



CHARLOTTE-MECKLENBURG JROTC DEPARTMENT
4301 SANDY PORTER ROAD
CHARLOTTE, NC 28273

CMS-JROTC

9 AUG 2017

MEMORANDUM FOR CMS JROTC UNITS

SUBJECT: Memorandum of Instruction (MOI) for SY 2017/2018 CMS JROTC Book Study

1. **PURPOSE:** To provide information and guidance for the SY 2017/2018 CMS JROTC Book Study.
2. **GENERAL:** The CMS Learning and Teaching Department and the CMS JROTC Directorate will conduct the annual CMS JROTC Global Studies Book Study from 13 SEP 17 – 6 DEC 17. ALL CMS JROTC programs will provide one cadet group (five - six cadets and one alternate cadet) and one JROTC instructor sponsor to participate in a book study of J. Todd Moye's book, *Freedom Flyers*. By participating in this book study, the cadets will gain a greater understanding of global leadership and ideals of freedom, patriotism, resiliency, and service to Nation and mankind. The major events include a kick-off breakfast with Mr. Chris Van Metre (President of Advanced Technology International), area competitions, final competitions/award ceremony, and a field trip (TBD).
3. **CONCEPT OF OPERATION:** Book Study will consist of 5 phases:

Phase I: Planning and Preparation (15 AUG 17 – 12 SEP 2017)

Phase II: Kick-off Breakfast (13 SEP 2017)

Phase III: Area Competitions (15-16 NOV 2017)

Phase IV: Final Competition and Award Ceremony (6 DEC 2017)

Phase V: Field Trip - TBD

a. Phase I: Planning and Preparation.

(1) The CMS Humanities Department and CMS JROTC Directorate will coordinate book selection, author participation, competitions' activities, and the field trip during this phase. The purpose is to inform participants and sponsors of key information and duties and to answer questions.

(2) Each CMS JROTC program will select five - six cadets to participate in the book study program competition. (Recommend one alternate also be selected in case of cadet illness, school transfer, etc.) Students participating must be in 10th - 12th grade.

(3) Each CMS JROTC program will coordinate their five - six cadets' and the alternate's absences from regular classes on 13 SEP 17 so that they may attend the kick-off breakfast. Instructors should follow their high school's procedures regarding cadet absence and transportation approval for this opening event.

(4) MGLA at Hawthorne, Garinger, Mallard Creek, and Olympic High Schools will host area competitions. They will coordinate and provide the necessary competition resources (facility space, audio-visual equipment, tables/chairs, etc.) to host the competitions.

b. Phase II: Kick-off Breakfast

Date: Wednesday, 13 SEP 17

Time: 09:30 – 11:30AM

Location: Old MGLA location at Marie G. Davis HS (not Hawthorne HS)

Uniform: Class B

Food: Brunch sandwich/snack items

Format: Welcome, Presentation of Colors, Cadet/School Introductions, Guest Speaker, Question and Answer Period, Improvement Kata Discussion, and Group Pictures

d. Phase III: Area Competitions

(1) Area competitions will be held according to the following information:

| East Area | North Area | Central Area | West Area |
|------------------|-------------------|--------------|-------------------|
| 15 NOV 17 | 15 NOV 17 | 16 NOV 17 | 16 NOV 17 |
| Butler | Hough | Berry | West Charlotte |
| East Mecklenburg | Rocky River | Harding | Hopewell |
| Independence | Mallard Creek* | MGLA* | Olympic* |
| Providence | North Mecklenburg | Myers Park | South Mecklenburg |
| Garinger* | Vance | Ardrey Kell | West Mecklenburg |
| | | | |

Note: asterisk denotes host school

(2) Competitions will begin promptly at 2:45 PM. Host School will be the first presenter.

e. Phase IV: Final Competition and Awards Ceremony

Date: Wednesday, 6 DEC 2017

Time: 09:30 – 11:30 AM

Location: Old MGLA location at Marie G. Davis HS (not Hawthorne HS)

Uniform: Class B

Format: Opening Remarks, Presentations by Cadets, Guest Speaker comments, Award Ceremony, Closing Remarks

f. Phase V: Field Trip – TBD

4. RESPONSIBILITIES

a. DMI:

- (1) Provide overall supervision and guidance for book study in coordination with CMS Humanities Department.
- (2) Coordinate and conduct kick-off breakfast.
- (3) Plan and coordinate the field trip – TBD.
- (4) Supervise area competitions to include coordination for evaluation panel.
- (5) Coordinate conduct of final competition and award ceremony to include guest speaker presentation.

b. JROTC High School units:

- (1) Select Book study cadet participants and JROTC instructor sponsor and submit list to CMS JROTC Directorate NLT FRI, 15 SEP 17.
- (2) Ensure all book study participants are briefed on the opportunity to receive concurrent credit for JROTC Honors courses (with the completion of specified academic requirements identified in the CMS JROTC Honors Project manual, page 2) and CMS Senior Graduation Project (see enclosure 7).
- (3) Ensure all book study participants complete the CMS Student Internet Use Agreement.
- (4) Coordinate student attendance at opening kick-off breakfast event.
- (5) Prepare cadets to participate in area and final competitions (if selected).
- (6) Monitor cadet efforts to ensure appropriate timeline achievement.
- (7) Coordinate all CMS-mandated administrative actions required for cadet travel on field trip (TBD).
- (8) Provide \$25 unit registration fee to CMS JROTC Directorate to pay for awards and closing ceremony. (Fee is included in the annual JROTC Activities \$300 fee.) If paying separately, make check out to “CMS JROTC Council” and submit to CMS JROTC Directorate.
- (9) Provide own team laptop computer (or other device) loaded with your cadets’ presentation for competitions.

c. Designated Schools hosting area competitions:

(1) Coordinate all necessary requirements for conduct of competition presentations (facility space, chairs, tables, projector (with additional back-up projector), classroom-size projection screen, and Internet access.

(2) Conduct equipment check at least two days in advance of competition to ensure proper operating equipment is available for competition.

(3) Request host school CTE Media instructor act as judge for area competition.

d. MGLA at Hawthorne HS will provide Color Guard and JROTC cadet to lead the Pledge of Allegiance for Book Study Opening Kick-off event, to be held at old MGLA location. Final Book Study competition tasking for Color Guard support will be supported by one of the final area competition winners (TBD).

5. COORDINATING INSTRUCTIONS

a. CMS JROTC units will execute the book study according to guidance and information located in the enclosure portion of this memo:

(1) Task Prompt (see enclosure 1) – Both the CMS JROTC instructor and the students should thoroughly read the guidance provided to ensure complete understanding of the task and associated guidance.

(2) Suggested Timeline (see enclosure 2) – JROTC instructors and cadets should use the timeline as a guide as cadets work to produce their products. Key dates are provided to support timely accomplishment of key actions.

b. Cadet groups and instructors will receive their copies of the book, *Freedom Flyers* and other supporting materials in early SEP 17. If possible, all will receive their copies in advance for early reading.

c. Winning teams will receive appropriate recognition:

(1) Certificates will be awarded to all participants in each area competition.

(2) JROTC instructors will ensure appropriate academic credit is given to students participating in Senior Graduation Projects and JROTC Honor Courses. They are also encouraged to provide extra credit to book study students taking standard JROTC courses.

d. All JROTC programs are responsible to submit their own field trip request for field trips. Each high school JROTC program will coordinate their cadet transportation per guidance from their high school administration.

6. Point of Contact is COL Clark, email: robertl.clarkiv@cms.k12.nc.us, tel: (980) 343-0019 or LTC Laughlin email: richard.laughlin@cms.k12.nc.us, tel: (980) 343-0019.


Robert L. Clark IV
Colonel, USA Retired
CMS JROTC Director

Enclosures:

1. Task Prompt
2. Suggested Timeline
3. Book Study Proposal Template
4. Book Study Participant Roster
5. Evaluation Rubric
6. JROTC/ Graduation Project Alignment

JROTC Book Study Tuskegee Airmen Writing Prompt

The American identity and values of our culture are deeply embedded in the ideals of freedom, patriotism, resiliency, and service to mankind. Generations of young men and women have sacrificed their all for these ideals, becoming role models for a new generation, prompting a spirit of loyalty to the country that offers so much. And yet, our nation has struggled at times to define the parameters of those ideals. Do we really mean freedom for all? What does patriotism look like? How do we maintain our character and be resilient in the face of overwhelming odds?

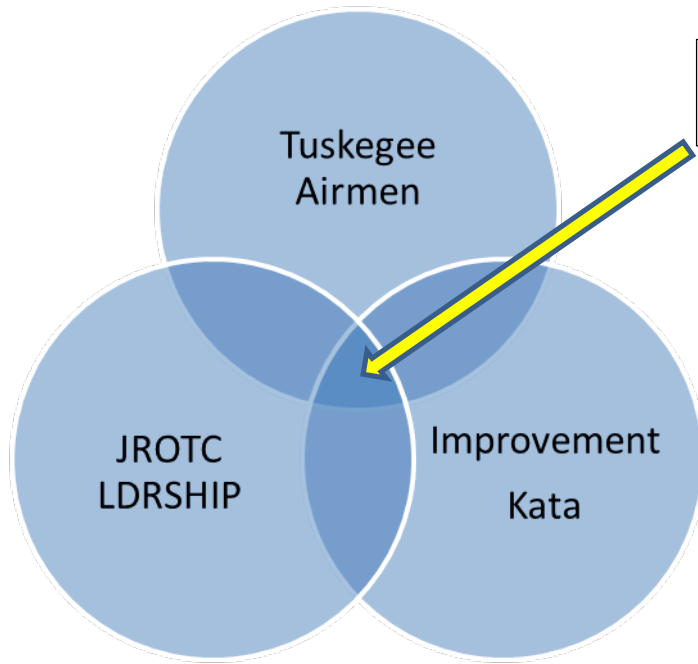
Some who have helped define those parameters had to do so at the risk of seeming to be rule-breakers. They had to have a resilience of character and spirit in the face of adversity to achieve not only their own dreams, but to make the ideals of America accessible to all her people. The Tuskegee Airmen are great examples of that resiliency.

***Resiliency:** an individual's ability to successfully adapt to situations and tasks in the face of social disadvantage or highly adverse conditions; the ability to persevere in the face of challenge.*

Consider their efforts during WWII to serve a country who still denied them simple freedoms. As you read about the hurdles they overcame, think about what character traits they exemplified that relate to the core traits taught in JROTC. What can you learn from the airmen's stories and your JROTC training to apply to a situation where resilience will be required?

In addition to reading the book, you will learn about a framework for improvement called the Improvement Kata, used by many large international corporations to make effective change. Using this framework, you will think about how to apply characteristics like resiliency, respect, and determination to solve complex problems.

Prompt: Choose a global, national, or local situation in which people must be resilient in order to affect change for a positive solution. In your analysis of the situation, determine the challenges it presents and highlight how resilience will factor heavily in overcoming the challenges. Your team will identify a vision for a viable long-term solution, the current condition, obstacles that must be identified and considered, and a short-term goal that you will begin working toward. Your presentation will include all these elements.



Your presentation will connect all three elements of the book study.

Book Study Team Planning Guide: The Improvement Kata

Brainstorm possible issues or situations that will need a concerted and determined effort to solve. Choose one to use as the basis of your work.

Vision: What is the best-case solution to this issue?

Current Condition: Research your chosen situation to determine what steps have already been taken to find a resolution, what steps are being proposed currently, and what actions are most likely to be effective.

Obstacles: What could or has gone wrong? What could keep us from reaching the vision? What do we have control over? Which of those can we address?

Next Target Condition: Design your most viable next step in the journey toward the vision. Think strategically, and recognize your considerations and limitations. Consider steps of implementation.

Presentation Tips:

1. Your presentation should include references to the book study, what you are learning in JROTC, and your research.
2. Make sure your presentation is readable and has been proofread for errors.
3. Make sure all members have contributed to the presentation.
4. Your dress, composure, and preparation speak volumes.
5. Think about what questions someone might have that you can address.

If you are a Junior or Senior, decide if this book study will be used for Graduation Project. If so, email Roxanne.breland@cms.k12.nc.us to discuss logistics as soon as possible.

If you are a Freshman or Sophomore, consider speaking to your English teacher about how this project could be used for your Graduation Project, or email the address above to ask questions or get information.

NOTE: Google, Rocket, Glogster.com, imovie, Haiku Deck, and other multi-media applications may be used with JROTC instructor approval. Use of video, still pictures, narration, music, and other multi-media features are highly encouraged. Length of presentation must be 20 minutes or less. Groups will submit a project proposal to their JROTC instructor (book study sponsor) NLT 21 OCT 2016. Groups will submit their proposal using Project Proposal Template – enclosure 3.

Enclosure 1

Book Study Timelines

Key Dates:

- 13 SEP JROTC Book Study Kick-off Breakfast, WED, 13 SEP 17, 09:30 – 11:30AM, MGLA at “OLD” MGLA location, Marie G. Davis School
- NLT 15 SEP Book Study participant roster (see attachment 4) sent to CMS JROTC Directorate (Attn: LTC Laughlin)
- NLT 22 SEP Provide \$25 unit registration fee to CMS JROTC Directorate (if fees paid individually by activity event)
- NLT 29 SEP Group Project Proposal (enclosure 3) due to JROTC instructor
- NLT 13 OCT Project Status Check of Student Progress by JROTC instructor
- 18 OCT Field Trip to Civil Rights Center and Museum, Greensboro, NC
- 15 NOV East Group Presentations (Butler, East Meck, Independence, Providence, Garinger*) * = host school
- 15 NOV North Group Presentations (Hough, Rocky River, Mallard Creek*, North Meck, Vance) * = host school
- 16 NOV Central Group Presentations (Berry, Harding, MGLA at Hawthorne HS*, Myers Park, Ardrey Kell) * = host school
- 16 NOV West Group Presentations (West Charlotte, Olympic*, South Meck, West Meck) * = host school
- 6 DEC Final Presentations Competition and Trophy Presentation Ceremony (0930-1130hrs at MGLA at Marie G. Davis HS, CLASS B uniform)

NOTE: Field Trip Date – 18 OCT 17

Enclosure 2

DATE _____

2017 - 2018 Book Study Proposal

School:

JROTC Instructor Sponsor:

Groups Members (last name, first name):

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

ALT:

Basic Description of Project:

Multi-Media application(s) to be used:

Note: This form must be submitted to JROTC Book Study sponsor NLT 29 SEP 17

Enclosure 3

DATE _____

2017/2018 Book Study Roster

School:

JROTC Instructor Sponsor:

Groups Members:

Name (last, first)

Grade (10th, 11th, 12th)

1.

2.

3.

4.

5.

6.

Alternate #1

Note: This information must be sent to CMS JROTC Directorate NLT FRI, 15 SEP 2017

Enclosure 4

JROTC Book Study Presentation Rubric

| | Proficient 7-10 Points | Emerging 3-6 Points | Unsatisfactory 0-2 Points | Score |
|--|--|---|--|-------|
| P L A N N I N G | Presentation includes evidence of a presentation plan that defines the goals of the presentation and clearly provides who, what, when, where, why, and how of the presentation | Presentation attempts to include evidence of a presentation plan that defines the goals of the presentation and provides some, but not all who, what, when, where, why, and how of the presentation | Presentation fails to include evidence of a presentation plan that defines the goals of the presentation and does not provide who, what, when, where, why, and how of the presentation | |
| | Teams equitably distribute work load; every cadet plays a significant part in the presentation | Teams distribute work load; every cadet takes some part in the presentation | Teams do not equitably distribute work load; some cadets take minimal part in the presentation | |
| P R E S E N T A T I O N | Cadets conduct themselves with exemplary military bearing and public speaking skills: Tone, Eye contact, Articulation of message | Cadets conduct themselves with acceptable military bearing and public speaking skills: Tone, Eye contact, Articulation of message | Cadets conduct themselves with marginal military bearing and public speaking skills: Tone, Eye contact, Articulation of message | |
| | Cadets include relevant visual and/or audio aids that add to the quality of the presentation | Cadets include some appropriate visual and/or audio aids that marginally add to the quality of the presentation | Cadets did not include visual and/or audio aids, or use visual and/or audio aids that detract from the quality of the presentation | |
| | Presentation was clear and systematic, with key dimensions of the case well-developed and addressed | Presentation was reasonably clear, with most key dimensions of the case appropriately addressed | Presentation contains logical flaws or undeveloped argument, missing key dimensions of the case | |
| | Team clearly identifies and thoroughly discusses the central theme of resilience, connecting to and citing evidence from the book study text and their chosen issue | Team adequately identifies and discusses the central theme of resilience, referencing the book study text and/ or their chosen issue | Team misidentifies and inadequately discusses the central theme of resilience. May not reference the book study text or issue. | |
| | Team's presentation includes insightful analysis and well-developed viewpoint, and includes full and careful attention given to differing views or alternative solutions. | Team's presentation includes analysis and developed viewpoint, and includes some attention given to differing views or alternative solutions. | Team's presentation includes undeveloped viewpoint, and minimal awareness of differing views or alternative solutions. | |
| | Team respectfully engages all cadets in exceptionally productive discussion of text and issue | Team respectfully engages in productive discussion of case and differing text and issue | Team marginally engages cadets in discussion of text and issue, dismissive or combative of differing views | |
| C L O S U R E/ ?'S | Cadets clearly summarize the impact that the experience had on the team and individual members | Cadets attempt to summarize the impact that the experience had on the team and individual members | Cadets do not summarize the impact that the experience had on the team and individual members | |
| | Cadets respond articulately to extemporaneous questions; Cadets are knowledgeable about their portion of presentation | Cadets respond acceptably to extemporaneous questions; Cadets are somewhat knowledgeable about their portion of presentation | Cadets respond minimally to extemporaneous questions; Cadets lacked knowledge about their portion of presentation | |

Total Score

/ 100

JROTC/ Graduation Project Alignment

Graduation Project is a rigorous culminating component of the English curriculum for high school students. Students choose a topic to research and study and complete four components for a composite score that is integrated into their English grade. Students must produce a formal paper, a product, a presentation in which they explain the research, and a portfolio documenting their efforts and learning. Juniors complete the 6-8 page research paper on their chosen topic after extensive research that includes multiple points of view. Seniors create the service learning experience, collect evidence of their work stemming from their research, and present this to a panel of judges for review and questioning.

The JROTC book study featuring *Freedom Flyers* is a good fit for the framework of the graduation project. This book study is an excellent opportunity to choose a global, national, or local situation in which people must be resilient in order to affect change for a positive solution. The cadet team will determine the challenges and highlight how resilience will factor heavily in overcoming the challenges. Your team will identify a vision for a viable long-term solution, the current condition, obstacles that must be identified and considered, and a short-term goal that you will begin working toward. The book study would be a perfect entry point into research about such issues as health care, poverty, global peace initiatives, education, leadership qualities, policy-making, etc. From the information presented in the book, students would narrow their topic, research and read various sources of information related to their topic, incorporate primary sources such as interviewing an expert or finding applicable law, and create a thesis which examines the issue and proposes a solution.

Both English teachers and JROTC staff could support the learning and development of mature thinking in their specific curricula and with a global understanding of literacy as a way to communicate effectively inclusive of all subject matter being presented.

Senior Cadets may request a presentation score based on the book study competition presentations. This must be done in writing ahead of time to roxanne.breland@cms.k12.nc.us. This individual score may be used for the presentation part of the Graduation Project, and will be scored using the GP presentation rubric. Cadets *may not* receive a Graduation Project score for any other part of the Graduation Project. This book study does not supplant the requirements for the research paper, or for the service learning components.