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Acknowledgments

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Correlations to the Virginia Standards of Learning were reviewed and updated by:
Course Description

**Suggested Grade Level:** 10 or 11 or 12  
**Prerequisites:** MC7913

Students are developing and applying knowledge in the second year of the Junior Reserve Officer Training Corps (JROTC) program. JROTC is a program designed to teach leadership skills, character development, self-discipline, and citizenship through the study and practical application of United States Marine Corps (USMC) leadership traits and principles. Specifically, students are developing and applying their knowledge of general military subjects, leadership, citizenship, personal growth and responsibilities, public service, and career exploration in the second year of this program.

**NOTE:** Instructors are asked to continue relying heavily on their branch-specific curriculum guides to complement this core set of competencies.

Task Essentials Table

For the indicated course(s):

- Tasks/competencies designated by plus icons (+) in the left-hand column(s) are essential
- Tasks/competencies designated by empty-circle icons (○) are optional
- Tasks/competencies designated by minus icons (−) are omitted
- Tasks marked with an asterisk (*) are sensitive.
<table>
<thead>
<tr>
<th>Task Number</th>
<th>MC7916</th>
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<tr>
<td>39</td>
<td>+</td>
<td>Outline the benefits of participating in the United States Marine Corps’ (USMC) JROTC program.</td>
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<td>40</td>
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<td>Describe the U.S. military chain of command (i.e., organizational structure).</td>
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<td>Describe how American military conflicts resulted in the evolution of the USMC.</td>
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<td>Describe how war has furthered advancements in technology.</td>
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<td>Demonstrate marksmanship safety procedures.</td>
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<td>Identify marksmanship shooting positions.</td>
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<td>+</td>
<td>Describe the traits of a good leader.</td>
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<td>Summarize the benefits and risks in assuming a leadership role.</td>
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<td>Select the optimum leadership styles for given situations.</td>
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<td>Identify advantages of teamwork.</td>
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<td>60</td>
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<td>Identify the roles of a leader in a given team project.</td>
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<td>Compare contemporary leaders and their distinguishing traits and principles.</td>
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<td>Identify common leadership and followership opportunities.</td>
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<td>64</td>
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<td>Demonstrate behaviors that might lead to promotion.</td>
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**Developing Citizenship**

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<td>65</td>
<td>+</td>
<td>Demonstrate patriotism.</td>
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<td>66</td>
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<td>Identify the significance of the Freedom Documents.</td>
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<td>Identify the significance of the Bill of Rights.</td>
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<td>68</td>
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<td>Identify U.S. citizenship requirements.</td>
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<td>69</td>
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<td>Identify political systems throughout the world.</td>
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<td>Identify economic systems throughout the world.</td>
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<td>Identify the three branches of government.</td>
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<td>Explain the history of the U.S. flag.</td>
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<td>73</td>
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<td>Identify a current U.S. military presence in a foreign region.</td>
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<td>74</td>
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<td>Explain the relevance of equity issues.</td>
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<td>75</td>
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<td>Research a community-service opportunity.</td>
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**Developing Personal Growth and Responsibility**

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<tr>
<td>76</td>
<td>+</td>
<td>Maintain personal hygiene.</td>
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<td>Take a physical fitness test.</td>
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<td>Identify the strengths and weaknesses of one's personal fitness.</td>
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<td>79</td>
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<td>Implement a physical fitness training program.</td>
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<td>80</td>
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<td>Document a personal physical fitness training program.</td>
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<td>81</td>
<td>+</td>
<td>Improve physical performance over time.</td>
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<tr>
<td>82</td>
<td>+</td>
<td>Identify the biological processes of substance abuse and stress that impede a healthy lifestyle.</td>
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</table>
Identify first-aid procedures.

Identify the 11 general orders.

Identify military disciplinary systems.

Explain the philosophy of JROTC and military disciplinary actions.

Develop self-discipline.

Comply with procedures in the cadet or student handbook.

Apply verbal and written presentation methods for a given topic.

Demonstrate verbal and written presentation methods for a given topic.

Consider the Armed Services Vocational Aptitude Battery (ASVAB) as an aptitude assessment tool.

Assess personal qualifications needed to serve in the military.

Develop skills required to succeed in the U.S. military.

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**Curriculum Development**

**Developing Knowledge of General Military Subjects**

**Task Number 39**

**Outline the benefits of participating in the United States Marine Corps’ (USMC) JROTC program.**

**Definition**

Outline may include the following benefits:

- Acquire leadership, teamwork, and other professional skills.
- Become physically fit.
• Enter a branch of the military at a higher grade and pay rate, or receive financial assistance for opportunities in continuing education.
• Acquire citizenship and leadership skills that may lead to community philanthropy and volunteerism.
• Acquire military science skills that may provide preparation for postsecondary opportunities (e.g., enrollment in postsecondary education, employment, or enlistment in the military).

Process/Skill Questions

• What are the benefits of participating in JROTC? Can the benefits of participating be used outside of JROTC?
• How can JROTC help a student with military enlistment, postsecondary education, or career preparedness?
• How does JROTC make one a better citizen?

Task Number 40

Describe the U.S. military chain of command (i.e., organizational structure).

Definition

Description should include (in order of level of authority)

• commander in chief
• secretary of defense
• National Security Council
• Department of Defense
• United States military branch departments: Navy, Army, and Air Force
• commandant of the USMC
• sergeant major of the USMC
• unit command (USMC JROTC).

Process/Skill Questions

• Who is commander in chief of the U.S. Armed Forces?
• Why does a civilian occupy the highest position of leadership in the military?
• Who is the commandant of the USMC? To whom does he/she report?
• Why is there a chain of command in the U.S. military?

Task Number 41

Explain the philosophy and purpose behind military grades and ranks/rates.

Definition
Explanation should include that *rate* (used for Navy) or *rank* (used for all other branches)

- is a designation to determine level of authority
- is to be rendered appropriate respect/courtesy and distinction
- is displayed on the uniform and elsewhere.

Explanation should include that *grade*

- is a term used for determining pay categories across all branches of the uniformed services of the United States to govern wages, benefits, and entitlements, based on the corresponding military rank
- is indicated by the numerals (1–9, with 9 being the highest rate of pay) after the rank/rate of E (enlisted personnel), W (warrant officers), or O (commissioned officers).

Example: The lowest enlisted personnel is E-1, enlisted at the lowest or base rate of pay, and would be labeled as such across every U.S. military branch.

**Process/Skill Questions**

- What is the role of the noncommissioned officer (NCO)?
- What are the five purposes of NCOs?
- Who was Major General Lejeune and what were his precepts defining the relationship that exists between Marine officers and the enlisted?
- What is the role of officers for the Marine Corps and the MCJROTC?
- Why does the military have ranks/rates?
- How does rank relate to responsibility?
- What does *grade* mean in the military?
- What is the difference between grade and rank/rate?
- What is the rank associated with a pay grade of E-4?

**Task Number 42**

Describe how American military conflicts resulted in the evolution of the USMC.

**Definition**

Description should include customs, tactics, traditions, and historical USMC leaders and their contributions to the evolution of the USMC (e.g., General Lewis B. “Chesty” Puller; Mameluke Sword; Devil Dog).

**Process/Skill Questions**

- What was the Battle of Derna and why is it important to the USMC?
- What was the Battle of Chapultepec and what was its significance to the USMC?
- What was the Battle of Iwo Jima and what was its historical significance?

**Task Number 43**
Describe how war has furthered advancements in technology.

Definition

Description should include how war increases the volume of resources dedicated to research and development to create weapons or improvements to existing technologies that will provide an advantage over adversaries.

Process/Skill Questions

- How does history apply to the present day?
- Why is it important to understand the relationship between war and technology?

Task Number 44

Demonstrate courtesy in given situations.

Definition

Demonstration should include

- performing a courteous, respectful, or considerate act or expression
- executing military customs to show consideration and respect for others (e.g., salutes, colors, rendering honors, addressing individuals).

Process/Skill Questions

- What is courtesy?
- How does courtesy enable mission accomplishment?
- Is courtesy only applicable in the military? Explain.

Task Number 45

Establish a checklist to improve inspection readiness (e.g., wear and care of the uniform and personal grooming).

Definition

Establishing a checklist should include meeting USMC regulations regarding

- blouse
- trousers or slacks
- shirt and sleeves
- neck tie/neck tab
- cover
- shoes/boots
- insignia
• personal grooming (e.g., hair, nails).

Process/Skill Questions

• How does one prepare for an inspection?
• How is time management related to preparedness?
• What are the parts of the utility uniform?
• What are the grooming regulations for males and females?

Task Number 46

Identify situations in which the hand salute is not required.

Definition

Identification should include instructions included in the current version of the Marine Corps Drill and Ceremonies Manual (MCO P5060.20 w/CH-1).

Process/Skill Questions

• When should one salute indoors?
• How is the hand salute executed?
• What is the proper distance from which to execute the hand salute?

Task Number 47

Demonstrate flag etiquette.

Definition

Demonstration should include standards identified in the most current version of the Marine Corps Flag Manual (MCO P10520.3B).

Process/Skill Questions

• What are the three types of flags?
• When is the flag raised and lowered?
• What is the significance of a flag flying at half-mast/half-staff and when does it apply?

Task Number 48

Explain the philosophy and purpose behind U.S. Navy and USMC proper greeting.
Definition

Explanation should include that proper greeting by rank and, optionally, last name is provided as a sign of respect and courtesy.

Process/Skill Questions

- What is proper greeting?
- How should one address a senior?
- How would one address a person of unknown rank?

Task Number 49

Conduct military drill at the unit level.

Definition

Conducting the military drill should include adherence to the most current version of the *Marine Corps Drill and Ceremonies Manual (MCO P5060.20 w/CH-1).*

Process/Skill Questions

- What is the purpose of drill?
- What are the three types of commands in drill?
- What is the pace count for quick-time march?

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Task Number 50

Perform land navigation.

Definition

Performance should include

- locating positions on a map
- using a compass
- analyzing terrain features
- slope and contour lines
- identifying key elements of a map
- identifying an azimuth and individual pace count from one point to another
- measuring distance.

Process/Skill Questions

- What is an azimuth?
Why is it important to learn to use a compass?
What are the key elements of a map?

Task Number 51

Demonstrate marksmanship safety procedures.

Definition

Demonstration should include the following:

- Muzzle (i.e., point in a safe direction)
- Action (i.e., keep your action open)
- Trigger (i.e., finger off the trigger)

Process/Skill Questions

- What is MAT? Why is it important to marksmanship safety procedures?
- In what direction should the muzzle be pointed at all times? Why?
- Who is a safety officer?

Task Number 52

Identify marksmanship shooting positions.

Definition

Identification should include the following:

- Prone
- Kneeling
- Off-hand or standing

Process/Skill Questions

- What is the first shooting position in Civilian Marksmanship Program (CMP)-style matches?
- In what positions does one not need a rifle sling?
- In what position does one use a kneeling roll?

Task Number 53

Demonstrate safe range operations.

Definition
Demonstration should include the following:

- Range commands
- Firing line
- Firing point

**Process/Skill Questions**

- What is the term used to start shooting?
- What is the measurement from the firing line to the firing point?
- Who can call a cease-fire on the firing line?

**Developing Leadership**

**Task Number 54**

**Describe the traits of a good leader.**

**Definition**

Description should include the following traits:

- Justice
- Judgment
- Dependability
- Integrity
- Decisiveness
- Tact
- Initiative
- Endurance
- Bearing
- Unselfishness
- Courage
- Knowledge
- Loyalty
- Enthusiasm

Note: The acronym for the leadership traits is JJDIDTIEBUCKLE.

**Process/Skill Questions**
Task Number 55

Describe the 11 leadership principles.

Definition

Description should include the following principles of leadership:

- Know yourself and seek self-improvement
- Be technically and tactically proficient.
- Know your people and look out for their welfare.
- Keep your personnel informed.
- Set the example.
- Ensure that the task is understood, supervised, and accomplished.
- Train your marines and sailors as a team.
- Make sound and timely decisions.
- Develop a sense of responsibility among your subordinates.
- Employ your command within its capabilities.
- Seek responsibilities and take responsibility.

Reference: Marine Corps Junior ROTC Training Education and Command Leadership Principles
Note: the mnemonic/acronym for leadership principles is KK B METS KIDS.

Process/Skill Questions

- Which of the 11 principles is most important and why? Why is each important?
- What is the importance of a sound/timely decision?

Task Number 56

Summarize the benefits and risks in assuming a leadership role.

Definition

Summary should include

- benefits
  - directly contribute to and shape positive and high-stakes outcomes and control of continuing initiatives
  - gain leadership experience and credentials
- risks
  - assume the blame for failure
personal/leadership flaws can affect the integrity of the group/team.

Process/Skill Questions

- What is an example of a risk related to assuming a leadership role?
- What is an example of a benefit related to assuming a leadership role?
- Why must a leader assume the blame for failure?
- How do authority, responsibility, and accountability play a role in successful leadership?
- What is morale?
- Why is cultivating high morale among the team important to a leader?

Task Number 57

Select the optimum leadership styles for given situations.

Definition

Selection should pair the following leadership styles with different identified situations:

- Authoritarian
- Participative
- Delegative

Process/Skill Questions

- What is an authoritarian leadership style?
- In what type of situation would one use a participative leadership style?
- What conditions should exist to warrant use of the delegative leadership style?

Task Number 58

Identify techniques for encouraging others.

Definition

Identification should include

- making team members aware of their roles and the project goals
- assessing team members and applying the motivation technique that might work best
- modeling behaviors and practices that exemplify expectations
- communicating effectively, listening, and supporting team members' concerns
- rewarding positive contributions to team success
- solving morale problems and encouraging focused contributions.

Process/Skill Questions

- How is setting an example important to motivating others?
• How does camaraderie relate to esprit de corps?
• What are the 14 principles of motivation?
• Why is being motivated important to the unit?
• What is the most powerful form of motivation?
• What are the three different meanings associated with discipline?
• How is discipline related to leadership?
• What are some leadership techniques that can be used to improve discipline?
• Why is morale important?
• What are some techniques to improve and foster high morale?

Task Number 59

Identify advantages of teamwork.

Definition

Identification should include

• creativity—ideas are contributed from diverse pathways of experience
• satisfaction—pride in belonging to a team that meets goals that an individual could not meet alone (camaraderie)
• expertise—the skills each member contributes to the success of the group, empowering the team’s abilities
• efficiency—tasks are accomplished simultaneously with other team members, reducing the expenditure of time as a resource as well as promoting camaraderie
• assessment—teams provide a forum for individuals to exchange concerns and ideas and to solve problems
• support—each member is available to help and be helped by another, when needed, and is recognized for his/her efforts.

Process/Skill Questions

• What is teamwork?
• What is the importance of communication in building a team?
• How does one build pride as part of a team?
• How should a team leader demonstrate expertise to his/her team?
• Why is it important to practice and train as an individual and as a team?

Task Number 60

Identify the roles of a leader in a given team project.

Definition

Identification should include the roles of a noncommissioned officer (NCO) and an officer. It should also include the responsibilities that the leader assumes before beginning to work on a project, communicating these ideas to the team, delegating assignments, and amending as needed.
Process/Skill Questions

- How is communication relevant to leadership?
- What is *ethics*?
- Why is ethics important in leadership?

**Task Number 61**

**Compare contemporary leaders and their distinguishing traits and principles.**

**Definition**

Identification should include

- the leader's name, position, and accomplishments
- the leadership traits and principles portrayed
- the effects of the leader.

**Process/Skill Questions**

- Who is the current commander in chief?
- Who was Lt. Gen. Lewis Burwell "Chesty" Puller?
- Who is the commandant of the USMC?

**Task Number 62**

**Establish leadership goals.**

**Definition**

Establishment of goals should include

- identifying leadership opportunities
- examining leadership opportunities to which personal skills are well matched
- selecting leadership opportunities that are progressively challenging and require increasing amounts of responsibility
- assessing strengths and weaknesses of personal performance in each leadership opportunity.

**Process/Skill Questions**

- Why is it important to set goals?
- How do goals enhance leadership development?
- How does one ensure that a goal is realistic and attainable?
- How will setting leadership goals assist in planning beyond high school?
Task Number 63

Identify common leadership and followership opportunities.

Definition

Identification may include

- participating in community events or service opportunities
- volunteering at human services organizations (e.g., Red Cross, Habitat for Humanity)
- contributing to public forums
- managing others at work
- competing on sports teams
- participating in student government and other student organizations
- participating in JROTC drill.

Process/Skill Questions

- Why is it important to be able to lead and follow?
- How can one evaluate leadership opportunities?
- How does volunteering relate to leadership?
- How does the community benefit from having citizens involved as leaders and followers?

Task Number 64

Demonstrate behaviors that might lead to promotion.

Definition

Demonstration should include

- showing initiative and independence
- offering help to peers and being a good team member
- developing a mentor relationship with a leader
- maintaining professionalism at all times
- providing good ideas
- seeking leadership roles
- resolving conflicts between team members.

Process/Skill Questions

- What is initiative?
- How does professionalism support promotion?
- Why is seeking responsibility important?
- How is proficiency defined in the Marine Corps?
- How can one develop personal proficiency in the MCJROTC?
Developing Citizenship

Task Number 65

Demonstrate patriotism.

Definition

Demonstration could include

- being an informed citizen
- honoring the flag
- participating in your local, state, or national communities
- working for or with the government
- voting
- demonstrating and assembling peacefully
- respecting and communicating with elected officials.

Process/Skill Questions

- What is patriotism?
- How does patriotism relate to JROTC?
- How does patriotism relate to citizenship?

Task Number 66

Identify the significance of the Freedom Documents.

Definition

Identification should include the significance of the following documents:

- Mayflower Compact
- Declaration of Independence
- Bill of Rights
- Preamble to the U.S. Constitution
- The Constitution of the United States of America
- Gettysburg Address
- “I have a dream” speech by Dr. Martin Luther King, Jr.
- Emancipation Proclamation

Process/Skill Questions
• How do the Freedom Documents guide leadership at all levels of government?
• How can an understanding of the importance of the Freedom Documents help develop future leaders?
• Why is it important to understand the Freedom Documents?

Task Number 67

Identify the significance of the Bill of Rights.

Definition

Identification should include each of the first 10 amendments to the U.S. Constitution. Identification may also include the “five freedoms”:

• Freedom of Speech
• Freedom of Religion
• Freedom of Assembly
• Freedom of the Press
• Right to Petition

Process/Skill Questions

• Why are the first five amendments to the U.S. Constitution controversial?
• Why do members of the U.S. military, as well as elected officials, swear an oath to the Constitution?
• Who were the authors of the U.S. Constitution?

Task Number 68

Identify U.S. citizenship requirements.

Definition

Identification should include the U.S. Immigration and Nationality Act of 1952.

Process/Skill Questions

• What is the Oath of Citizenship?
• What are the requirements to become a citizen?
• What is the difference between a naturalized citizen and citizen by birth?
• What do Jus Soli and Jus Sanguinis mean?

Task Number 69

Identify political systems throughout the world.

Definition
Identification should include the following types of political systems:

- Totalitarianism
- Democracy
- Republic
- Theocracy
- Monarchy
- Parliamentary

**Process/Skill Questions**

- What type of political system do we have in the United States?
- From what type of political system did the United States gain its independence?
- What type of political system does North Korea have?

**Task Number 70**

**Identify economic systems throughout the world.**

**Definition**

Identification should include the following:

- Capitalism
- Communism
- Socialism
- Mixed economies

**Process/Skill Questions**

- What was Reaganomics?
- Who was Adam Smith?

**Task Number 71**

**Identify the three branches of government.**

**Definition**

Identification should include

- Legislative Branch
- Judicial Branch
- Executive Branch

**Process/Skill Questions**
What branch of the government does the president of the United States control?
What is the Supreme Court?
Congress belongs to what branch?
What is the 10th amendment and why is it important?

Task Number 72

Explain the history of the U.S. flag.

Definition

Explanation of the history of the U.S. flag should adhere to the information in the most current version of the Marine Corps Flag Manual (MCO P10520.3B).

Process/Skill Questions

- What is the meaning of each of the symbolic elements on the first U.S. flag?
- When was the U.S. flag first shown to the world?
- When were the last two stars added to the flag? Which states do these represent?
- What do the colors of the flag symbolize?

Task Number 73

Identify a current U.S. military presence in a foreign region.

Definition

Identification should include the location and the objectives of operations. Military presence should not imply a fighting force currently engaged with an enemy. Identified operations may include those as part of United Nations Peacekeeping Operations.

Process/Skill Questions

- How does knowledge of current events relate to citizenship?
- What are reliable sources of current events?
- What information should be presented in a news story?

Task Number 74

Explain the relevance of equity issues.

Definition

Explanation should include how equity laws and policies

- protect equality and individual rights while serving in the military
• aid teamwork and individual contributions and success
• allow for the unbiased promotion of successful/skilled individuals
• reinforce democratic ideals.

Process/Skill Questions

• Why is equity relevant to the military promotion process?
• Does entering into military service by its very nature force one to surrender some equality? Explain.
• Does equity invalidate rank structure? Should everyone have an equal say in every decision? Explain.

Task Number 75

Research a community-service opportunity.

Definition

Research should include

• resources for community-service opportunities
• potential roles within a community-service opportunity
• tasks and time required to perform the community service
• benefits of the community-service
• personal skills that may be acquired or improved through service.

Process/Skill Questions

• What is volunteerism?
• What are some organizations with which one might volunteer?
• How does volunteerism relate to citizenship?

Developing Personal Growth and Responsibility

Task Number 76

Maintain personal hygiene.

Definition

Maintenance should include

• understanding the importance of seeing a doctor/dentist for prevention and treatment of health issues
• eating healthfully
• washing/bathing daily
• using personal hygiene products
  o soap
  o toothbrush, toothpaste
  o cotton swabs (for ears)
  o antiperspirant
  o facial tissue
  o nail file and/or clippers.

Process/Skill Questions

• What is halitosis?
• What is the purpose of good hygiene?
• How does regular hygiene relate to health?

Task Number 77

Take a physical fitness test.

Definition

Taking a physical fitness test should include

• identifying the conditions of the test
• following instructor's guidelines, including safety measures
• understanding results.

Process/Skill Questions

• What are the elements of a physical fitness test?
• How does one prepare for a physical fitness test?
• What are the minimum score requirements for each element of the physical fitness test?

Task Number 78

Identify the strengths and weaknesses of one's personal fitness.

Definition

Identification should include a personal assessment of

• cardiovascular fitness
• flexibility
• strength
• muscular endurance
• body composition
• general skills.

Process/Skill Questions

• What does cardiovascular mean?
• Why is it important to warm up prior to a workout?
• What is the difference between warming up and stretching?

Task Number 79

Implement a physical fitness training program.

Definition

Implementation should include the three main required components of a fitness training program:

• Strength training
• Cardiovascular training
• Flexibility training

Other variables that may impact training include the following:

• Time to dedicate to fitness
• Injuries or medical history
• Motivation
• Resources

Process/Skill Questions

• What are three examples of a strength training activity?
• What are three examples of a cardiovascular training activity?
• Why is it important to conduct strength, cardiovascular, and flexibility training?

Task Number 80

Document a personal physical fitness training program.

Definition

Documentation should include a written account of progress in the three main fitness areas of

• strength training
• cardiovascular training
• flexibility training.

Alternately, body composition and weight might also be monitored.

Process/Skill Questions

• Why is understanding one's baseline strength important?
• How is baseline cardiovascular capability determined?
• How are fitness goals influenced by a person's height and weight?

Task Number 81

Improve physical performance over time.

Definition

Improvement should be based on striving for improved performance and documenting achievements over time in the categories of

• flexibility
• cardiovascular ability
• strength
• stamina
• hand-eye coordination
• reflexes
• recovery from injuries through physical therapy.

Process/Skill Questions

• How many days per week should one train?
• How does sleep relate to physical fitness?
• How does diet/nutrition impact physical fitness?

Task Number 82

Identify the biological processes of substance abuse and stress that impede a healthy lifestyle.

Definition

Identification should include processes such as
• substance abuse—aside from the physical damage that drugs, alcohol, and tobacco can inflict on the body's organs, substance abuse can prevent subjects from dealing with emotional stress and reality. Different drugs affect biological processes in different ways.
• stress—triggers chemical reactions in the body that can have adverse health consequences (e.g., increased blood flow to muscles and brain, decreased blood flow to the skin and digestive organs, reduced effectiveness of the immune system, altered functions of other organs).

Process/Skill Questions

• What lifestyle habits may keep someone from being healthy?
• What are three examples of healthy lifestyle choices?
• How does one reduce the negative effects of stress?

Task Number 83

Identify first-aid procedures.

Definition

Identification should include the four life-saving steps:

• Restore the breathing.
• Stop the bleeding.
• Protect the wound.
• Treat for shock.

Process/Skill Questions

• What does ABC stand for? (airway, breathing, circulation)
• What is the recommended number of compressions required per minute during cardiopulmonary resuscitation (CPR)?
• How does one obtain CPR certification?

Task Number 84

Identify the 11 general orders.

Definition

Identification should include

• general orders 1-11
• the difference between general orders and special orders.

Process/Skill Questions

• Why are the 11 general orders important?
• What are special orders and how do they differ from general orders?

Task Number 85

Identify military disciplinary systems.

Definition

Identification should include

• Uniform Code of Military Justice (UCMJ)
• nonjudicial punishment
• courts-martial.

Process/Skill Questions

• What is the purpose of military law?
• How is military law organized under the UCMJ?
• Why is it necessary to have the UCMJ, and to whom does it apply?
• What is discipline?
• How does self-reliance relate to discipline?
• How does discipline relate to mission accomplishment?

Task Number 86

Explain the philosophy of JROTC and military disciplinary actions.

Definition

Explanation should include the philosophy of disciplinary actions as those that demonstrate that there are consequences to actions.

Process/Skill Questions

• What is the relationship between action and consequence?
• Why is there a high standard of conduct in JROTC?
• What is an example of behavior that may lead to positive consequences?

Task Number 87

Develop self-discipline.

Definition

Developing self-discipline should include
• identifying a personal goal (e.g., a personal condition or behavior that needs improvement, an accomplishment that would require diligence and hard work)
• setting realistic short-, medium-, and long-term goals or performance benchmarks
• persevering in the face of temporary setbacks or obstacles
• changing one's behavioral patterns
• resisting temporary pleasures to achieve a greater good.

Process/Skill Questions

• Why is it imperative to establish goals?
• Why is self-discipline important?
• How might one go about changing a bad habit?

Task Number 88

Comply with procedures in the cadet or student handbook.

Definition

Compliance should include identification of and adherence to USMC curriculum expectations that coincide with performance evaluation.

Process/Skill Questions

• Where can one access the cadet or student handbook?
• How can one use the cadet handbook outside of JROTC?

Task Number 89

Apply verbal and written presentation methods for a given topic.

Definition

Application should be based on

• message/content competence
• available media
• audience composition and size
• duration of presentation.

Process/Skill Questions

• What means can a person use to communicate a message?
• What is *audience*?
• How does one go about pacing a presentation?

**Task Number 90**

**Demonstrate verbal and written presentation methods for a given topic.**

**Definition**

Demonstration should include

• determining communication objectives
• communicating message/instructions effectively.

**Process/Skill Questions**

• How does one determine the message/information to be conveyed in a presentation?
• Which communication methods are appropriate when making a presentation to a large group?
• How can one evaluate the success of a presentation?

**Developing Knowledge of Public Service and Career Exploration**

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**Task Number 91**

**Consider the Armed Services Vocational Aptitude Battery (ASVAB) as an aptitude assessment tool.**

**Definition**

Consideration should include

• cost (no cost)
• benefits
• application for career exploration.

**Process/Skill Questions**

• What are the current ASVAB score requirements for entry into each military branch?
• What other agencies or organizations utilize ASVAB scores for placement consideration?
• How and where should one register to take the ASVAB?

Task Number 92

Assess personal qualifications needed to serve in the military.

Definition

Assessment should include

• age requirement
• education requirements and academic performance standards
• physical health requirements
• mental health requirements
• moral qualifications.

Additional items affect admission into the military, including, but not limited to,

• number of dependents under 18 years of age
• criminal record
• U.S. citizenship status.

Process/Skill Questions

• What are the mental qualifications for serving in the U.S. military?
• What are the moral qualifications for serving in the U.S. military?
• What are the physical qualifications for serving in the U.S. military?
• How old does one have to be to serve in the U.S. military?

Task Number 93

Develop skills required to succeed in the U.S. military.

Definition

Preparation may include

• taking an Armed Services Vocational Aptitude Battery (ASVAB) practice exam and exploring careers
• maintaining physical fitness
• becoming financially responsible
• researching military career options
• adjusting mentally.
Process/Skill Questions

- When is the ASVAB offered?
- What are the benefits of taking a practice ASVAB test?
- Who coordinates ASVAB test administration?
- How will discipline assist with a career in the military or a career in the civilian workforce?

SOL Correlation by Task

<table>
<thead>
<tr>
<th>Task</th>
<th>Description</th>
<th>English:</th>
<th>History and Social Science:</th>
</tr>
</thead>
<tbody>
<tr>
<td>39</td>
<td>Outline the benefits of participating in the United States Marine Corps’ (USMC) JROTC program.</td>
<td>10.6, 10.7, 11.6, 11.7, 12.6, 12.7</td>
<td>GOVT.1, GOVT.3, GOVT.9, GOVT.16, VUS.1, WHII.1</td>
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<tr>
<td>40</td>
<td>Describe the U.S. military chain of command (i.e., organizational structure).</td>
<td>10.5, 11.5, 12.5</td>
<td>GOVT.7, GOVT.12</td>
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<td>41</td>
<td>Explain the philosophy and purpose behind military grades and ranks/rates.</td>
<td>11.3, 11.5, 12.3, 12.5</td>
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<tr>
<td>42</td>
<td>Describe how American military conflicts resulted in the evolution of the USMC.</td>
<td>11.8, 12.8</td>
<td></td>
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<tr>
<td>43</td>
<td>Describe how war has furthered advancements in technology.</td>
<td>11.8, 12.8</td>
<td>VUS.14</td>
</tr>
<tr>
<td>44</td>
<td>Demonstrate courtesy in given situations.</td>
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<td>GOVT.1, VUS.1, WHII.1</td>
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<tr>
<td>45</td>
<td>Establish a checklist to improve inspection readiness (e.g., wear and care of the uniform and personal grooming).</td>
<td>10.6, 11.6, 12.6</td>
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<td>46</td>
<td>Identify situations in which the hand salute is not required.</td>
<td>10.5, 11.5, 12.5</td>
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<tr>
<td>47</td>
<td>Demonstrate flag etiquette.</td>
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<tr>
<td>48</td>
<td>Explain the philosophy and purpose behind U.S. Navy and USMC proper greeting.</td>
<td>10.5, 11.5, 12.5</td>
<td></td>
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<tr>
<td>49</td>
<td>Conduct military drill at the unit level.</td>
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<td>VUS.14</td>
</tr>
<tr>
<td>50</td>
<td>Perform land navigation.</td>
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<td>VUS.14</td>
</tr>
<tr>
<td>51</td>
<td>Demonstrate marksmanship safety procedures.</td>
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<td>VUS.14</td>
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<td>52</td>
<td>Identify marksmanship shooting positions.</td>
<td>10.5, 11.5, 12.5</td>
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<td>53</td>
<td>Demonstrate safe range operations.</td>
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<td>54</td>
<td>Describe the traits of a good leader.</td>
<td>10.5, 11.5, 12.5</td>
<td>GOVT.1, VUS.1, WHII.1</td>
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<td>55</td>
<td>Describe the 11 leadership principles.</td>
<td>English: 10.5, 11.5, 12.5</td>
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<td></td>
<td>History and Social Science: GOVT.1, VUS.1, WHII.1</td>
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<td>56</td>
<td>Summarize the benefits and risks in assuming a leadership role.</td>
<td>English: 11.3, 11.5, 12.5</td>
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<tr>
<td>57</td>
<td>Select the optimum leadership styles for given situations.</td>
<td>History and Social Science: GOVT.13, GOVT.14</td>
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<tr>
<td>58</td>
<td>Identify techniques for encouraging others.</td>
<td>English: 10.1, 10.2, 11.1, 11.2, 12.1, 12.2</td>
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<td></td>
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<td>History and Social Science: GOVT.1, VUS.1, WHII.1</td>
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<tr>
<td>59</td>
<td>Identify advantages of teamwork.</td>
<td>English: 10.5, 11.5, 12.5</td>
<td></td>
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<tr>
<td>60</td>
<td>Identify the roles of a leader in a given team project.</td>
<td>English: 10.5, 11.5, 12.5</td>
<td></td>
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<tr>
<td>61</td>
<td>Compare contemporary leaders and their distinguishing traits and principles.</td>
<td>English: 10.5, 11.5, 12.5</td>
<td></td>
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<td>62</td>
<td>Establish leadership goals.</td>
<td>English: 10.5, 11.5, 12.5</td>
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<td>Identify common leadership and followership opportunities.</td>
<td>History and Social Science: GOVT.1, VUS.1, WHII.1</td>
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<td>64</td>
<td>Demonstrate behaviors that might lead to promotion.</td>
<td>History and Social Science: GOVT.1, VUS.1, WHII.1</td>
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<td>65</td>
<td>Demonstrate patriotism.</td>
<td>History and Social Science: GOVT.1, VUS.1, WHII.1</td>
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<td>Identify the significance of the Freedom Documents.</td>
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<td>Identify the significance of the Bill of Rights.</td>
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<td>68</td>
<td>Identify U.S. citizenship requirements.</td>
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<td>Identify political systems throughout the world.</td>
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</tbody>
</table>
Appendix: Credentials, Course Sequences, and Career Cluster Information

Industry Credentials: Only apply to 36-week courses

- Armed Services Vocational Aptitude Battery Examination
- College and Work Readiness Assessment (CWRA+)
- National Career Readiness Certificate Assessment
- Workplace Readiness Skills for the Commonwealth Examination

Concentration sequences: A combination of this course and those below, equivalent to two 36-week courses, is a concentration sequence. Students wishing to complete a specialization may take additional courses based on their career pathways. A program completer is a student who has met the requirements for a CTE concentration sequence and all other requirements for high school graduation or an approved alternative education program.

- Marine Corps JROTC I (MC7913/36 weeks)
- Marine Corps JROTC III (MC7918/36 weeks)
- Marine Corps JROTC IV (MC7919/36 weeks)

Career Cluster: Education and Training

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<thead>
<tr>
<th>Pathway</th>
<th>Occupations</th>
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<td>Administration and Administrative Support</td>
<td>Instructional Coordinator</td>
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<td></td>
<td>Training and Development Manager</td>
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<tr>
<td>Professional Support Services</td>
<td>Instructional Developer</td>
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<tr>
<td>Teaching and Training</td>
<td>Coach, Secondary Level</td>
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<td></td>
<td>Instructional Coordinator</td>
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<td></td>
<td>Training Consultant/Training Specialist</td>
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Career Cluster: Government and Public Administration

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<th>Pathway</th>
<th>Occupations</th>
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<td>Diplomatic Courier</td>
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<td>Interpreter/Translator</td>
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<td>Governance</td>
<td>Legislative Aide</td>
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<td></td>
<td>Legislator</td>
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<td>National Security</td>
<td>Combat Specialty Officer</td>
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<td>Military Enlisted Personnel</td>
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## Career Cluster: Government and Public Administration

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<td>Military Intelligence Specialist</td>
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<tr>
<td>Military Officer</td>
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<td>Special Forces Personnel</td>
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<td>Planning</td>
<td>Economic Development Coordinator</td>
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<td></td>
<td>Urban and Regional Planner</td>
</tr>
<tr>
<td>Public Management and Administration</td>
<td>Court Clerk</td>
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<td>Government Accountant/Auditor</td>
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<td>Postal Service Clerk</td>
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<td>Postmaster/Mail Superintendent</td>
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<td>Regulation</td>
<td>Compliance Officer</td>
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<td>Environmental Compliance Inspector</td>
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<td>Private Detective, Investigator</td>
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<tr>
<td>Revenue and Taxation</td>
<td>Compliance Officer</td>
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## Career Cluster: Law, Public Safety, Corrections and Security

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<tr>
<th>Pathway</th>
<th>Occupations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Correction Services</td>
<td>Corrections Officer</td>
</tr>
<tr>
<td></td>
<td>Probation, Parole Officer</td>
</tr>
<tr>
<td>Emergency and Fire Management Services</td>
<td>Emergency Medical Technician, Paramedic</td>
</tr>
<tr>
<td></td>
<td>Firefighter</td>
</tr>
<tr>
<td>Law Enforcement Services</td>
<td>Police Officer</td>
</tr>
<tr>
<td>Legal Services</td>
<td>Records Processing Assistant</td>
</tr>
<tr>
<td>Security and Protective Services</td>
<td>Private Detective, Investigator</td>
</tr>
<tr>
<td></td>
<td>Security Officer</td>
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</tbody>
</table>

## Career Cluster: Transportation, Distribution and Logistics

<table>
<thead>
<tr>
<th>Pathway</th>
<th>Occupations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facility and Mobile Equipment Maintenance</td>
<td>Diesel Service Technician</td>
</tr>
<tr>
<td>Health, Safety and Environmental Management</td>
<td>Health, Safety, and Environment Manager</td>
</tr>
<tr>
<td>Logistics Planning and Management Services</td>
<td>Logistics Analyst</td>
</tr>
<tr>
<td></td>
<td>Logistics Engineer</td>
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<tr>
<td></td>
<td>Logistics Manager</td>
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<tr>
<td>Sales and Service</td>
<td>Dispatcher</td>
</tr>
<tr>
<td>Transportation Operations</td>
<td>Transportation Manager</td>
</tr>
<tr>
<td>Transportation Systems/Infrastructure Planning, Management and Regulation</td>
<td>Civil Engineer</td>
</tr>
<tr>
<td></td>
<td>Civil Engineering Technician</td>
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<tr>
<td></td>
<td>Transportation Manager</td>
</tr>
<tr>
<td>Warehousing and Distribution Center Operations</td>
<td>Traffic Engineer</td>
</tr>
<tr>
<td></td>
<td>Transportation Manager</td>
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</tbody>
</table>

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