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 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.
# Table of Contents

## Unit 1: Citizenship in Action

- **Chapter 1: Foundations of Army JROTC and Getting Involved** ................................................................. 2  
  - Lesson 3: Moving Up in Army JROTC – Rank and Structure ............................................................. 2  
  - Lesson 4: The Signs of Success ................................................................. 4  
  - Lesson 5: Your Personal Appearance and Uniform ................................................................. 6  
  - Lesson 6: The Stars and Stripes ......................................................................................... 12  
  - Lesson 7: Proudly We Sing - The National Anthem ................................................................. 14  
  - Lesson 8: American Military Traditions, Customs, and Courtesies ........................................... 15  
  - Lesson 9: Basic Command and Staff Principles ............................................................................. 15  

- **Chapter 2: Service to the Nation** ..................................................................................... 16  
  - Lesson 1: The Department of Defense ..................................................................................... 16  

## Unit 2: Leadership Theory and Application

- **Chapter 1: Being a Leader** ..................................................................................... 17  
  - Lesson 3: Leadership from the Inside Out ........................................................................ 17  
  - Lesson 4: Principles and Leadership ..................................................................................... 17  

- **Chapter 2: Leadership Skills** ..................................................................................... 18  
  - Lesson 4: Stationary Movements ..................................................................................... 18  
  - Lesson 5: Steps and Marching ......................................................................................... 19  
  - Lesson 6: Squad Drill ................................................................................................. 20  

- **Chapter 4: Leadership Strategies** ..................................................................................... 22  
  - Lesson 2: Performance Indicators ..................................................................................... 22  
  - Lesson 4: Decision Making and Problem Solving ................................................................. 22  

- **Chapter 5: Leading Others** ..................................................................................... 24  
  - Lesson 1: Platoon Drill ................................................................................................. 24  
  - Lesson 3: Company Formations and Movement ....................................................................... 25  
  - Lesson 4: Forming, Inspection, and Dismissing the Battalion ..................................................... 27  

## Unit 3: Foundations for Success

- **Chapter 1: Know Yourself - Socrates** ..................................................................................... 29  
  - Lesson 1: Self-Awareness ................................................................................................. 29  
  - Lesson 5: Pathways to Success (QBOL) ..................................................................................... 30  

- **Chapter 2: Learning to Learn** ..................................................................................... 31  
  - Lesson 1: Brain Structure and Function ............................................................................. 31  
  - Lesson 2: Left-Brain/Right-Brain ..................................................................................... 31  

- **Chapter 5: Conflict Resolution** ..................................................................................... 32  
  - Lesson 1: Causes of Conflict ................................................................................................. 32  

- **Chapter 8: Making a Difference with Service Learning** .................................................. 33  
  - Lesson 1: Orientation to Service Learning ............................................................................... 33  
  - Lesson 2: Plan and Train for Your Exploratory Project ................................................................ 33  

- **Chapter 9: Career Planning** ..................................................................................... 34  
  - Lesson 2: Career Development Portfolio ..................................................................................... 34
Chapter 10: Planning Skills and Social Responsibility .................................................................35
  Lesson 1: Making the Right Choices .........................................................................................35
  Lesson 4: Cadet Etiquette Guide .............................................................................................35
Chapter 12: Teaching Skills ........................................................................................................36
  Lesson 5: Thinking Maps® and Graphic Organizers ...............................................................36

Unit 4: Wellness, Fitness, and First Aid ......................................................................................39
  Chapter 1: Achieving a Healthy Lifestyle ...............................................................................39
    Lesson 2: Cadet Challenge .....................................................................................................39
  Lesson 4: Nutrition - You Are What You Eat .........................................................................42
  Lesson 5: At Risk - Suicide Awareness and Prevention .........................................................43

Unit 6: Citizenship and American History ..................................................................................44
  Chapter 1: You the People – The Citizenship Skills ...............................................................44
    Lesson 1: The Preamble ........................................................................................................44
  Chapter 3: Creating the Constitution ....................................................................................44
    Lesson 1: Articles of Confederation 1781 .........................................................................44
The Junior ROTC Cadet Creed

I am an Army Junior ROTC Cadet.

I will always conduct myself to bring credit to my family, country, school and the Corps of Cadets.

I am loyal and patriotic. I am the future of the United States of America.

I do not lie, cheat or steal and will always be accountable for my actions and deeds.

I will always practice good citizenship and patriotism.

I will work hard to improve my mind and strengthen my body.

I will seek the mantel of leadership and stand prepared to uphold the Constitution and the American way of life.

May God grant me the strength to always live by this creed.
### Unit 1: Citizenship in Action  
**Chapter 1: Foundations of Army JROTC and Getting Involved**  
**Lesson 3: Moving Up in Army JROTC – Rank and Structure**

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>Insignia of the United States Army</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ENLISTED (Green and Gold)</strong></td>
<td><img src="image" alt="Insignia" /></td>
</tr>
<tr>
<td>E-1</td>
<td>no insignia</td>
</tr>
<tr>
<td>E-2</td>
<td>Private</td>
</tr>
<tr>
<td>E-3</td>
<td>Private 1st Class</td>
</tr>
<tr>
<td>E-4</td>
<td>Corporal</td>
</tr>
<tr>
<td>E-5</td>
<td>Specialist</td>
</tr>
<tr>
<td>E-6</td>
<td>Sergeant</td>
</tr>
<tr>
<td>E-7</td>
<td>Staff Sergeant</td>
</tr>
<tr>
<td>E-8</td>
<td>Sergeant 1st Class</td>
</tr>
<tr>
<td>E-9</td>
<td>Master Sergeant</td>
</tr>
<tr>
<td></td>
<td>1st Sergeant</td>
</tr>
<tr>
<td><strong>WARRANT OFFICER (Silver and Black)</strong></td>
<td><img src="image" alt="Insignia" /></td>
</tr>
<tr>
<td>W-1</td>
<td>Warrant Officer</td>
</tr>
<tr>
<td>W-2</td>
<td>Chief Warrant Officer</td>
</tr>
<tr>
<td>W-3</td>
<td>Chief Warrant Officer</td>
</tr>
<tr>
<td>W-4</td>
<td>Chief Warrant Officer</td>
</tr>
<tr>
<td>W-5</td>
<td>Master Warrant Officer</td>
</tr>
<tr>
<td><strong>COMPANY AND FIELD GRADE OFFICER (Gold and Silver)</strong></td>
<td><img src="image" alt="Insignia" /></td>
</tr>
<tr>
<td>0-1</td>
<td>(gold) 2nd Lieutenant</td>
</tr>
<tr>
<td>0-2</td>
<td>(silver) 1st Lieutenant</td>
</tr>
<tr>
<td>0-3</td>
<td>(silver) Captain</td>
</tr>
<tr>
<td>0-4</td>
<td>(gold) Major</td>
</tr>
<tr>
<td>0-5</td>
<td>(silver) Lieutenant Colonel</td>
</tr>
<tr>
<td>0-6</td>
<td>(silver) Colonel</td>
</tr>
<tr>
<td><strong>GENERAL OFFICER (Silver)</strong></td>
<td><img src="image" alt="Insignia" /></td>
</tr>
<tr>
<td>0-7</td>
<td>Brigadier General</td>
</tr>
<tr>
<td>0-8</td>
<td>Major General</td>
</tr>
<tr>
<td>0-9</td>
<td>Lieutenant General</td>
</tr>
<tr>
<td>0-10</td>
<td>General</td>
</tr>
<tr>
<td>0-11</td>
<td>General of the Army</td>
</tr>
</tbody>
</table>
### Unit 1: Citizenship in Action

**Chapter 1: Foundations of Army JROTC and Getting Involved**

**Lesson 4: The Signs of Success**

---

<table>
<thead>
<tr>
<th>Ribbons and Awards (Order of Precedence)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Medal of Heroism</strong></td>
</tr>
<tr>
<td><strong>Superior Cadet</strong></td>
</tr>
<tr>
<td><strong>Distinguished Cadet</strong></td>
</tr>
<tr>
<td><strong>Academic Excellence</strong></td>
</tr>
<tr>
<td><strong>Academic Achievement</strong></td>
</tr>
<tr>
<td><strong>Perfect Attendance</strong></td>
</tr>
<tr>
<td><strong>Student Government</strong></td>
</tr>
<tr>
<td><strong>LET Service</strong></td>
</tr>
<tr>
<td><strong>Optional by SAI</strong></td>
</tr>
<tr>
<td><strong>DAI/SAI Instructor Leadership</strong></td>
</tr>
<tr>
<td><strong>Personal Appearance</strong></td>
</tr>
<tr>
<td><strong>Proficiency</strong></td>
</tr>
<tr>
<td><strong>Drill Team</strong></td>
</tr>
<tr>
<td><strong>Orienteering</strong></td>
</tr>
<tr>
<td><strong>Color Guard</strong></td>
</tr>
<tr>
<td><strong>Rifle Team</strong></td>
</tr>
<tr>
<td><strong>Adventure Training</strong></td>
</tr>
<tr>
<td><strong>Commendation</strong></td>
</tr>
<tr>
<td><strong>Good Conduct</strong></td>
</tr>
<tr>
<td><strong>JCLC</strong></td>
</tr>
<tr>
<td><strong>Optional by SAI</strong></td>
</tr>
<tr>
<td><strong>Varisty Athletics</strong></td>
</tr>
<tr>
<td><strong>JROTC Physical Fitness Award</strong></td>
</tr>
<tr>
<td><strong>JROTC Athletics</strong></td>
</tr>
<tr>
<td><strong>Optional by SAI</strong></td>
</tr>
<tr>
<td><strong>Recruiting</strong></td>
</tr>
<tr>
<td><strong>Optional by SAI</strong></td>
</tr>
<tr>
<td><strong>Parade</strong></td>
</tr>
<tr>
<td><strong>N-4-1</strong></td>
</tr>
<tr>
<td><strong>N-2-1</strong></td>
</tr>
<tr>
<td><strong>N-2-2</strong></td>
</tr>
<tr>
<td><strong>N-2-3</strong></td>
</tr>
<tr>
<td><strong>N-4-2</strong></td>
</tr>
<tr>
<td><strong>N-4-3</strong></td>
</tr>
<tr>
<td><strong>N-4-4</strong></td>
</tr>
<tr>
<td><strong>N-4-5</strong></td>
</tr>
<tr>
<td><strong>N-4-6</strong></td>
</tr>
<tr>
<td><strong>N-4-7</strong></td>
</tr>
<tr>
<td><strong>Optional by SAI</strong></td>
</tr>
</tbody>
</table>
Badges and Devices

Shoulder Cords
- Color/Honor Guard - (White)
- Drill Activities - (Red)
- Marksmanship - (Tan)
- Raider Challenge - (Black)
- National Honor Society - (Gold)

Collar/Cap/Beret Insignia

Uniform Insignia
- Lamp - Gold
- Lamp - Silver
- Lamp - Bronze

Unit Merit Devices
- Academic Achievement Wreath
- 2nd - Red Pad
- 3rd - Silver Pad
- 4th - Gold Pad
- Honor Unit w/Distinction
- Honor Unit
- Merit Unit

Arc Pins

Shoulder Sleeve Patches
- U.S. Army JROTC
- Junior Reserve Officers’ Training Corps (JROTC)
- National Defense Cadet Corps (NDCC)

Marksmanship Badges
- Marksman
- Sharpshooter
- Expert

Cadet Challenge Awards
- Awarded to Cadets who achieve 85% or higher per event
- Awarded to Cadets who achieve 50% or higher per event
Unit 1: Citizenship in Action
Chapter 1: Foundations of Army JROTC and Getting Involved
Lesson 5: Your Personal Appearance and Uniform

Class A (Army Blue)

**UNION CREST**
*(All Cadets)*
The Unit Crest will be worn centered 1/4 inch above the HU, HUD, or MU, or Male Cadets 1/4 inch above the right breast pocket and for Female Cadets 1/4 inch above the Nameplate.

**HU, HUD, MU INSIGNIA**
*(All Cadets)*
Center the HU, HUD, or MU Insignia 1/4 inch above the right breast pocket on the male uniform and 1/4 inch above the Nameplate on the female uniform. It can be worn by itself or joined by the Academic Achievement Wreath. The Academic Achievement Wreath is centered 1/4 inch above the right breast pocket/Nameplate, with the star centered in the wreath.

**SHOES**
Boots are not authorized for wear at any time.
*(All Cadets)*
Male black oxford shoes are authorized for wear.
*(All Female Cadets)*
Black oxford shoes or black service pumps may be worn. The pump will be plain, with closed toe and heel. The heel will be between 1/2 and 3 inches high.

**JROTC INSIGNIA**
*(ENLISTED FEMALE Cadets)*
Place the JROTC Insignia centered on both lapels of the coat, parallel to the inside edge of each lapel; 5/8 inch above the notch.
*(ENLISTED MALE Cadets)*
1 inch above the notch.

**NAMEPLATE**
*(All FEMALE Cadets)*
The Nameplate is worn 1 to 2 inches above the top button of the coat and centered horizontally on the wearer’s right side.

**SPECIAL TEAM PINS**
*(All FEMALE Cadets)*
When worn, place Special JROTC Team Pins (arcs) parallel to the waistline of the coat. Placement of Team Pins may be adjusted to conform to the individual figure difference. If more than one Team Pin is worn, space them 1/8 inch between each arc.

**GRAY BERET**
*(All Cadets)*
The beret is a one-piece gray knitted wool shell, bound with leather and a draw cord through the binding. The beret has a gold trim black center flash sewn onto the badge stay. Items that are authorized for wear on the flash are Cadet Officer Rank and the JROTC Cap Insignia. Officer Rank are centered horizontally on the flash. The JROTC Cap Insignia will be worn by Enlisted Cadets. It is a wreath 1 3/16 inches in height containing the letters “ROTC” on a panel inside the wreath, with gold color metal.

**SHOULDER PATCH**
*NO shoulder patch will be worn on the blue ASU enlisted coat.*

**ARMY GRAY SHIRT**
*(All Cadets)*
The Army gray long or short sleeve shirt are the only authorized shirts with ASU uniform.

**BLACK NECKTIE / NECK TAB**
*(All Cadets)*
The black necktie or neck tab are mandatory while wearing the ASU coat.

**PIPING**
No piping will be sewn onto the sleeve of the ASU coat.

**RANK INSIGNIA**
*(All ENLISTED Cadets)*
Pin-on Grade Insignia are worn only on the epaulets of the ASU coat. Center Rank Insignia on the shoulder loop 5/8 inch from the outside shoulder seam.

**RIBBONS**
*(All FEMALE Cadets)*
Center Ribbons on the left side with the bottom row parallel to the bottom edge of the Nameplate. Third and subsequent rows may be aligned to the left to present a better appearance.

Female & Enlisted Cadets
**Class A (Army Blue)**

**Male Cadets & Cadet Officers**

**ROTC INSIGNIA**
*(MALE Cadet OFFICERS)*
Place the ROTC Insignia 5/8 inch above the notch on both collars, with the centerline of the Insignia bisecting the notch and parallel to the inside edge of the lapel.

*(FEMALE Cadet OFFICERS)*
Place the ROTC Insignia 5/8 inch up from the collar and lapel seam, with the centerline of the insignia parallel to the inside edge of the lapel.

**RANK INSIGNIA**
*(All Cadet OFFICERS)*
Pin-on Grade Insignia are worn only on the epaulets of the ASU coat. Center Rank Insignia on the shoulder loop 5/8 inch from the outside shoulder seam.

**TORCH OF KNOWLEDGE INSIGNIA**
*(All Cadet OFFICERS)*
Center Torch of Knowledge Insignia on both lapels 1 1/4 inches below the ROTC Insignia, with the centerline of the insignia bisecting the ROTC Insignia and parallel to the inside edge of the lapel.

**NAMEPLATE**
*(All MALE Cadets)*
The Nameplate is worn centered left to right on the flap of the right breast pocket, and centered between the top of the button and the top of the pocket.

**RIBBONS**
*(All MALE Cadets)*
Center Ribbons 1/8 inch above the top of pocket flap. Third and subsequent rows may be aligned to the left to present a better appearance.

**SPECIAL TEAM PINS**
*(All MALE Cadets)*
When worn, center Special JROTC Team Pins (arcs) between the bottom of the pocket flap and the bottom of the pocket. If more than one Team Pin is worn, space them 1/8 inch between each arc.

---

**Class B (Army Blue)**
**Class A (Army Green)**

**Center Rank Insignia**
- On the shoulder loop 5/8 inch from outside shoulder seam. *(All Cadet Officers)*

**The Unit Crest**
- Will be worn centered 1/4 inch above the HU, HUD, or MU, or 1/4 above the Nameplate. *(All Cadets)*

**Center Torch of Knowledge Insignia**
- On both lapels 1 1/4 inches below the ROTC Insignia, with the centerline of the insignia bisecting the ROTC Insignia and parallel to the inside edge of the lapel. *(All Cadet Officers)*

**Center Ribbons**
- 1/8 inch above the top of pocket flap. Third and subsequent rows may be aligned to the left to present a better appearance. *(All MALE Cadets)*

**Male black oxford shoes are authorized for wear.** *(All MALE Cadets)*

**Center Rank Insignia epaulets on the shoulder so that the insignia will be centered on the outer half of both shoulder loops of the coat.** When wearing Rank Disc Insignia, the disc will be centered between the bottom of the button hole and the top of the shoulder seam of the garment. *(All ENLISTED Cadets)*

**Center the HU, HUD, or MU Insignia 1/4 inch above the right breast pocket on the uniform and 1/4 inch above the Nameplate on the female uniform. It can be worn by itself or joined by the Academic Achievement Wreath, in which case the star is still positioned 1/4 inch above the Nameplate.** *(All Cadets)*

**Place the ROTC Insignia 5/8 inch above the notch on both collars, with the centerline of the insignia bisecting the notch and parallel to the inside edge of the lapel.** *(MALE Cadet Officers)*

**Center Ribbons 1/8 inch above the top of pocket flap.** *(All MALE Cadets)*

**The JROTC Cap Insignia** is a wreath 1 3/16 inches in height containing the letters "ROTC" on a gold color metal panel inside the wreath. Place the insignia 1 inch from the crease on the garrison cap left curtain. *(All ENLISTED Cadets)*

**Place the JROTC Corps Insignia centered on both lapels of the coat, parallel to the inside edge of each lapel; 5/8 inch above the notch.** *(ENLISTED MALE Cadets)*

**Center Ribbons on the left side with the bottom row parallel to the bottom edge of the Nameplate. Third and subsequent rows may be aligned to the left to present a better appearance.** *(All FEMALE Cadets)*
**Class A (Army Green)**

- The Rank Insignia is worn centered on the garrison cap left curtain, 1 inch from the front crease. (All Cadet OFFICERS)
- Place the ROTC Insignia 5/8 inch up from the collar and lapel seam, with the centerline of the insignia parallel to the inside edge of the lapel. (FEMALE Cadet OFFICERS)
- Center JROTC Shoulder-sleeve Insignia on the left sleeve 1/2 below the top of the shoulder seam. The School Shoulder-sleeve Insignia may be worn in the same fashion on the right. (All Cadets)
- When worn, place Special JROTC Team Pins (arcs) parallel to the waistline of the coat. Placement of Team Pins may be adjusted to conform to the individual figure difference. If more than one Team Pin is worn, space them 1/8 inch between each arc. (All FEMALE Cadets)

**Class B (Army Green)**

- Army Green Garrison Cap
- Shoulder Marks
- Army Green Long or Short Sleeve Shirt
- Black Necktie/Neck Tab (mandatory with long sleeve shirt, optional with short sleeve shirt)
- Black Belt with Brass Buckle
- Army Green Slacks
- Black Socks
- Black Low Quarter Shoes or Pumps
Army JROTC ACU

- Pin-on or Velcro
- Rank on Front; Nametag on Back
- Patrol Cap
- JROTC Nametape Velcro Backing
- School Name Nametape Velcro Backing
- JROTC Unit Patch Velcro Backing
- JROTC Patch Velcro Backing
- Rank Insignia Velcro Backing
  (Rank is worn vertically)
- Combat Boots
  (hot-weather or temperate-weather)
ARMY

Army JROTC ACU

WEAR OF THE ACU COAT / TROUSERS
- The coat is worn hook and looped, and zipped.
- The coat has hook and loop fasteners for wearing shoulder sleeve insignia, rank, JROTC patch, and school name tape.
- The mandarin collar will be normally worn in the down position.
- Cadets are authorized to wear the mandarin collar in the up position when weather conditions dictate the wear as prescribed by the SAI / AI.
- The coat is normally worn outside the trousers, and the trousers are worn with a belt. The coat may also be worn inside the trousers when directed by the SAI / AI. The coat will not extend below the top of the cargo pocket on the trousers and will not be higher than the bottom of the side pocket on the trousers.
- The elbow pouch with hook and loop closure for internal elbow pad inserts must be closed at all times.
- Sleeves will be worn down at all times, and not rolled or cuffed.
- The moisture wicking tan t-shirt or cotton t-shirt is worn underneath the coat and is tucked inside the trousers at all times.
- Cadets will wear the trousers tucked into the top of the boots or bloused using the drawstrings at the bottom of the trousers. When bloused, the trousers should not extend below the third eyelet from the top of the boot.
- The ACU is meant to fit loosely and comfortably. Alterations to hinder this are not authorized.
- Cadets will wear the ACU in accordance with CCR 145-2.
- Cadets will not wrap the trouser leg around the leg tightly enough to present a pegged appearance or insert any items inside the trouser leg to create a rounded appearance at the bottom of the trouser leg.

NOTE: DO NOT STARCH THE ARMY COMBAT UNIFORM UNDER ANY CIRCUMSTANCES. THE USE OF STARCH, SIZING, AND ANY PROCESS THAT INVOLVES DRY-CLEANING OR A STEAM PRESS WILL ADVERSELY AFFECT THE TREATMENTS AND DURABILITY OF THE UNIFORM, AND IS NOT AUTHORIZED.

WEAR OF THE ACU HEADGEAR
- The ACU Patrol Cap will be the only headgear worn with the uniform.
- Cadets will wear the ACU Patrol Cap straight on the head so that the cap band creates a straight line around the head, parallel to the ground.
- The Patrol Cap will fit snugly and comfortably around the largest part of the head without distortion or excessive gaps. The cap is worn so that no hair is visible on the forehead beneath the cap. Sew-on or pin-on rank is worn on the ACU Patrol Cap.
- It is recommended that name tags be allowed on the back of the Patrol Cap.

WEAR OF THE DESERT / OPTIONAL BOOTS
- Black boots are NOT authorized for wear with the ACU.
- Army Combat Boots (hot-weather or temperate-weather) are made of tan, rough side out, cattle hide leather, with a plain toe and tan rubber outsoles.
- The boots are laced diagonally with tan laces, with excess lace tucked into the top of the boot under the bloused trousers, or wrapped around the top side of the boot.
- Only boots with tan rubber outsoles are authorized for wear.

THE ACU CARE POLICY
- Wash in cold water and mild detergent, containing no optical brighteners or bleach. Tumble dry at low heat (not to exceed 130 degrees Fahrenheit).
- Remove immediately from the dryer or fold flat or place on a rustproof hanger to ensure heat from the dryer does not set wrinkles.
- To drip dry, remove from the washer/water and place on a rustproof hanger. Do not wring or twist.

ACU MILPER MESSAGE, AMENDMENT TO AR 670-1
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.”
How to fold the Flag

**Step 1**
To properly fold the Flag, begin by holding it waist-high with another person so that its surface is parallel to the ground.

**Step 2**
Fold the lower half of the stripe section lengthwise over the field of stars, holding the bottom and top edges securely.

**Step 3**
Fold the flag again lengthwise with the blue field on the outside.

**Step 4**
Make a triangular fold by bringing the striped corner of the folded edge to meet the open (top) edge of the flag.

**Step 5**
Turn the outer (end) point inward, parallel to the open edge, to form a second triangle.

**Step 6**
The triangular folding is continued until the entire length of the flag is folded in this manner.

**Step 7**
When the flag is completely folded, only a triangular blue field of stars should be visible.
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.
# Title

<table>
<thead>
<tr>
<th>How to Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>All general officers</td>
</tr>
<tr>
<td>Colonels and Lieutenant Colonels</td>
</tr>
<tr>
<td>Majors</td>
</tr>
<tr>
<td>Captains</td>
</tr>
<tr>
<td>Lieutenants</td>
</tr>
<tr>
<td>Chaplains</td>
</tr>
<tr>
<td>Cadets</td>
</tr>
<tr>
<td>Officer Candidates</td>
</tr>
<tr>
<td>Warrant Officers</td>
</tr>
<tr>
<td>Sergeant Major</td>
</tr>
<tr>
<td>First Sergeants</td>
</tr>
<tr>
<td>All other Sergeants</td>
</tr>
<tr>
<td>Corporals</td>
</tr>
<tr>
<td>All specialists</td>
</tr>
<tr>
<td>Privates and privates first class</td>
</tr>
</tbody>
</table>
Chain of Command

President
- Secretary of Defense
  - Secretary of the Army
    - Army Chief of Staff
      - Commander, TRADOC
        - Commander, Cadet Command
          - Brigade Commander
            - Senior Army Instructor

Write in the names for each position.
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  INTEGRITY- to do what is right, legally and morally
P  ERSONAL COURAGE  - to face fear, danger, or adversity

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 2: Leadership Skills
Lesson 4: Stationary Movements

Position of Attention:

Parade Rest:

Facing Right or Left:
About Face:

(Refer to FM 22-5, dtd 1986, for all executions of drill or stationary movements.)

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

30-inch Step:

15-inch Step:
Squad Formations

SQUAD LINE (RANK)

SQUAD COLUMN (FILE)

COLUMN OF TWOs

Normal Intervals:

Close Intervals:
Changing Direction:

Column of Twos:

<table>
<thead>
<tr>
<th>COLUMN OF TWO's</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
</tr>
</tbody>
</table>
Performance Indicators

1 The mental attributes of an Army leader are will, self-discipline, initiative, judgment, self-confidence, intelligence, and cultural awareness.
2 The physical attributes of an Army leader are health fitness, physical fitness, and military and professional bearing.
3 The emotional attributes of an Army leader are self-control, balance, and stability.
4 The interpersonal, conceptual, technical, and tactical skills are different for direct, organizational, and strategic leaders.
5 The influencing, operating, and improving actions are different for direct, organizational, and strategic leaders.

Seven Step Problem-Solving Process

1. Identify the problem (recognize/define)
2. Gather information (facts/assumptions)
3. Develop courses of action (solutions)
4. Analyze and compare courses of action (alternatives/solutions)
5. Make a decision; select the best course of action (solution)
6. Make a plan
7. Implement the plan (assess the results)
The QBOL Decision-Making Process

The 3Rs of Good Decision Making

1. They need to be RIGHT (based on law, ethics, and morals)
2. They need to be REALITY BASED (evidence supported as a RIGHT thing to do)
3. They need to be RESPONSIBLE (approved by society’s most respected people)

Good decisions are not likely to present dangerous and high risk outcomes to those impacted by the action(s) taken.

Three Step Decision-Making Process

**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

Option 1
Work/miss drill
Positive Consequences +
Negative Consequences -

Option 2
Find someone to cover work/attend drill
Positive Consequences +
Negative Consequences -

Option 3
Drill first/work later
Positive Consequences +
Negative Consequences -

Do I Need More Information?

My Decision

Unit 2: Leadership Theory and Application
Chapter 5: Leading Others
Lesson 1: Platoon Drill

Platoon Formations:

PLATOON LINE

PLATOON COLUMN

1 STEP

6 STEPS
Unit 2: Leadership Theory and Application
Chapter 5: Leading Others
Lesson 3: Company Formations and Movement

Counter Column March:

Key to Company Formation Graphics
- COMPANY COMMANDER
- COMPANY XO
- PLATOON LEADER
- FIRST SERGEANT
- PLATOON SERGEANT
- SQUAD LEADER

Company Formations:
Company in Columns with Platoon in Columns:

Forming a Company Mass:

1. 6 STEPS
2. 3 STEPS
3. 5 STEPS
4. 1 STEP
5. 2 STEPS
6. 6 STEPS
7. 12 STEPS
Company in Column with Platoons in Line:

Unit 2: Leadership Theory and Application
Chapter 5: Leading Others
Lesson 4: Forming, Inspection, and Dismissing the Battalion
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®

<table>
<thead>
<tr>
<th>Builder Behaviors (brown, decide)</th>
<th>Planner Behaviors (green, think)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Builder Vocabulary:</strong></td>
<td><strong>Planner Vocabulary:</strong></td>
</tr>
<tr>
<td>Always Leading People</td>
<td>Changing and Improving</td>
</tr>
<tr>
<td>Power</td>
<td>Analyzing</td>
</tr>
<tr>
<td>Responsible</td>
<td>Being My Best</td>
</tr>
<tr>
<td>Duty</td>
<td>Dreaming</td>
</tr>
<tr>
<td>Results</td>
<td>Caring</td>
</tr>
<tr>
<td>Tradition</td>
<td>Invention</td>
</tr>
<tr>
<td>Money</td>
<td>Planning</td>
</tr>
<tr>
<td>Prepared</td>
<td>Inner Life</td>
</tr>
<tr>
<td>I Give Directions</td>
<td>Exactness</td>
</tr>
<tr>
<td>Do It My Way</td>
<td>Seeks the Future</td>
</tr>
<tr>
<td>I Like To Get Things Done Now</td>
<td>Freedom of Thought</td>
</tr>
<tr>
<td><strong>Hot Buttons:</strong></td>
<td></td>
</tr>
<tr>
<td>Down-to-earth and traditional</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Adventurer Behaviors (red, act)</th>
<th>Relater Behaviors (blue, feel)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Adventurer Vocabulary:</strong></td>
<td><strong>Relater Vocabulary:</strong></td>
</tr>
<tr>
<td>Excitement</td>
<td>We Are The World</td>
</tr>
<tr>
<td>Test The Limits</td>
<td>Friendly</td>
</tr>
<tr>
<td>Risk</td>
<td>Romantic</td>
</tr>
<tr>
<td>Act and Perform</td>
<td>I See Everything</td>
</tr>
<tr>
<td>Fun</td>
<td>Hugs Are Special</td>
</tr>
<tr>
<td>Action</td>
<td>Giving</td>
</tr>
<tr>
<td>Fast Machines</td>
<td>Teamwork</td>
</tr>
<tr>
<td>Freedom</td>
<td>Groups</td>
</tr>
<tr>
<td>Challenge</td>
<td>Wanting People to Like Me</td>
</tr>
<tr>
<td>Do It Now!</td>
<td>Let’s Get Along With Each Other</td>
</tr>
<tr>
<td><strong>Hot Buttons:</strong></td>
<td></td>
</tr>
<tr>
<td>A life of fun, action and freedom</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Hot Buttons:**
- Freedom to think, dream, create
- Friendly, caring, feeling people
### Stepping Stones to Success Self-Assessment

#### STEPPING STONE ONE: DREAMS AND GOALS
Dreams are creations of the mind. They represent our wishes for the future. When dreams inspire us, they become a gateway to possibility and reality. Goals focus on the specifics of what we want. Goals turn dreams into reality.

1. You state (verbal/written) the definitions for dreams and goals
2. You state the similarities and differences between dreams and goals
3. You explain how dreams and goals contribute to your success
4. You explain how to turn dreams into goals

#### STEPPING STONE TWO: SELF-ESTEEM (RESOURCE REVIEW)
Successful people have confidence in themselves (self-esteem). They have some of the resources (information, skills, books, equipment, etc.) they will need to gain forward movement in the direction of their goal.

5. You state (verbal/written) the definition of self-esteem
6. You explain how self-esteem contributes to success
7. You conduct a personal resource review
8. You explain how using your personal and environmental resources contribute to goal attainment

#### STEPPING STONE THREE: TEAM SUPPORT
Successful people surround themselves with people on whom they can rely for support, guidance, and direction in pursuit of their goals. They understand that achieving success in anything they do is rarely achieved in isolation.

9. You state (verbal/written) the definition for team support
10. You explain how team support contributes to success
11. You give examples of strategies you can use to develop team support

#### STEPPING STONE FOUR: DECIDE AND PLAN
Successful people decide what they need to do and then make a plan they can follow to achieve their goal.

12. You state (verbal/written) the definitions for decide and plan
13. You explain (verbal/written) how decide and plan processes work together to achieve success
14. You use decide and plan processes in a classroom experience

#### STEPPING STONE FIVE: POSITIVE MENTAL ATTITUDE
Successful people are positive, focused, and never give up on themselves or their goal. They may alter their goal, take more time to complete it than planned, or not complete their goal in its entirety, but do what they can given the challenges before them. Successful people are reality oriented in their thinking and know they will face setbacks, obstacles, challenges, and other potential Quarterbacks of Life Student Mentoring Program’s Success Stoppers. They also realize that with patience, persistence, and a plan, most Quarterbacks of Life Student Mentoring Program’s Success Stoppers can be overcome.

15. You state (verbal/written) the definition for positive mental attitude (PMA)
16. You explain (verbal/written) how having PMA contributes to achieving success
17. You name a variety of PMA strategies that support achieving success
18. You practice using PMA strategies
Unit 3: Foundations for Success
Chapter 2: Learning to Learn
Lesson 1: 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

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.
Unit 3: Foundations for Success
Chapter 5: Conflict Resolution
Lesson 1: Causes of Conflict

Six Steps for Resolving Conflict

Step 1: Prepare yourself to deal with the conflict.

Step 2: Find a mutually agreeable time and place.

Step 3: Define the conflict.

Step 4: Communicate an understanding.

Step 5: Brainstorm to find alternate solutions.

Step 6: Agree on the most workable solution.
Unit 3: Foundations for Success
Chapter 8: Making a Difference with Service Learning
Lesson 1: Orientation to Service Learning

Orientation and Training
+ Meaningful Service
+ Structured Reflection

SERVICE LEARNING

Unit 3: Foundations for Success
Chapter 8: 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 2010 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
2009-2010 PRINT WORKS STATIONARY
Sales Representative
- 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.

2008-2009 GOLF & BEACH RESORT
Lifeguard & Gift Shop Sales
- Completed Lifeguard Training and received certifications in CPR and First Aid.
- Worked cash register in the resort gift shop.

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

ACTIVITIES/SERVICE
- National Honors Society
- Recycling Club
- Army JROTC
- Junior Achievement
- Swim Team
- Student Council

References available upon request.
Unit 3: Foundations for Success
Chapter 10: 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 10: Planning Skills and Social Responsibility
Lesson 4: Cadet Etiquette Guide

Proper Place Setting
### Thinking Maps®

<table>
<thead>
<tr>
<th>Questions from Texts, Teachers and Tests</th>
<th>Thinking Processes</th>
<th>Thinking Maps as Tools</th>
</tr>
</thead>
<tbody>
<tr>
<td>How are you defining this thing or idea? What is the context? What is your frame of reference?</td>
<td>DEFINING IN CONTEXT</td>
<td>Circle Map</td>
</tr>
<tr>
<td>How are you describing this thing? Which adjectives would best describe this thing?</td>
<td>DESCRIBING QUALITIES</td>
<td>Bubble Map</td>
</tr>
<tr>
<td>What are the similar and different qualities of these things? Which qualities do you value most? Why?</td>
<td>COMPARING and CONTRASTING</td>
<td>Double Bubble Map</td>
</tr>
<tr>
<td>What are the main ideas, supporting ideas, and details in this information?</td>
<td>CLASSIFYING</td>
<td>Tree Map</td>
</tr>
<tr>
<td>What are the component parts and subparts of this whole physical object?</td>
<td>PART-WHOLE</td>
<td>Brace Map</td>
</tr>
<tr>
<td>What happened? What is the sequence of events? What are the substages?</td>
<td>SEQUENCING</td>
<td>Flow Map</td>
</tr>
<tr>
<td>What are the causes and effects of this event? What might happen next?</td>
<td>CAUSE and EFFECT</td>
<td>Multi-Flow Map</td>
</tr>
<tr>
<td>What is the analogy being used? What is the guiding metaphor?</td>
<td>SEEING ANALOGIES</td>
<td>Bridge Map</td>
</tr>
</tbody>
</table>

1-9
Graphic Organizers

Concept Web
- Vote
- Tax
- Citizenship
- Fight

Mind Map
- Light bulb
- Car
- Books

Ranking Ladder
- Highest
  - BG
  - MAJ
  - LT
  - SSG
  - PVT
- Lowest

Venn Diagram
- Enlisted
  - Stripes
  - Service Marks
  - Hat Device
- Officer
  - Dress Blues
  - Service Dress
  - Hat Device

Double T-Chart
- Before
  - Sleep
  - Study
  - Test
- During
  - Work
  - Play
  - Relax
- After

T-Chart
<table>
<thead>
<tr>
<th>Poor Nutrition</th>
<th>Solution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Problem</td>
<td>Solution</td>
</tr>
<tr>
<td>Eating junk food</td>
<td>Education</td>
</tr>
</tbody>
</table>

Looks-Sounds-Feels
<table>
<thead>
<tr>
<th>Looks</th>
<th>Sounds</th>
<th>Feel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shiny</td>
<td>Squeak</td>
<td>Smooth</td>
</tr>
<tr>
<td>New</td>
<td>Quiet</td>
<td>Worn</td>
</tr>
</tbody>
</table>
Pie Chart

First Year Cadets 50%
Second Year Cadets 25%
Third Year Cadets 12%
Fourth Year Cadets 13%

Fishbone Diagram

Matrix

<table>
<thead>
<tr>
<th>Grades needed to earn next rank</th>
<th>O</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Uniforms</td>
<td>80</td>
<td>90</td>
</tr>
<tr>
<td>Marching</td>
<td>75</td>
<td>85</td>
</tr>
<tr>
<td>Grades</td>
<td>80</td>
<td>85</td>
</tr>
<tr>
<td>Health</td>
<td>70</td>
<td>75</td>
</tr>
<tr>
<td>Respect</td>
<td>90</td>
<td>90</td>
</tr>
</tbody>
</table>

Analogy/Simile Chart

Patriotic music is like Rap
Because it:
1. evokes emotions
2. has strong beat
3. represents people

Visual Representation

Sequence (Also known as Bridging Snapshots)

- Start
- Get Assignment
- Collect Supplies
- Turn In Work
- Select Books Needed
- Do Work
- Finish
Cadet Challenge

1. **Curl-ups:** Conduct this event on a flat, clean surface, preferably with a mat. Start cadets in a lying position on their backs with their knees up so their feet are flat on the floor and about 12 inches from their buttocks. Cadets should have their arms crossed with their hands placed on opposite shoulders and their elbows held close to the chest throughout the exercise. The feet are to be held by a partner at the instep. At the command "ready, go," cadets raise the trunks of their bodies, curling up to touch the elbows to the thighs. They must then lower their backs so that their shoulder blades touch the floor/mat. This constitutes one repetition of a curl-up. During each repetition, bouncing off the floor/mat is not allowed and the fingers must touch the shoulders at all times. Cadets must try to complete as many curl-ups as possible in 60 seconds.

2. **Partial Curl-ups:** This event should be used as an alternative to curl-ups. Have cadet lie on cushioned, clean surface with knees flexed and feet about 12 inches from buttocks. Do not hold or anchor the feet. Arms are extended forward with fingers resting on the legs and pointing toward the knees. The cadet’s partner is behind the head with hands cupped under the cadet’s head. The cadet being tested curls up slowly sliding the fingers up the legs until the fingertips touch the knees, then back down until the head touches the partner's hands. The curl-ups are done to a metronome (or audio tape, clapping, drums) with one complete curl-up every three seconds, and are continued until the cadet can do no more in rhythm (has not done the last three in rhythm) or has reached the target number for the test.

3. **Pull-ups:** Conduct this event using a horizontal bar approximately one and one-half inches in diameter. A doorway bar or a piece of pipe can serve the purpose. The bar should be high enough so that cadets can hang with their arms fully extended and their feet free of the floor/ground. Have cadets assume the hanging position on the bar using either an overhand grasp (palms facing away from body) or underhand grasp (palms facing toward body). Cadets begin the exercise by first raising their body until the chin is over the bar without touching it. To complete one repetition, the body must be lowered to the full-hang starting position. During each repetition, the body must not swing; legs must not kick or bend, and the pull must not be jerky. Cadets are scored on the number of pull-ups they can correctly execute. There is no time limit on this event. For cadets who cannot accomplish one-pull-up, have them do the flexed-arm hang (below) as an alternative event.

4. **Flexed-arm Hang:** This event should be used when a cadet cannot execute one pull-up. (This event is only for the 50th Percentile Award). Using a horizontal bar as in the pull-ups, have cadets climb a ladder until their chin is above the bar. They begin the exercise by grasping the bar with their hands, shoulder width apart -- using either an overhand grasp (palms facing away from body) or underhand grasp (palms facing toward body). At the command "ready, go," the cadets step off the ladder. Simultaneously, an assistant instructor will remove the ladder and prevent any forward swinging of the legs. The cadet's chin should be level above the bar. Kicking and other body movements are not permitted while the cadets are on the bar. Start the stopwatch on the command "go" and stop it when the cadet's chin rests on the bar, the chin tilts backward to keep it above the bar, or the chin falls below the level of the bar. Scoring is to the nearest second.

5. **Right Angle Push-ups:** The cadet lies face down on the mat in push-up position with hands under shoulders, fingers straight, and legs straight, parallel, and slightly apart, with the toes supporting the feet. The cadet straightens the arms, keeping the back and knees straight, then lowers the body until there is a 90-degree angle at the elbows, with the upper arms parallel to the floor. A partner holds her / his hand at the point of the 90-degree angle so that the cadet being tested goes down only until her / his shoulder touches the partner's hand, then back up. The push-ups are done to a metronome (or audio tape, clapping, drums) with one complete push-up every three seconds, and are continued until the cadet can do no more in rhythm (has not done the last three in rhythm) or has reached the target number.

6. **V-sit Reach:** Conduct this event on a flat, clean floor. Use a yardstick and adhesive tape to make a baseline that is two feet long. Make a measuring line perpendicular to the midpoint of the baseline extending two feet out from either side of the baseline. Place one-inch and half-inch marks along the measuring line with "0" where the baseline and measuring line intersect. Have cadets remove their shoes and sit on the floor with the soles of their feet placed immediately behind the baseline. The measuring line should be between their heels, which should be 8 to 12 inches apart. Cadets must clasp their thumbs so that their hands are together, palms down, and place them on the floor between their legs. While their legs are held flat on the floor by a partner (or partners), cadets performing the exercise keep the soles of their feet perpendicular to the floor (feet flexed) and slowly reach forward along the measuring line as far as possible keeping the fingers in contact with the floor. Cadets receive three practice tries for the V-sit reach. On the fourth extension, cadets must hold their farthest reach for three seconds. Scores are recorded where fingertips touch the floor to the nearest half inch. Scores beyond the baseline are recorded as plus scores, whereas those behind the baseline are recorded as minus scores.
7. **Sit and Reach:** A specially constructed box with a measuring scale marked in centimeters, with 23 centimeters at the level of the feet. Cadet removes shoes and sits on floor with knees fully extended, feet shoulder-width apart and soles of the feet held flat against the end of the box. With hands on top of each other, palms down, and legs held flat, cadet reaches along the measuring line as far as possible. After three practice reaches, the fourth reach is held while the distance is recorded. Participants are most flexible after a warm-up run. Best results may occur immediately after performing the endurance run. Legs must remain straight, soles of feet against box and fingertips of both hands should reach evenly along measuring line. Scores are recorded to the nearest centimeter.

8. **One-Mile Run/Walk:** Conduct this event on a flat area that has a known measured distance of one mile with a designated start and finish line. Give cadets a lightweight numbered device to carry or wear in any manner that will not slow them down while running. (Note: Use of the numbered device makes it possible to have many cadets run at one time by having them pair off before the start of the event, then having one cadet from each pair run while the other cadets keep track of the number of laps their partners complete as well as listening for their times as they cross the finish line.) Start cadets at the standing position. At the command "ready, go," start the cadets running the one-mile distance. Although walking is permitted, encourage cadets to cover the distance in the shortest time possible. Scoring should be to the nearest second.

9. **Shuttle Run:** Conduct this event on an area that has two parallel lines 30 feet apart. The width of a regulation volleyball court can serve as a suitable area. Start cadets at the standing position. At the command "ready, go," have the cadets run to the opposite line, pick up one block, run back to the starting line, and place the block behind the line. Cadets then run back and pick up the second block, which they carry across the line. Two runs are allowed for this event with the better of the runs recorded. Scoring should be to the nearest tenth of a second.

**Awards for Completing the Cadet Challenge**

- Cadets that successfully complete all events will receive a participation certificate signed by the Bde Cdr or a designated representative.

- The JROTC Physical Fitness Ribbon (N-2-2) will be presented to cadets who receive the 85th percentile rating or better in each of the five events of the Cadet Challenge program.

- The JROTC Athletics Ribbon (N-2-3) will be presented to cadets who receive the 50th percentile rating or better in each of the five events of the Cadet Challenge program.

- The top five male and five female cadets in each unit will receive individual medals.
85th Percentile
These standards are based on the 1985 National School Population Fitness Survey. They were validated in 1998 through comparison with a large nationwide sample collected in 1994.

<table>
<thead>
<tr>
<th>Age</th>
<th>Curl-Ups (# one minute)</th>
<th>Partial* Curl-Ups (#)</th>
<th>Shuttle Run (seconds)</th>
<th>V-Sit Reach (inches)</th>
<th>Sit and Reach (centimeters)</th>
<th>One-Mile Run (min/sec)</th>
<th>Distance Options**</th>
<th>Pull-Ups (#)</th>
<th>Rt. Angle Push-Ups (#)</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>33</td>
<td>22</td>
<td>12.1</td>
<td>+3.5</td>
<td>31</td>
<td>10:15</td>
<td>1:55</td>
<td>2</td>
<td>9</td>
</tr>
<tr>
<td>7</td>
<td>36</td>
<td>24</td>
<td>11.5</td>
<td>+3.5</td>
<td>30</td>
<td>09:22</td>
<td>1:48</td>
<td>4</td>
<td>14</td>
</tr>
<tr>
<td>8</td>
<td>40</td>
<td>30</td>
<td>11.1</td>
<td>+3.0</td>
<td>31</td>
<td>08:48</td>
<td>3:30</td>
<td>5</td>
<td>17</td>
</tr>
<tr>
<td>9</td>
<td>41</td>
<td>37</td>
<td>10.9</td>
<td>+3.0</td>
<td>31</td>
<td>08:31</td>
<td>3:30</td>
<td>5</td>
<td>18</td>
</tr>
<tr>
<td>10</td>
<td>45</td>
<td>35</td>
<td>10.3</td>
<td>+4.0</td>
<td>30</td>
<td>07:57</td>
<td>2:32</td>
<td>6</td>
<td>22</td>
</tr>
<tr>
<td>11</td>
<td>47</td>
<td>43</td>
<td>10.0</td>
<td>+4.0</td>
<td>31</td>
<td>07:32</td>
<td>6:22</td>
<td>6</td>
<td>27</td>
</tr>
<tr>
<td>12</td>
<td>50</td>
<td>64</td>
<td>9.8</td>
<td>+4.0</td>
<td>31</td>
<td>07:11</td>
<td>7:31</td>
<td>7</td>
<td>31</td>
</tr>
<tr>
<td>13</td>
<td>53</td>
<td>59</td>
<td>9.5</td>
<td>+3.5</td>
<td>33</td>
<td>06:50</td>
<td>7:39</td>
<td>7</td>
<td>39</td>
</tr>
<tr>
<td>14</td>
<td>56</td>
<td>62</td>
<td>9.1</td>
<td>+4.5</td>
<td>36</td>
<td>06:26</td>
<td>10:40</td>
<td>10</td>
<td>40</td>
</tr>
<tr>
<td>15</td>
<td>57</td>
<td>75</td>
<td>9.0</td>
<td>+5.0</td>
<td>37</td>
<td>06:20</td>
<td>11:42</td>
<td>11</td>
<td>44</td>
</tr>
<tr>
<td>16</td>
<td>56</td>
<td>73</td>
<td>8.7</td>
<td>+6.0</td>
<td>38</td>
<td>06:08</td>
<td>11:44</td>
<td>12</td>
<td>47</td>
</tr>
<tr>
<td>17</td>
<td>55</td>
<td>66</td>
<td>8.7</td>
<td>+7.0</td>
<td>41</td>
<td>06:06</td>
<td>11:53</td>
<td>13</td>
<td>50</td>
</tr>
</tbody>
</table>

50th Percentile
These standards are based on the 1985 National School Population Fitness Survey. They were validated in 1998 through comparison with a large nationwide sample collected in 1994.

<table>
<thead>
<tr>
<th>Age</th>
<th>Curl-Ups (# one minute)</th>
<th>Partial* Curl-Ups (#)</th>
<th>Shuttle Run (seconds)</th>
<th>V-Sit Reach (inches)</th>
<th>Sit and Reach (centimeters)</th>
<th>One-Mile Run (min/sec)</th>
<th>Distance Options**</th>
<th>Pull-Ups (#)</th>
<th>Rt. Angle Push-Ups (#)</th>
<th>Flexed-Arm Hang (sec)</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>22</td>
<td>10</td>
<td>13.3</td>
<td>+1.0</td>
<td>26</td>
<td>12:36</td>
<td>2:21</td>
<td>1</td>
<td>7</td>
<td>6</td>
</tr>
<tr>
<td>7</td>
<td>28</td>
<td>13</td>
<td>12.8</td>
<td>+1.0</td>
<td>25</td>
<td>11:40</td>
<td>2:10</td>
<td>1</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>8</td>
<td>31</td>
<td>17</td>
<td>12.2</td>
<td>+0.5</td>
<td>25</td>
<td>11:05</td>
<td>4:22</td>
<td>1</td>
<td>9</td>
<td>10</td>
</tr>
<tr>
<td>9</td>
<td>32</td>
<td>20</td>
<td>11.9</td>
<td>+1.0</td>
<td>25</td>
<td>10:30</td>
<td>4:14</td>
<td>2</td>
<td>12</td>
<td>10</td>
</tr>
<tr>
<td>10</td>
<td>35</td>
<td>24</td>
<td>11.5</td>
<td>+1.0</td>
<td>25</td>
<td>9:48</td>
<td>3:02</td>
<td>2</td>
<td>14</td>
<td>12</td>
</tr>
<tr>
<td>11</td>
<td>37</td>
<td>27</td>
<td>11.1</td>
<td>+1.0</td>
<td>25</td>
<td>9:20</td>
<td>2:34</td>
<td>2</td>
<td>15</td>
<td>11</td>
</tr>
<tr>
<td>12</td>
<td>40</td>
<td>32</td>
<td>10.6</td>
<td>+1.0</td>
<td>26</td>
<td>8:40</td>
<td>2:18</td>
<td>2</td>
<td>18</td>
<td>12</td>
</tr>
<tr>
<td>13</td>
<td>42</td>
<td>39</td>
<td>10.2</td>
<td>+0.5</td>
<td>26</td>
<td>8:06</td>
<td>3:24</td>
<td>3</td>
<td>24</td>
<td>14</td>
</tr>
<tr>
<td>14</td>
<td>45</td>
<td>40</td>
<td>9.9</td>
<td>+1.0</td>
<td>28</td>
<td>7:44</td>
<td>5:24</td>
<td>5</td>
<td>24</td>
<td>20</td>
</tr>
<tr>
<td>15</td>
<td>45</td>
<td>45</td>
<td>9.7</td>
<td>+2.0</td>
<td>30</td>
<td>7:30</td>
<td>6:30</td>
<td>6</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>16</td>
<td>45</td>
<td>37</td>
<td>9.4</td>
<td>+3.0</td>
<td>30</td>
<td>7:10</td>
<td>7:30</td>
<td>7</td>
<td>30</td>
<td>28</td>
</tr>
<tr>
<td>17</td>
<td>44</td>
<td>42</td>
<td>9.4</td>
<td>+3.0</td>
<td>34</td>
<td>7:04</td>
<td>8:37</td>
<td>8</td>
<td>37</td>
<td>30</td>
</tr>
</tbody>
</table>

*Norms from Canada Fitness Award Program, Health Canada, Government of Canada with permission.
**Note: 1/4 and 1/2 mile norms from Amateur Athletic Union Physical Fitness Program with permission.

Participant Physical Fitness Award
Those who attempt all five events, but one or more of their scores fall below the 50th percentile (see chart above) are eligible for the Participant Award.
TYPES OF NUTRIENTS

CARBOHYDRATES
FATS
PROTEINS
VITAMINS
MINERALS
WATER

FOODSTUFFS = PROVIDE ENERGY FOR BODILY PROCESSES

DO NOT PROVIDE ENERGY, BUT HELP RELEASE ENERGY FROM FOODSTUFFS AND REGULATE BODILY PROCESSES

THE MOST IMPORTANT NUTRIENT REQUIRED FOR HUMAN TISSUES TO LIVE

Food Pyramid

Grains
Vegetables
Fruits
Oils
Milk
Meats & Beans

MyPyramid.gov

STEPS TO A HEALTHIER YOU
Signs of Suicide

- Stress
- Unsupported
- Isolation
- Calculated (intentional)
- Impulsivity
- Depression
- Attempted previously
- Low self-esteem

Suicide Prevention

- Support
- Understanding
- Identification of plan/intent
- Communication with teenagers
- Identification of any underlying psychiatric disorder
- Depression management
- Esteem improvement

- Parental involvement
- Removal of dangerous materials
- Evaluation after an attempt
- Ventilation of feelings
- Early intervention
- Never ignore suicide threat
- Talk with teenagers
- Involve professionals if required
- Observe change in teenager’s behavior
- Nonjudgmental
The Preamble to the United States Constitution

We the people of the United States, in order to form a more perfect union, establish justice, insure domestic tranquility, provide for the common defense, promote the general welfare, and secure the blessing of liberty to ourselves and our prosperity, do ordain and establish this Constitution for the United States of America.

The Declaration of Independence

IN CONGRESS, July 4, 1776.

The unanimous Declaration of the thirteen united States of America,

WHEN in the Course of human events, it becomes necessary for one people to dissolve the political bands which have connected them with another, and to assume among the powers of the earth, the separate and equal station to which the Laws of Nature and of Nature’s God entitle them, a decent respect to the opinions of mankind requires that they should declare the causes which impel them to the separation.

WE hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness. -- That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed. -- That whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it, and to institute new Government, laying its foundation on such principles and organizing its powers in such form, as to them shall seem most likely to effect their Safety and Happiness. Prudence, indeed, will dictate that Governments long established should not be changed for light and transient causes; and accordingly all experience hath shewn, that mankind are more disposed to suffer, while evils are sufferable, than to right themselves by abolishing the forms to which they are accustomed. But when a long train of abuses and usurpations, pursuing invariably the same Object evinces a design to reduce them under absolute Despotism, it is their right, it is their duty, to throw off such Government, and to provide new Guards for their future security. -- Such has been the patient sufferance of these Colonies; and such is now the necessity which constrains them to alter their former Systems of Government. The history of the present King of Great Britain is a history of repeated injuries and usurpations, all having in direct object the establishment of an absolute Tyranny over these States. To prove this, let Facts be submitted to a candid world.

HE has refused his Assent to Laws, the most wholesome and necessary for the public Good.

HE has forbidden his Governors to pass Laws of immediate and pressing Importance, unless suspended in their Operation till his Assent should be obtained; and when so suspended, he has utterly neglected to attend to them.
HE has refused to pass other Laws for the Accommodation of large Districts of People, unless those People would relinquish the Right of Representation in the Legislature, a Right inestimable to them, and formidable to Tyrants only.

HE has called together Legislative Bodies at Places unusual, uncomfortable, and distant from the Depository of their public Records, for the sole Purpose of fatiguing them into Compliance with his Measures.

HE has dissolved Representative Houses repeatedly, for opposing with manly Firmness his Invasions on the Rights of the People.

HE has refused for a long Time, after such Dissolutions, to cause others to be elected; whereby the Legislative Powers, incapable of the Annihilation, have returned to the People at large for their exercise; the State remaining in the mean time exposed to all the Dangers of Invasion from without, and the Convulsions within.

HE has endeavoured to prevent the Population of these States; for that Purpose obstructing the Laws for Naturalization of Foreigners; refusing to pass others to encourage their Migrations hither, and raising the Conditions of new Appropriations of Lands.

HE has obstructed the Administration of Justice, by refusing his Assent to Laws for establishing Judiciary Powers.

HE has made Judges dependent on his Will alone, for the Tenure of their Offices, and the Amount and Payment of their Salaries.

HE has erected a Multitude of new Offices, and sent hither Swarms of Officers to harrass our People, and eat out their Substance.

HE has kept among us, in Times of Peace, Standing Armies, without the Consent of our Legislatures.

HE has affected to render the Military independent of and superior to the Civil Power.

HE has combined with others to subject us to a Jurisdiction foreign to our Constitution, and unacknowledged by our Laws; giving his Assent to their Acts of pretended Legislation:

FOR quartering large Bodies of Armed Troops among us;

FOR protecting them, by a mock Trial, from Punishment for any Murders which they should commit on the Inhabitants of these States:

FOR cutting off our Trade with all Parts of the World:

FOR imposing Taxes on us without our Consent:

FOR depriving us, in many Cases, of the Benefits of Trial by Jury:

FOR transporting us beyond Seas to be tried for pretended Offences:
FOR abolishing the free System of English Laws in a neighbouring Province, establishing therein an arbitrary Government, and enlarging its Boundaries, so as to render it at once an Example and fit Instrument for introducing the same absolute Rules into these Colonies:

FOR taking away our Charters, abolishing our most valuable Laws, and altering fundamentally the Forms of our Governments:

FOR suspending our own Legislatures, and declaring themselves invested with power to legislate for us in all cases whatsoever.

HE has abdicated Government here, by declaring us out of his Protection and waging War against us.

HE has plundered our Seas, ravaged our Coasts, burnt our Towns, and destroyed the Lives of our People.

HE is, at this Time, transporting large Armies of foreign Mercenaries to compleat the Works of Death, Desolation, and Tyranny, already begun with circumstances of Cruelty and Perfidy, scarcely paralleled in the most barbarous Ages, and totally unworthy the Head of a civilized Nation.

HE has constrained our fellow Citizens taken Captive on the high Seas to bear Arms against their Country, to become the Executioners of their Friends and Brethren, or to fall themselves by their Hands.

HE has excited domestic insurrections amongst us, and has endeavoured to bring on the inhabitants of our frontiers, the merciless Indian Savages, whose known rule of warfare, is an undistinguished destruction of all ages, sexes and conditions.

IN every stage of these Oppressions We have Petitioned for Redress in the most humble terms: Our repeated Petitions have been answered only by repeated injury. A Prince whose character is thus marked by every act which may define a Tyrant, is unfit to be the ruler of a free people.

NOR have We been wanting in attentions to our Brittish brethren. We have warned them from time to time of attempts by their legislature to extend an unwarrantable jurisdiction over us. We have reminded them of the circumstances of our emigration and settlement here. We have appealed to their native justice and magnanimity, and we have conjured them by the ties of our common kindred to disavow these usurpations, which, would inevitably interrupt our connections and correspondence. They too have been deaf to the voice of justice and of consanguinity. We must, therefore, acquiesce in the necessity, which denounces our Separation, and hold them, as we hold the rest of mankind, Enemies in War, in Peace Friends.

WE, therefore, the Representatives of the united States of America, in General Congress, Assembled, appealing to the Supreme Judge of the world for the rectitude of our intentions, do, in the Name, and by Authority of the good People of these Colonies, solemnly publish and declare, That these United Colonies are, and of Right ought to be Free and Independent States; that they are Absolved from all Allegiance to the British Crown, and that all political connection between them and the State of Great Britain, is and ought to be totally dissolved; and that as Free and Independent States, they have full Power to levy War, conclude Peace, contract Alliances, establish Commerce, and to do all other Acts and Things which Independent States may of right do. And for the support of this Declaration, with a firm reliance on the protection of divine Providence, we mutually pledge to each other our Lives, our Fortunes and our sacred Honor.
John Hancock

GEORGIA, Button Gwinnett, Lyman Hall, George Walton.
NORTH-CAROLINA, William Hooper, Joseph Hewes, John Penn.
SOUTH-CAROLINA, Edward Rutledge, Thomas Heyward, Jr., Thomas Lynch, Jr., Arthur Middleton.
MASSACHUSETTS, John Hancock.
MARYLAND, Samuel Chase, William Paca, Thomas Stone, Charles Carroll, of Carrollton.
PENNSYLVANIA, Robert Morris, Benjamin Rush, Benjamin Franklin, John Morton, Geo. Clymer, James Smith, George Taylor, James Wilson, George Ross.
DELAWARE, Caesar Rodney, George Read, Thomas McKean
NEW-YORK, William Floyd, Philip Livingston, Frank Lewis, Lewis Morris.
NEW-HAMPSHIRE, Josiah Bartlett, William Whipple
RHODE-ISLAND, Stephen Hopkins, William Ellery.
CONNECTICUT, Roger Sherman, Samuel Huntington, William Williams, Oliver Wolcott.
NEW-HAMPSHIRE, Matthew Thornton