



Program of Study Guide: **Junior Reserve Officers' Training Corps (JROTC)**

Guidelines and course standards for Army, Navy, Air Force
and Marine Corps JROTC Programs of Study

Office of College and Career Pathways

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MARYLAND STATE DEPARTMENT OF EDUCATION

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Office of Teaching and Leading

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Division of College and Career Pathways

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Samir Paul, Esq.

Table of Contents

Document Control Information.....	3
Purpose.....	4
Sources of Standards.....	5
Course Descriptions.....	7
Labor Market Information: Definitions and Data	8
Course Standards: Military Leadership I	10
Course Standards: Military Leadership II	13
Course Standards: Military Leadership III	16
Course Standards: Military Leadership IV	19

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Purpose

The purpose of this document is to communicate the required Career and Technical Education (CTE) academic standards for the Junior Reserve Officers' Training Corps (JROTC) Program of Study (POS). All JROTC programs must follow the curriculum and guidelines determined by their respective military service component. The standards in this document are common across all four service components. MSDE recognizes that each service component has specific labels, titles and naming conventions across their respective programs of study and within each level of curriculum. The term Military Leadership is used in this Program of Study Guide as an overarching title for the four levels of the JROTC curriculum for all service components.

In addition to academic standards, the Maryland State Department of Education (MSDE) has incorporated into this document Labor Market Information (LMI) definitions and explanations for the Program of Study; program aligned Industry Recognized Credentials; and Work-Based Learning resources and requirements by course level.

This document is intended for use by educational administrators and practitioners. A similar document is available for each state-approved CTE Program of Study.

Sources of Standards

The Public Safety Junior Reserve Officers' Training Corps (JROTC) Program of Study (POS) is informed by several authoritative sources that provide comprehensive guidelines and frameworks for public safety education. These sources ensure the program aligns with industry standards, prepares students with essential skills, and promotes leadership, technical competence, and civic responsibility.

All JROTC programs must follow the curriculum and guidelines determined by their respective military service component. The standards in this document are common across all four service components. MSDE recognizes that each service component has specific labels, titles and naming conventions across their respective programs of study and within each level of curriculum. The term Military Leadership is used in this Program of Study Guide as an overarching title for the four levels of the JROTC curriculum for all service components.

Below are the primary sources that informed the JROTC-aligned standards, along with a brief description of each, how it's used in course development, and a direct link:

1. Department of Defense Instruction 1205.13, Change 1, "Junior Reserve Officers' Training Corps (JROTC) Program"

- A. Description: The overarching DoD policy that establishes JROTC's mission, values (citizenship, service, personal responsibility), program administration, instructor qualifications, and minimum curriculum requirements.
- B. Usage: Provides the foundational program goals and ensures all branch curricula meet uniform DoD standards for a three-year minimum, safety protocols, and mission emphasis.
- C. Link: <https://www.esd.whs.mil/Portals/54/Documents/DD/issuances/dodi/120513p.pdf> ([esd.whs.mil](https://www.esd.whs.mil))

2. Advance CTE's National Career Clusters® Framework

- A. Description: A nationally recognized structure organizing CTE programs into 14 Clusters (and 72 sub-clusters), including Government & Public Administration and Public Service & Safety, and defining 12 cross-cutting Career-Ready Practices.
- B. Usage: Aligns JROTC course standards to CTE career pathways, ensures integration of career exploration, employability skills, and the cluster's knowledge/skill priorities.
- C. Link: <https://careertech.org/career-clusters/> (careertech.org)

3. U.S. Army JROTC Program Overview

- A. Description: The Army's official LET (Leadership Education & Training) program guide, detailing Army-specific mission heritage, curriculum modules (LET I–IV), and instructional resources.
- B. Usage: Informs the "Foundations," "Core Leadership," "Advanced Leadership," and "Capstone" sequences with Army-unique customs, drill standards, and leadership exercises.
- C. Link: <https://www.usarmyjrotc.com/army-junior-rotc-program-overview/>

4. Air Force Junior ROTC Fact Sheet (AFMAN 36-2204)

- A. Description: The Air Force's official field manual and fact sheet for ASL (Air & Space Leadership) courses I–IV, covering program history, leadership competencies, aerospace science, and citizenship outcomes.
- B. Usage: Provides the aerospace-science context, values-based leadership modules, and AF-specific drill and wellness standards woven into the course progression.

- C. Link: <https://www.af.mil/About-Us/Fact-Sheets/Display/Article/104476/air-force-junior-reserve-officer-training-corps/>

5. Navy NJROTC Program Information

- A. Description: Naval Education and Training Command's overview of NS I–IV curricula, emphasizing seamanship, naval history, character development, and leadership in maritime contexts.
- B. Usage: Shapes the naval traditions, teamwork exercises, and community service components in each course level.
- C. Link: <https://www.netc.navy.mil/Commands/Naval-Service-Training-Command/NJROTC/About/NJROTC-Program-Information/>

6. Marine Corps JROTC Program Guide

- A. Description: The Marine Corps' LET curriculum guide, focusing on core Marine Corps values, leadership development, marksmanship, and expeditionary skills across four course levels.
- B. Usage: Infuses Marine-distinct leadership challenges, ethics scenarios, and mentorship practices into the capstone and service-learning standards.
- C. Link: <https://www.mcjrotc.marines.mil/>

Course Descriptions

Course Level	Course Information	Description
Required Core: Course 1	Military Leadership I (ML I) SCED: Pending Grades: 9-12 Prerequisite: None Credit: 1	Military Leadership I introduces cadets to the core mission, heritage, and values of the JROTC program. Emphasis is placed on developing individual responsibility, personal wellness, and fundamental military customs and courtesies.
Required Core: Course 2	Military Leadership II (ML II) SCED: Pending Grades: 10-12 Prerequisite: Course I Credit: 1	Building on foundational knowledge, Military Leadership II shifts to small-unit dynamics and effective teamwork. Cadets explore communication models—both verbal and written—alongside followership roles that support mission success.
Required Core: Course 3	Military Leadership III (ML III) SCED: Pending Grades: 11-12 Prerequisite: Course I, course II Credit: 1	Military Leadership III challenges cadets to apply leadership concepts in complex scenarios. Through comparative study of leadership styles and situational leadership exercises, students learn to adapt their approach to team needs.
Optional: Course 4:	Military Leadership IV (ML IV) SCED: Pending Grades: 11-12 Prerequisite: Course I, II, and III Credit: 1	As the culminating experience, Military Leadership IV tasks cadets with strategic leadership, project management, and peer mentoring. Students develop comprehensive plans for a capstone initiative—such as a drill competition or community outreach event—addressing objectives, resources, and risk management.

Dual Enrollment and Career Connected Learning Experiences Must be Aligned to the CTE Core

Labor Market Information: Definitions and Data

Labor market information (LMI) plays a crucial role in shaping Career and Technical Education (CTE) programs by providing insights into industry demands, employment trends, and skills gaps. This data helps education leaders assess the viability of existing programs and identify opportunities for new offerings. By aligning CTE programs with real-time labor market needs, schools can better prepare students for in-demand careers and ensure that resources are effectively used to support pathways that lead to high-quality, sustainable employment.

Standard Occupational Code (SOC) and Aligned Industry:

Indicator	Definition	Pathway Labor Market Data
High Wage¹	Those occupations that have a 25th percentile wage equal to or greater than the most recent MIT Living Wage Index for one adult in the state of Maryland, and/or leads to a position that pays at least the median hourly or annual wage for the DC-VA-MD-WV Metropolitan Statistical Area (MSA). <i>Note: A 25th percentile hourly wage of \$24.74 or greater is required to meet this definition.</i>	Standard Occupational Code: 55-9999: Military –only occupations Hourly Wage/Annual Salary 25 th Percentile: \$15.25 / \$31,718.00 50 th Percentile: \$25.06 / \$52,116.00 75 th Percentile: \$39.21 / \$81,561.00
High Skill	Those occupations located within the DC-VA-MD-WV Metropolitan Statistical Area (MSA) with the following education or training requirements: completion of an apprenticeship program; completion of an industry-recognized certification or credential; associate's degree, bachelor's degree, or higher.	Military Operations Education: Enlisted personnel require a high school diploma, Officers require a bachelor's degree. Training: Military Occupational Specialty (MOS) provides On-the-job training and skills acquisition to become proficient with specific technologies and equipment.
In-Demand	Annual growth plus replacement, across all Maryland occupations, is <u>405</u> openings between 2024-2029.	Annual Openings 2,667

Lightcast Data Updated August 2025

¹ Living Wage Calculator: <https://livingwage.mit.edu/states/24>

Labor Market Information Data Source

Lightcast occupation employment data are based on final Lightcast industry data and final Lightcast staffing patterns. Wage estimates are based on Occupational Employment Statistics (QCEW and Non-QCEW Employees classes of worker) and the American Community Survey (Self-Employed and Extended Proprietors). Occupational wage estimates are also affected by county-level Lightcast earnings by industry. Foundational data for the state of Maryland is collected and reported by the Maryland Department of Labor.

Methodology for High Wage Calculations

To combine labor market data across multiple Standard Occupational Classifications (SOCs), a weighted average approach was used to ensure accurate representation of the marketplace. Median wages for each SOC were weighted based on their respective employment levels, reflecting the relative demand for each occupation. This method ensures that occupations with higher employment contribute proportionately to the overall wage calculation. Additionally, job openings from all relevant SOCs were summed to determine the total projected demand. For example, if Mechanical Engineers account for 67% of total employment and Electrical Engineers for 33%, their respective wages are weighted accordingly, and job openings are aggregated to provide a comprehensive view of labor market opportunities. This approach delivers a balanced and accurate representation of both wages and employment demand for the program.

Methodology for In-Demand Calculations

The baseline for annual job openings, taking into account new positions and replacement positions, was determined by taking the average of all annual job openings between 2024 and 2029 across all 797 career sectors at the 5-digit SOC code level. For the 2024-2029 period, average job openings (growth + replacement) is 405.

Course Standards: Military Leadership I

1. GENERAL REQUIREMENTS This course is recommended for students in Grades 9-10.

2. INTRODUCTION

- A. Career and Technical Education (CTE) instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.
- B. The Public Service and Safety Career Cluster focuses on preparing students for careers in local, state, and federal government; legal and justice systems; security; and military operations, all aimed at promoting civic responsibility and ensuring the well-being, security, functionality, and resilience of communities, states, and countries.
- C. All JROTC programs must follow the curriculum and guidelines determined by their respective military service component. The standards in this document are common across all four service components.
- D. The JROTC Military Leadership Program is a four-level sequence that develops cadets' citizenship, leadership, and life-ready skills through experiential learning grounded in JROTC values. Level I builds personal readiness by teaching customs, courtesies, basic drill, and wellness strategies. Level II focuses on team communication, followership, and ethical decision-making, while Level III advances leadership through situational leadership exercises and community service projects. Level IV culminates in strategic project management and peer mentoring, preparing cadets for Senior ROTC, post-secondary pathways, or civilian leadership roles.
- E. In Military Leadership I, cadets will learn flag protocols, proper uniform wear, and basic drill movements, while also establishing personal fitness routines and stress-management techniques. By the end of this course, students will demonstrate a solid understanding of citizenship principles and the habits of self-discipline necessary for success in higher-level leadership roles.
- F. Students are encouraged to participate in extended learning experiences through aligned Career and Technical Student Organizations (CTSOs). CTSOs are a cocurricular requirement in the Carl D. Perkins Act, and alignment to CTSO activities is an expectation for CTE programs in the state of Maryland.

3. KNOWLEDGE AND SKILLS

- A. **The student demonstrates the necessary skills for career development, maintenance of employability, and successful completion of course outcomes. The student is expected to:**
 - 1. Assess personal strengths, interests, and aptitudes to identify post-secondary and career pathways.
 - 2. Research and compare at least three career or educational opportunities, using tools such as the ASVAB, college-and-career platforms, or industry websites.
 - 3. Develop professional application materials—including a résumé, cover letter, and digital portfolio—highlighting JROTC and leadership experiences.
 - 4. Practice employability skills through mock interviews, networking simulations, and professional communication exercises.
 - 5. Apply goal-setting and time-management techniques to plan, monitor, and reflect on progress toward both course requirements and longer-term career objectives.

6. Identify and utilize campus and community resources (e.g., career centers, mentorship programs, alumni networks) to support ongoing professional growth.

B. The student identifies various career pathways. The student is expected to:

1. Research and categorize at least five distinct career pathways (e.g., military officer, engineering, cybersecurity, healthcare, logistics), noting required education and credentials.
2. Use assessment tools (such as the ASVAB or interest inventories) to match personal strengths and interests with appropriate career clusters.
3. Compare day-to-day duties, work environments, and advancement opportunities for two selected pathways, summarizing findings in a brief report or presentation.
4. Identify key industry-recognized credentials or certifications associated with each pathway and outline basic requirements for earning them.
5. Interview or shadow a professional in one chosen pathway (in person or virtually) and reflect on insights gained regarding skills, lifestyle, and preparation.
6. Create an actionable plan—with milestones and resources—for exploring at least one pathway further (e.g., job fair attendance, mentorship contact, online course enrollment)

C. The student develops technology and digital literacy skills. The student is expected to:

1. Demonstrate proficiency in using common productivity software—such as word processors, spreadsheets, and presentation tools—to create and format professional documents.
2. Use digital communication platforms (e-mail, video conferencing, messaging apps) following proper military communication protocols and etiquette.
3. Apply basic cybersecurity practices—password management, software updates, phishing awareness—to safeguard personal and unit information.
4. Use geospatial and navigation tools (online maps, GPS apps, GIS software) to plan routes, interpret terrain, and brief team members.
5. Collaborate on team projects using cloud-based platforms (shared drives, collaborative documents) to manage version control and coordinate tasks.
6. Evaluate emerging technologies (drones, simulation software, wearable devices) for potential applications in JROTC training scenarios

D. The student integrates core academic skills into practice. The student is expected to:

1. Apply mathematical reasoning—such as scale calculations, time–distance–speed computations, and basic statistics—to plan and evaluate team movements and resource allocation.
2. Interpret technical texts and maps—using reading comprehension strategies—to follow orders, extract key information, and brief peers accurately.
3. Compose clear, concise written communications—such as situation reports, after-action reviews, and mission plans—using proper grammar and military format.
4. Employ scientific principles—like basic physics of motion, energy transfer, or environmental science—to assess the effects of weather, terrain, and equipment on operations.
5. Integrate civic and historical knowledge—drawing on lessons from U.S. government structure, flag history, and civil–military relations—to inform ethical decision-making and leadership discussions.
6. Use data-analysis skills—organizing, charting, and interpreting operational metrics or fitness results—to support evidence-based improvements in team performance.

- E. **The student demonstrates foundational knowledge and skills in citizenship, customs, and personal readiness. The student is expected to:**
1. Explain the mission, heritage, and values of the JROTC program and the role of an informed citizen.
 2. Demonstrate proper military customs and courtesies, including uniform wear and flag protocols.
 3. Perform basic individual and squad drill movements on command.
 4. Develop and apply personal wellness strategies, including physical fitness and stress-management techniques.

Course Standards: Military Leadership II

1. **GENERAL REQUIREMENTS** This course is recommended for students in Grades 10-11
2. **INTRODUCTION**
 - A. Career and Technical Education (CTE) instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.
 - B. The Public Service and Safety Career Cluster focuses on preparing students for careers in local, state, and federal government; legal and justice systems; security; and military operations, all aimed at promoting civic responsibility and ensuring the well-being, security, functionality, and resilience of communities, states, and countries.
 - C. All JROTC programs must follow the curriculum and guidelines determined by their respective military service component. The standards in this document are common across all four service components.
 - D. The JROTC Military Leadership Program is a four-level sequence that develops cadets' citizenship, leadership, and life-ready skills through experiential learning grounded in JROTC values. Level I builds personal readiness by teaching customs, courtesies, basic drill, and wellness strategies. Level II focuses on team communication, followership, and ethical decision-making, while Level III advances leadership through situational leadership exercises and community service projects. Level IV culminates in strategic project management and peer mentoring, preparing cadets for Senior ROTC, post-secondary pathways, or civilian leadership roles..
 - E. Military Leadership II Instruction covers goal-setting, ethical decision-making, and applied wellness strategies as they relate to group operations. Career and civic awareness activities, including ASVAB preparation and community service planning, prepare cadets to connect leadership theory with real-world pathways.
 - F. Students are encouraged to participate in extended learning experiences through aligned Career and Technical Student Organizations (CTSOs). CTSOs are a cocurricular requirement in the Carl D. Perkins Act, and alignment to CTSO activities is an expectation for CTE programs in the state of Maryland.
3. **KNOWLEDGE AND SKILLS**
 - A. **The student demonstrates the necessary skills for career development, maintenance of employability, and successful completion of course outcomes. The student is expected to:**
 1. Assess personal strengths, interests, and aptitudes to identify post-secondary and career pathways.
 2. Research and compare at least three career or educational opportunities, using tools such as the ASVAB, college-and-career platforms, or industry websites.
 3. Develop professional application materials—including a résumé, cover letter, and digital portfolio—highlighting JROTC and leadership experiences.
 4. Practice employability skills through mock interviews, networking simulations, and professional communication exercises.
 5. Apply goal-setting and time-management techniques to plan, monitor, and reflect on progress toward both course requirements and longer-term career objectives.
 6. Identify and utilize campus and community resources (e.g., career centers, mentorship programs, alumni networks) to support ongoing professional growth.

B. The student identifies various career pathways. The student is expected to:

1. Research and categorize at least five distinct career pathways (e.g., military officer, engineering, cybersecurity, healthcare, logistics), noting required education and credentials.
2. Use assessment tools (such as the ASVAB or interest inventories) to match personal strengths and interests with appropriate career clusters.
3. Compare day-to-day duties, work environments, and advancement opportunities for two selected pathways, summarizing findings in a brief report or presentation.
4. Identify key industry-recognized credentials or certifications associated with each pathway and outline basic requirements for earning them.
5. Interview or shadow a professional in one chosen pathway (in person or virtually) and reflect on insights gained regarding skills, lifestyle, and preparation.
6. Create an actionable plan—with milestones and resources—for exploring at least one pathway further (e.g., job fair attendance, mentorship contact, online course enrollment)

C. The student develops technology and digital literacy skills. The student is expected to:

1. Demonstrate proficiency in using common productivity software—such as word processors, spreadsheets, and presentation tools—to create and format professional documents.
2. Use digital communication platforms (e-mail, video conferencing, messaging apps) following proper military communication protocols and etiquette.
3. Apply basic cybersecurity practices—password management, software updates, phishing awareness—to safeguard personal and unit information.
4. Use geospatial and navigation tools (online maps, GPS apps, GIS software) to plan routes, interpret terrain, and brief team members.
5. Collaborate on team projects using cloud-based platforms (shared drives, collaborative documents) to manage version control and coordinate tasks.
6. Evaluate emerging technologies (drones, simulation software, wearable devices) for potential applications in JROTC training scenarios

D. The student integrates core academic skills into practice. The student is expected to:

1. Apply mathematical reasoning—such as scale calculations, time–distance–speed computations, and basic statistics—to plan and evaluate team movements and resource allocation.
2. Interpret technical texts and maps—using reading comprehension strategies—to follow orders, extract key information, and brief peers accurately.
3. Compose clear, concise written communications—such as situation reports, after-action reviews, and mission plans—using proper grammar and military format.
4. Employ scientific principles—like basic physics of motion, energy transfer, or environmental science—to assess the effects of weather, terrain, and equipment on operations.
5. Integrate civic and historical knowledge—drawing on lessons from U.S. government structure, flag history, and civil–military relations—to inform ethical decision-making and leadership discussions.
6. Use data-analysis skills—organizing, charting, and interpreting operational metrics or fitness results—to support evidence-based improvements in team performance.

- E. **The student demonstrates effective communication, followership, and applied wellness in a team context. The student is expected to:**
1. Apply verbal, written, and non-verbal communication skills to support team objectives and followership roles.
 2. Analyze personal leadership attributes and followership traits, and their impact on small-unit performance.
 3. Demonstrate decision-making and goal-setting techniques for personal health, nutrition, and ethical conduct.
 4. Investigate career and civic pathways, integrating ASVAB/career-planning tools and community engagement concepts.

Course Standards: Military Leadership III

1. **GENERAL REQUIREMENTS** This course is recommended for students in Grades 11-12.
2. **INTRODUCTION**
 - A. Career and Technical Education (CTE) instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.
 - B. The Public Service and Safety Career Cluster focuses on preparing students for careers in local, state, and federal government; legal and justice systems; security; and military operations, all aimed at promoting civic responsibility and ensuring the well-being, security, functionality, and resilience of communities, states, and countries.
 - C. All JROTC programs must follow the curriculum and guidelines determined by their respective military service component. The standards in this document are common across all four service components.
 - D. The JROTC Military Leadership Program is a four-level sequence that develops cadets' citizenship, leadership, and life-ready skills through experiential learning grounded in JROTC values. Level I builds personal readiness by teaching customs, courtesies, basic drill, and wellness strategies. Level II focuses on team communication, followership, and ethical decision-making, while Level III advances leadership through situational leadership exercises and community service projects. Level IV culminates in strategic project management and peer mentoring, preparing cadets for Senior ROTC, post-secondary pathways, or civilian leadership roles.
 - E. Military Leadership III coursework emphasizes collaborative project planning, ethical problem-solving, and accountability in both military and civilian contexts. Cadets will design and execute a community service or service-learning project, reflecting on outcomes to refine their leadership philosophy and practices.
 - F. Students are encouraged to participate in extended learning experiences through aligned Career and Technical Student Organizations (CTSOs). CTSOs are a cocurricular requirement in the Carl D. Perkins Act, and alignment to CTSO activities is an expectation for CTE programs in the state of Maryland.
3. **KNOWLEDGE AND SKILLS**
 - A. **The student demonstrates the necessary skills for career development, maintenance of employability, and successful completion of course outcomes. The student is expected to:**
 1. Assess personal strengths, interests, and aptitudes to identify post-secondary and career pathways.
 2. Research and compare at least three career or educational opportunities, using tools such as the ASVAB, college-and-career platforms, or industry websites.
 3. Develop professional application materials—including a résumé, cover letter, and digital portfolio—highlighting JROTC and leadership experiences.
 4. Practice employability skills through mock interviews, networking simulations, and professional communication exercises.
 5. Apply goal-setting and time-management techniques to plan, monitor, and reflect on progress toward both course requirements and longer-term career objectives.
 6. Identify and utilize campus and community resources (e.g., career centers, mentorship programs, alumni networks) to support ongoing professional growth.

B. The student identifies various career pathways. The student is expected to:

1. Research and categorize at least five distinct career pathways (e.g., military officer, engineering, cybersecurity, healthcare, logistics), noting required education and credentials.
2. Use assessment tools (such as the ASVAB or interest inventories) to match personal strengths and interests with appropriate career clusters.
3. Compare day-to-day duties, work environments, and advancement opportunities for two selected pathways, summarizing findings in a brief report or presentation.
4. Identify key industry-recognized credentials or certifications associated with each pathway and outline basic requirements for earning them.
5. Interview or shadow a professional in one chosen pathway (in person or virtually) and reflect on insights gained regarding skills, lifestyle, and preparation.
6. Create an actionable plan—with milestones and resources—for exploring at least one pathway further (e.g., job fair attendance, mentorship contact, online course enrollment)

C. The student develops technology and digital literacy skills. The student is expected to:

1. Demonstrate proficiency in using common productivity software—such as word processors, spreadsheets, and presentation tools—to create and format professional documents.
2. Use digital communication platforms (e-mail, video conferencing, messaging apps) following proper military communication protocols and etiquette.
3. Apply basic cybersecurity practices—password management, software updates, phishing awareness—to safeguard personal and unit information.
4. Use geospatial and navigation tools (online maps, GPS apps, GIS software) to plan routes, interpret terrain, and brief team members.
5. Collaborate on team projects using cloud-based platforms (shared drives, collaborative documents) to manage version control and coordinate tasks.
6. Evaluate emerging technologies (drones, simulation software, wearable devices) for potential applications in JROTC training scenarios

D. The student integrates core academic skills into practice. The student is expected to:

1. Apply mathematical reasoning—such as scale calculations, time–distance–speed computations, and basic statistics—to plan and evaluate team movements and resource allocation.
2. Interpret technical texts and maps—using reading comprehension strategies—to follow orders, extract key information, and brief peers accurately.
3. Compose clear, concise written communications—such as situation reports, after-action reviews, and mission plans—using proper grammar and military format.
4. Employ scientific principles—like basic physics of motion, energy transfer, or environmental science—to assess the effects of weather, terrain, and equipment on operations.
5. Integrate civic and historical knowledge—drawing on lessons from U.S. government structure, flag history, and civil–military relations—to inform ethical decision-making and leadership discussions.
6. Use data-analysis skills—organizing, charting, and interpreting operational metrics or fitness results—to support evidence-based improvements in team performance.

- E. **The student demonstrates advanced leadership, teamwork, and ethical decision-making through service activities. The student is expected to:**
1. Compare and contrast leadership styles and apply situational leadership to lead small-unit projects.
 2. Plan, organize, and facilitate team-building exercises that emphasize collaboration and accountability.
 3. Evaluate ethical dilemmas in military and civilian contexts, proposing solutions that reflect core values.
 4. Design and implement a community service or service-learning project, assessing outcomes and lessons learned.

Course Standards: Military Leadership IV (Optional)

1. **GENERAL REQUIREMENTS** This course is recommended for students in Grades 11-12.
2. **INTRODUCTION**
 - A. Career and Technical Education (CTE) instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.
 - B. The Public Service and Safety Career Cluster focuses on preparing students for careers in local, state, and federal government; legal and justice systems; security; and military operations, all aimed at promoting civic responsibility and ensuring the well-being, security, functionality, and resilience of communities, states, and countries.
 - C. All JROTC programs must follow the curriculum and guidelines determined by their respective military service component. The standards in this document are common across all four service components.
 - D. The JROTC Military Leadership Program is a four-level sequence that develops cadets' citizenship, leadership, and life-ready skills through experiential learning grounded in JROTC values. Level I builds personal readiness by teaching customs, courtesies, basic drill, and wellness strategies. Level II focuses on team communication, followership, and ethical decision-making, while Level III advances leadership through situational leadership exercises and community service projects. Level IV culminates in strategic project management and peer mentoring, preparing cadets for Senior ROTC, post-secondary pathways, or civilian leadership roles.
 - E. In Military Leadership IV, cadets mentor underclassmen in drill, customs, and leadership fundamentals, providing constructive feedback and modeling professionalism. A reflective component guides each student to assess personal growth and prepare for transition into Senior ROTC, post-secondary education, or civilian leadership roles.
 - F. Students are encouraged to participate in extended learning experiences through aligned Career and Technical Student Organizations (CTSOs). CTSOs are a cocurricular requirement in the Carl D. Perkins Act, and alignment to CTSO activities is an expectation for CTE programs in the state of Maryland.
3. **KNOWLEDGE AND SKILLS**
 - A. **The student demonstrates the necessary skills for career development, maintenance of employability, and successful completion of course outcomes. The student is expected to:**
 1. Assess personal strengths, interests, and aptitudes to identify post-secondary and career pathways.
 2. Research and compare at least three career or educational opportunities, using tools such as the ASVAB, college-and-career platforms, or industry websites.
 3. Develop professional application materials—including a résumé, cover letter, and digital portfolio—highlighting JROTC and leadership experiences.
 4. Practice employability skills through mock interviews, networking simulations, and professional communication exercises.
 5. Apply goal-setting and time-management techniques to plan, monitor, and reflect on progress toward both course requirements and longer-term career objectives.
 6. Identify and utilize campus and community resources (e.g., career centers, mentorship programs, alumni networks) to support ongoing professional growth.

B. The student identifies various career pathways. The student is expected to:

1. Research and categorize at least five distinct career pathways (e.g., military officer, engineering, cybersecurity, healthcare, logistics), noting required education and credentials.
2. Use assessment tools (such as the ASVAB or interest inventories) to match personal strengths and interests with appropriate career clusters.
3. Compare day-to-day duties, work environments, and advancement opportunities for two selected pathways, summarizing findings in a brief report or presentation.
4. Identify key industry-recognized credentials or certifications associated with each pathway and outline basic requirements for earning them.
5. Interview or shadow a professional in one chosen pathway (in person or virtually) and reflect on insights gained regarding skills, lifestyle, and preparation.
6. Create an actionable plan—with milestones and resources—for exploring at least one pathway further (e.g., job fair attendance, mentorship contact, online course enrollment)

C. The student develops technology and digital literacy skills. The student is expected to:

1. Demonstrate proficiency in using common productivity software—such as word processors, spreadsheets, and presentation tools—to create and format professional documents.
2. Use digital communication platforms (e-mail, video conferencing, messaging apps) following proper military communication protocols and etiquette.
3. Apply basic cybersecurity practices—password management, software updates, phishing awareness—to safeguard personal and unit information.
4. Use geospatial and navigation tools (online maps, GPS apps, GIS software) to plan routes, interpret terrain, and brief team members.
5. Collaborate on team projects using cloud-based platforms (shared drives, collaborative documents) to manage version control and coordinate tasks.
6. Evaluate emerging technologies (drones, simulation software, wearable devices) for potential applications in JROTC training scenarios

D. The student integrates core academic skills into practice. The student is expected to:

1. Apply mathematical reasoning—such as scale calculations, time–distance–speed computations, and basic statistics—to plan and evaluate team movements and resource allocation.
2. Interpret technical texts and maps—using reading comprehension strategies—to follow orders, extract key information, and brief peers accurately.
3. Compose clear, concise written communications—such as situation reports, after-action reviews, and mission plans—using proper grammar and military format.
4. Employ scientific principles—like basic physics of motion, energy transfer, or environmental science—to assess the effects of weather, terrain, and equipment on operations.
5. Integrate civic and historical knowledge—drawing on lessons from U.S. government structure, flag history, and civil–military relations—to inform ethical decision-making and leadership discussions.
6. Use data-analysis skills—organizing, charting, and interpreting operational metrics or fitness results—to support evidence-based improvements in team performance.

- E. **The student demonstrates strategic leadership, project management, and mentoring skills in a capstone setting. The student is expected to:**
1. Compare and contrast leadership styles and apply situational leadership to lead small-unit projects.
 2. Plan, organize, and facilitate team-building exercises that emphasize collaboration and accountability.
 3. Evaluate ethical dilemmas in military and civilian contexts, proposing solutions that reflect core values.
 4. Design and implement a community service or service-learning project, assessing outcomes and lessons learned.