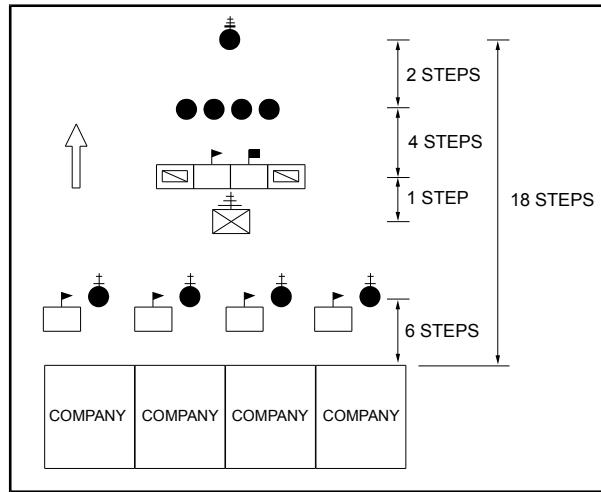
Battalion in Line with Companies in Line or Mass



Battalion in Column with Companies in Column or Mass



Battalion in Mass Formations:



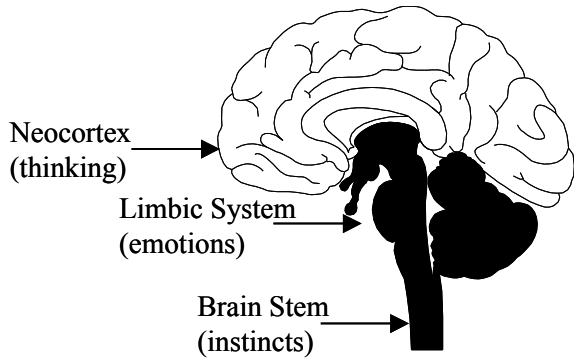
Unit 3: Foundations for Success
Chapter 1: Know Yourself - Socrates
Lesson 1: Self-Awareness

WINNING COLORS®

<p>Builder Behaviors (brown, decide)</p> <p><i>Builder Vocabulary:</i></p> <p>Always Leading People Power Responsible Duty Results Tradition Money Prepared I Give Directions Do It My Way I Like To Get Things Done Now</p> <p><i>Hot Buttons:</i></p> <p>Down-to-earth and traditional</p>	<p>Planner Behaviors (green, think)</p> <p><i>Planner Vocabulary:</i></p> <p>Changing and Improving Analyzing Being My Best Dreaming Caring Invention Planning Inner Life Exactness Seeks the Future Freedom of Thought</p> <p><i>Hot Buttons:</i></p> <p>Freedom to think, dream, create</p>
<p>Adventurer Behaviors (red, act)</p> <p><i>Adventurer Vocabulary:</i></p> <p>Excitement Test The Limits Risk Act and Perform Fun Action Fast Machines Freedom Challenge Do It Now!</p> <p><i>Hot Buttons:</i></p> <p>A life of fun, action and freedom</p>	<p>Relater Behaviors (blue, feel)</p> <p><i>Relater Vocabulary:</i></p> <p>We Are The World Friendly Romantic I See Everything Hugs Are Special Giving Teamwork Groups Wanting People to Like Me Let's Get Along With Each Other</p> <p><i>Hot Buttons:</i></p> <p>Friendly, caring, feeling people</p>

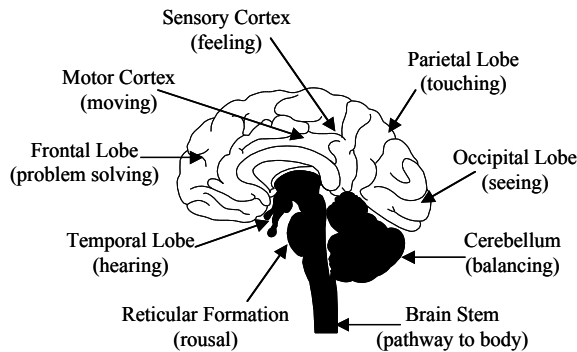
Unit 3: Foundations for Success
Chapter 1: Know Yourself - Socrates
 Lesson 4: Brain Structure and Function

Triune Brain



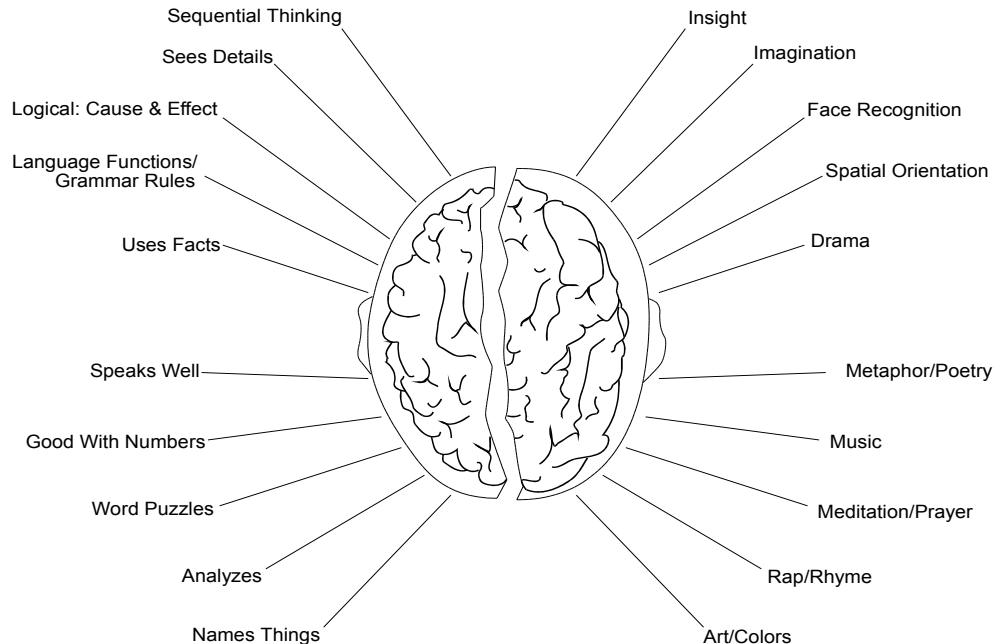
The **Neocortex** is responsible for thinking and speaking. When activated by positive emotions, whole-brain activation can take place allowing high-level learning. The **Limbic System** is responsible for group interaction and emotions. It monitors fear, threat, intimidation, and put-downs and codes incoming information with positive or negative emotions. The **Brain Stem**, also known as the Reptilian Brain, Reactive Complex and R-complex, governs primitive needs such as a sense of safety and survival. When the Limbic System detects fear, threats, intimidation, or put-downs, the R-complex takes over and downshifting occurs preventing high-level learning.

Brain Structure and Function



Unit 3: Foundations for Success
Chapter 1: Know Yourself - Socrates
 Lesson 5: Left-Brain/Right-Brain

The Left/Right Brain hemisphere theory of Roger Sperry, suggests there are "two modes of thinking, verbal and nonverbal represented rather separately in left and right hemispheres" of the human brain. The left hemisphere tends to be verbal and analytic, while the right is nonverbal and global.



LEFT-BRAIN/RIGHT-BRAIN FUNCTIONS

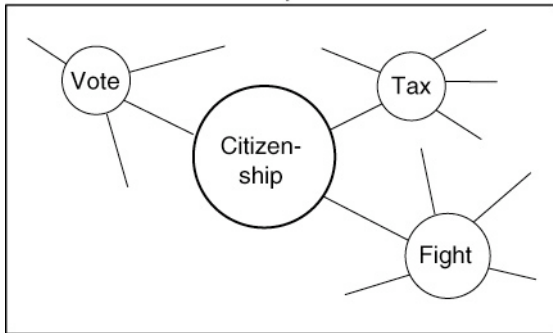
Unit 3: Foundations for Success

Chapter 5: Teaching Skills

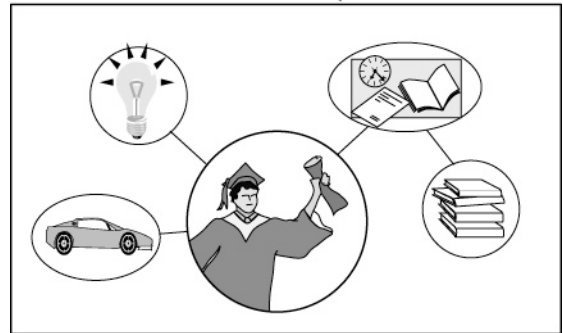
Lesson 5: Graphic Organizers

Graphic Organizers

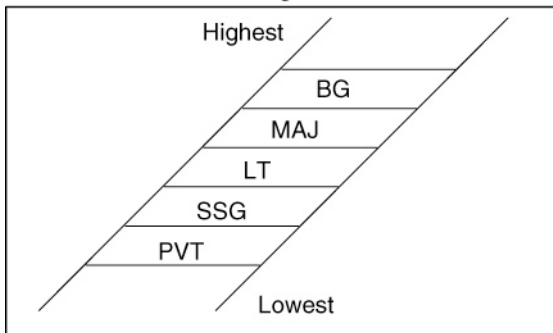
Concept Web



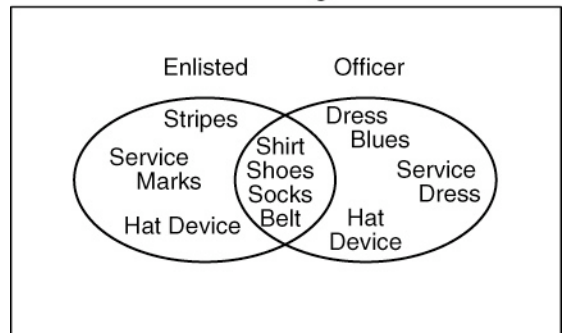
Mind Map



Ranking Ladder



Venn Diagram



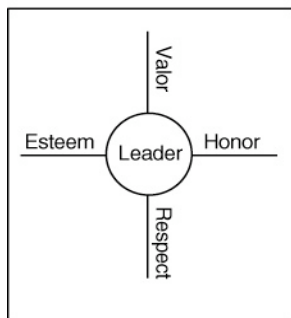
Double T-Chart

Before	During	After
Sleep	Work	Play
Study	Test	Relax

T-Chart

Poor Nutrition	
Problem	Solution
Eating junk food	Education

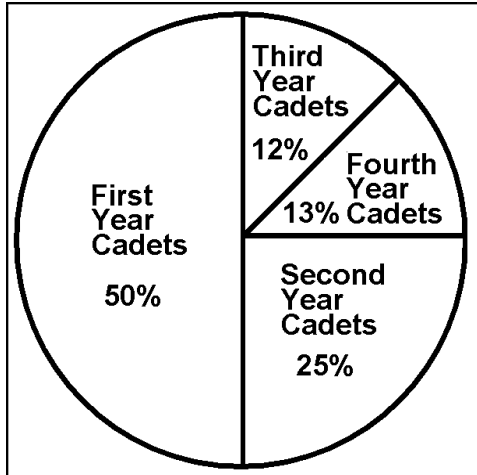
Sunshine Wheel



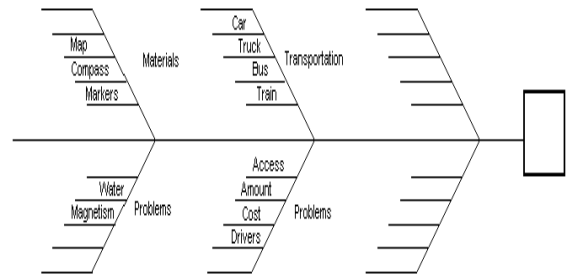
Looks-Sounds-Feels

Looks	Sounds	Feel
Shiny	Squeak	Smooth
New	Quiet	Worn

Pie Chart



Fishbone

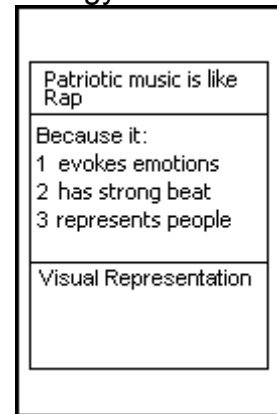


Matrix

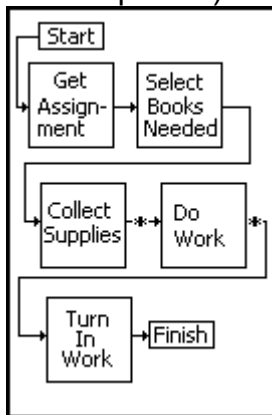
Grades needed to earn next rank

	S P M	O C T	N O V
Uniforms	80	90	90
Marching	75	85	90
Grades	80	85	90
Health	70	75	80
Respect	90	90	90

Analogy/Simile Chart



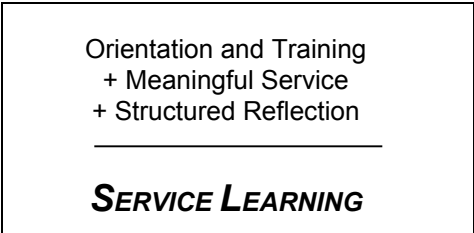
Sequence (Also known as Bridging Snapshots)



Unit 3: Foundations for Success

Chapter 6: Making a Difference with Service Learning

Lesson 1: Orientation to Service Learning



Unit 3: Foundations for Success

Chapter 6: Making a Difference with Service Learning

Lesson 2: Plan and Train for Your Exploratory Project

SERVICE LEARNING STEPS

1. Complete a pre-assessment of skill level using the Personal Skills Map from the JROTC Success Profiler.
2. Determine a school, community, or national need you can fill relating to class curriculum.
3. Brainstorm and select a meaningful service project that meets proposed guidelines.
4. Start learning log to record new knowledge, thoughts and feelings throughout all phases.
5. Plan and organize details of the service activity and discuss expectations.
6. Participate in a meaningful service activity that meets the service learning guidelines (Form 219-R).
7. Discuss and reflect on what you experienced (observation).
8. Discuss and reflect on what you gained from the experience (analysis).
9. Discuss and reflect on what you can do with the new information (integration).
10. Complete a project summary report, a final group evaluation form to judge teamwork, etc
11. Brief the experience to community members, administration, classmates, etc.
12. Complete a post-assessment using the personal skills map and related analysis to determine plan of action.



Sample Resume

Norma L. Cadet

394 N. Anywhere St. • Any Town, FL 24509 • 123.456.7890 • cadet@anytown.com

OBJECTIVE

To obtain a Graphic Designer position in the print/web industry utilizing creative and artistic talents.

EDUCATION

Sandy Beach High School, Cape Coral, FL

- Graduated in May 2002 with emphasis in art and business.
- Courses included: Computers, Typing, JROTC, Marketing, Public Speaking
- Honors Student, GPA: 3.5 on a 4.0 scale

EXPERIENCE

2000-2002 **PRINT WORKS STATIONARY**
Sales Representative

Any Town, FL

- Sold custom-printed stationary and print products.
- Organized computerized filing system to keep client base.
- Illustrated design ideas and custom logos for clientele.
- Designed web site for company and created a corporate image.
- Edited marketing video for company to send to corporate clients.

1998-2000 **GOLF & BEACH RESORT**
Lifeguard & Gift Shop Sales

Any Town, FL

- Completed Lifeguard Training and received certifications in CPR and First Aid.
- Worked cash register in the resort gift shop.

SKILLS

- | | | |
|-------------------|---------------------|-----------------|
| • Windows systems | • Macintosh systems | • Video Editing |
| • Illustration | • Color Management | • Animation |
| • HTML | • JavaScript | • 3-D Modeling |

ACTIVITIES/SERVICE

- | | | |
|---------------------------|----------------------|-------------------|
| • National Honors Society | • Army JROTC | • Swim Team |
| • Recycling Club | • Junior Achievement | • Student Council |

References available upon request.

Unit 3: Foundations for Success
Chapter 8: Planning Skills and Social Responsibility
Lesson 1: Making the Right Choices

The F-I-N-D-S Decision-Making Model

1. *Figure out the problem.*
2. *Identify possible solutions.*
3. *Name the pros and cons of each choice.*
4. *Decide which is the best choice and then act on it.*
5. *Scrutinize the decision.*

Unit 3: Foundations for Success
Chapter 8: Planning Skills and Social Responsibility
Lesson 4: Cadet Etiquette Guide

Proper Place Setting

