Maryland CTE Programs of Study

Military Leadership III (2025)

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INTRODUCTION 2

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.** 2.A

B **The Public Service and Safety Career Cluster focuses on preparing students for careers in 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.** 2.B

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.** 2.C

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.** 2.D

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.** 2.E

F **Students are encouraged to participate in extended learning experiences through aligned Career and Technical Student Organizations (CTSOs). CTSOs are a ocurricular requirement in the Carl D. Perkins Act, and alignment to CTSO ctivities is an expectation for CTE programs in the state of Maryland.** 2.F

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KNOWLEDGE AND SKILLS 3

A The student demonstrates the necessary skills for career development, maintenance of employability, and successful completion of course outcomes. The student is expected to: 3.A

1 Assess personal strengths, interests, and aptitudes to identify post-secondary and career pathways. 3.A.1

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.A.2

3 Develop professional application materials—including a résumé, cover letter, and digital portfolio—highlighting JROTC and leadership experiences. 3.A.3

4 Practice employability skills through mock interviews, networking simulations, and professional communication exercises. 3.A.4

5 Apply goal-setting and time-management techniques to plan, monitor, and reflect on progress toward both course requirements and longer-term career objectives. 3.A.5

6 Identify and utilize campus and community resources (e.g., career centers, mentorship programs, alumni networks) to support ongoing professional growth. 3.A.6

B The student identifies various career pathways. The student is expected to: 3.B

1 Research and categorize at least five distinct career pathways (e.g., military officer, engineering, cybersecurity, healthcare, logistics), noting required education and credentials. 3.B.1

2 Use assessment tools (such as the ASVAB or interest inventories) to match personal strengths and interests with appropriate career clusters. 3.B.2

3 Compare day-to-day duties, work environments, and advancement opportunities for two selected pathways, summarizing findings in a brief report or presentation. 3.B.3

4 Identify key industry-recognized credentials or certifications associated with each pathway and outline basic requirements for earning them. 3.B.4

5 Interview or shadow a professional in one chosen pathway (in person or virtually) and reflect on insights gained regarding skills, lifestyle, and preparation. 3.B.5

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) 3.B.6

C The student develops technology and digital literacy skills. The student is expected to: 3.C

1 Demonstrate proficiency in using common productivity software—such as word processors, spreadsheets, and presentation tools—to create and format professional documents. 3.C.1

2 Use digital communication platforms (e-mail, video conferencing, messaging apps) following proper military communication protocols and etiquette. 3.C.2

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3 Apply basic cybersecurity practices—password management, software updates, phishing awareness—to safeguard personal and unit information. 3.C.3

4 Use geospatial and navigation tools (online maps, GPS apps, GIS software) to plan routes, interpret terrain, and brief team members. 3.C.4

5 Collaborate on team projects using cloud-based platforms (shared drives, collaborative documents) to manage version control and coordinate tasks. 3.C.5

6 Evaluate emerging technologies (drones, simulation software, wearable devices) for potential applications in JROTC training scenarios 3.C.6

D The student integrates core academic skills into practice. The student is expected to: 3.D

1 Apply mathematical reasoning—such as scale calculations, time–distance–speed computations, and basic statistics—to plan and evaluate team movements and resource allocation. 3.D.1

2 Interpret technical texts and maps—using reading comprehension strategies—to follow orders, extract key information, and brief peers accurately. 3.D.2

3 Compose clear, concise written communications—such as situation reports, after-action reviews, and mission plans—using proper grammar and military format. 3.D.3

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. 3.D.4

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. 3.D.5

6 Use data-analysis skills—organizing, charting, and interpreting operational metrics or fitness results—to support evidence-based improvements in team performance. 3.D.6

E The student demonstrates advanced leadership, teamwork, and ethical decision-making through service activities. The student is expected to: 3.E

1 Compare and contrast leadership styles and apply situational leadership to lead small-unit projects. 3.E.1

2 Plan, organize, and facilitate team-building exercises that emphasize collaboration and accountability. 3.E.2

3 Evaluate ethical dilemmas in military and civilian contexts, proposing solutions that reflect core values. 3.E.3

4 Design and implement a community service or service-learning project, assessing outcomes and lessons learned. 3.E.4