

**Northeast High School
Marine Corps Junior Reserve Officer Training Corps**



**Cadet Handbook
SY 2020-2021**

Marine Corps JROTC Handbook Table of Contents

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Unit 1 Introduction to the Marine Corps JROTC Program

Chapter 1 Overview

Overview	Marine Corps Junior ROTC Program is a completer course meaning it can be taken in lieu of a foreign language to satisfy a course curriculum to graduate high school. It is also an HONORs class (meaning it is measured on a 5.0 scale vice a 4.0.)
Safety	<ul style="list-style-type: none">• The safety of our cadets is our highest priority. Cadets must think and act with the safety of their fellow cadets in mind.• Cadets should report all potential safety hazards to the Senior Marine Instructor or Marine Instructor immediately.• Unsafe play or actions by cadets is not acceptable under any circumstances.
Overview	The scope of this lesson is to provide cadets with an understanding of the background on the history of the Marine Corps Junior ROTC Program its purpose and how it works.
Learning Objectives	<ol style="list-style-type: none">1. Describe the intent of the Marine Corps Junior ROTC Program.2. State the 7 elements of the Marine Corps JROTC Mission3. Identify the requirements to be qualified as a Marine Corps Junior ROTC Graduate.4. Identify the reasons a cadet may be disenrolled from the Marine Corps Junior ROTC Program.
Intent of the Program	<ul style="list-style-type: none">• The MCJROTC Program will develop character in high school students allowing them to become informed citizens prepared to willingly accept the responsibilities of citizenship.• It is a unique program that stresses the learning of leadership skills that will enhance the lives of the young adults who participate.• Instructors shall focus on the four basic indicators of leadership: morale, proficiency, esprit de corps, and most importantly, discipline.
Mission	The mission of the Marine Corps JROTC Program is to develop informed citizens, strengthen character by the teaching of discipline, and develop understanding of the responsibilities of citizenship.

Objectives of the Marine Corps JROTC Mission	<ol style="list-style-type: none"> 1. Develop informed and responsible citizens. 2. Develop leadership skills. 3. Strengthen character. 4. Promote an understanding of the basic elements and requirements for National security. 5. Help form habits of self-discipline. 6. Develop respect for, and an understanding of, the need for constituted authority in a democratic society. 7. Develop an interest in the Military Services as a possible career.
Definition of Marine Corps JROTC	The official designation of the organized group receiving military instruction in leadership conducted and sponsored by the U.S. Marine Corps.
Marine Corps Junior ROTC Unit	The organized group of MCJROTC students and instructors at one secondary school, which consists of a minimum 100 cadets, or 10 percent of the secondary school's total student enrollment, whichever is less
Senior Marine Instructor (SMI)	A retired Marine Corps officer, employed by a secondary school (high school) for supervising the operations of an MCJROTC unit.
Marine Instructor (MI).	A retired Marine Corps staff non-commissioned officer (SNCO), employed by a secondary school (high school) to assist the Senior Marine Instructor (SMI).
MCJROTC Cadet	A student enrolled in an MCJROTC unit.
Objective 1-3	Identify the requirements to be qualified as a Marine Corps Junior ROTC Graduate.
Marine Corps Junior ROTC Graduate	A student who has successfully completed three years of the MCJROTC program prescribed by law and regulations, and who has received a certificate of completion and a high school diploma.

Academic Excellence

Academic Standards and Policies

- Your **primary mission** as a cadet in high school is to be successful in your **educational endeavors** and complete the requirements for graduation.
 - Good grades and scholastic achievement are crucial to your future, whether you plan to continue your education or enter the business world, enlist in the armed services, or compete for a scholarship or commissioning program your success in high school will have a lasting impact on your future.
 - Your report card will be reviewed each marking period and you will be required to complete a Learning Contract to set your goals for the next marking period.
-

Chapter 2 Unit Organization

Unit Organization

- Two types of cadet organizations which may be considered are:
 - Battalion level- with one or more companies.
 - Company level--with the company divided into platoons.
-

Student Eligibility

- To be eligible for enrollment and continuance in an MCJROTC unit, the student must:
1. Be enrolled in and attending a regular course of instruction at the school where the unit is located.
 2. Be a citizen of the United States or U.S. National or lawfully admitted to United States for permanent residence and be in a grade above the 8th grade.
 3. Be of good moral character as determined by the principal of the school and the SMI.
 4. Be physically qualified to participate fully in the school's physical education program. Current annual school physical evaluations, as stated above, are mandatory for cadet participation in the program.
-

Transfer Students

- Students may transfer from Army, Navy, or Air Force Junior ROTC units and receive full credit for training accomplished.
- These cadets are authorized to wear all ribbons and medals awarded by the other services except those awarded for marksmanship.
- Other service JROTC shooting badges will not be worn.

Chapter 3 Cadet Duties and Responsibilities

Individual Cadet Personal Responsibilities

-
- | | |
|-------------------------|---|
| Responsibilities | <ul style="list-style-type: none">• Arrive on time for class, greet the teacher on the way into class,• Contribute to the class with appropriate answers to questions,• Participate in class, and thank teachers when leaving.• Wear appropriate clothing always.• Honor your word and do not lie cheat or steal or tolerate those who do.• Treat others with dignity and respect regardless of race, religion or gender.• Take care of each other.• Wear your uniform to and from school in accordance with regulations.• Respond to all adults with a "Yes, or No Sir or Ma'am.• Use appropriate language and do not curse or swear.• Respect public and private property and public laws and regulations.• Set the example in all you say and do. |
|-------------------------|---|
-

Cadet Leadership Responsibilities

Cadet Billet Assignments/Rank and Grade Requirements

Billet/Job Assignment	Rank	Grade Level	Number# Authorized
Battalion Commander	Lieutenant Colonel	SR.	1
Battalion Executive Officer	Major	SR.	1
Battalion Sergeant Major	Sergeant Major	SR.	1
Battalion Color Sergeant	Sergeant	SR.	1
Battalion Administrative Officer (S-1)	1 st Lieutenant	SR.	1
Battalion Administrative Chief	SNCO	JR/SR	1
Battalion Public Affairs Officer (S-2)	1 st Lieutenant	SR.	1
Battalion Public Affairs Chief	SNCO	JR/SR	1
Battalion Operations Officer (S-3)	1 st Lieutenant	SR.	1
Battalion Operations Chief	SNCO	JR/SR	1
Battalion Supply Officer (S-4)	1 st Lieutenant	SR.	1
Battalion Supply Chief	SNCO	JR/SR	1
Battalion Info. Sys. Officer (S-5)	1 st Lieutenant	SR.	1
Battalion Info. Sys. Chief	SNCO	JR/SR	1
Battalion Academic Officer (S-6)	1 st Lieutenant	SR.	
Battalion Academic Chief	SNCO	JR/SR	
Company Commander	Captain	SR.	1
Company First Sergeant	First Sergeant	JR/SR	1
Platoon Commander	2 nd Lieutenant	JR/SR	3
Platoon Sergeant	Staff Sergeant	JR/SR	3
Platoon Guide	Sergeant	JR/SR	3
Squad Leader	Sergeant	Soph/SR	18
Team Leader	Corporal	Fr./SR	36

Cadet Battalion Commander

- The Cadet Battalion Commander (CO) is the senior cadet in the Battalion.
 - **Responsibilities include:**
 - Maintaining the appearance, discipline, efficiency, training, well-being and conduct of the battalion.
 - Ensuring that all members of the cadet corps can develop leadership commensurate with their individual abilities.
 - Conducting a weekly staff meeting and briefing the SMI & MI on all battalion activities.
 - Providing recommendations for cadet evaluation, promotion and assignment.
 - Presiding as the chairman/president of all boards.
 - Performing other duties as may be assigned by the SMI & MI
-

Cadet Executive Officer

- Assist the CO in commanding the unit and is prepared to assume the CO's duties in his/her absence.
 - The XO is specifically responsible for coordinating the battalion staff, proofreading all prepared documents for approval of the commanding officer.
 - Provide assistance on all extra-curricular activities, parades, competitions and community service events.
-

Cadet Sergeant Major

- This is the highest-ranking enlisted cadet in the Battalion.
 - The **Sergeant Major** reports directly to the Battalion Commander.
 - **Responsibilities include:**
 - Assisting the CO in managing BN activities and exercising general supervision over all enlisted cadets.
 - Serving as the liaison between the commander and the cadets within the company and participating in the weekly staff meetings
 - Conducting staff meetings to ensure all SNCOs are completely aware of all BN activities
 - Forming the BN for parades, inspections or other military formations when directed by the CO
 - Escorting inspecting officers/visitors at BN inspections/formations
 - Performing other duties as may be assigned by the CO.
 - Provide assistance on all extra-curricular activities, parades, competitions and community service events.
-

**Company
Commander**

Responsibilities include:

- Maintaining the appearance, discipline, efficiency, training, and conduct of the cadets who make up the company.
 - Ensuring that all cadet members of the company can develop leadership skills commensurate with their individual abilities
 - Observing, evaluating, and rating cadets who are members of the company.
 - Attending all BN/Company formations.
 - Briefing the CO weekly on company activities and areas of concern
 - Maintaining proficiency in the military drill as set forth in the Marine Corps Drill and Ceremonies Manual, and other applicable instructions
 - Managing all cadet records of the company and individual cadet ribbon and promotions.
 - Performing other duties as may be assigned by the CO.
-

**Company First
Sergeant**

Responsibilities include:

- Assisting in the issue and turn-in of uniforms and other accountable property, inventory of accountable property and issue/turn-in.
 - Providing guidance to the cadets on proper supply discipline and supervising the activities of the two platoon guides
 - Ensuring unit spaces are kept clean, neat, and orderly
-

**Company
Gunnery
Sergeant**

Responsibilities include:

- Assisting the Company First Sergeant in the performance of his/her duties.
 - Ensuring unit spaces, classroom and areas are kept clean, neat, and orderly
-

**Platoon
Commander**

Responsibilities include:

- The appearance, discipline, efficiency, training, and conduct of the cadets who make up the platoon.
 - Ensuring that all cadet members of the platoon can develop leadership skills commensurate with their individual abilities
 - Observing, evaluating, and rating cadets who are members of the platoon.
 - Attending all Company formations.
 - Ensuring that all cadets are present, on-time and in the proper uniform for formations.
 - Briefing the CO weekly on platoon activities and areas of concern.
 - Maintaining proficiency in the military drill as set forth in the Marine Corps Drill and Ceremonies Manual, and other applicable instructions
 - Performing other duties as may be assigned by the Company Commander
-

**Platoon
Sergeant**

Responsibilities include:

- The appearance, discipline, efficiency, training, and conduct of the cadets who make up the platoon.
 - Ensuring that all cadet members of the platoon can develop leadership skills commensurate with their individual abilities
 - Observing, evaluating, and rating cadets who are members of the company
 - Attending all formations.
 - Briefing the Platoon Commander on areas of concern.
 - Maintaining proficiency in the military drill as set forth in the Marine Corps Drill and Ceremonies Manual, and other applicable instructions.
 - Performing other duties as may be assigned by the Platoon Commander.
-

Platoon Guides

Responsibilities include:

- The logistical point of contact in each platoon.
- Will assist the platoon Sergeant in distribution of uniform, supplies, etc.
- Be proficient in Guidon Drill and Ceremonies.

Cadet Duties and Responsibilities Continued

Squad or Fire Team Leader

Responsibilities include:

- Must be proficient in close order drill & be able to take charge of the squad/fire team
 - Know squad or team members and help them whenever possible
 - Assist the Platoon Cmdr. in all platoon functions
 - Directing the squad in preparation for platoon inspection
 - Assigning working parties as the need arises
 - Assisting the instructors in collecting and passing out class work
-

S-1 Administration

Responsibilities include:

- Compiling and maintaining the ribbon and promotion journals for the cadet battalion.
 - Maintaining the cadet personnel record folders and records information such as promotions, awards, etc., as required.
 - Maintains a complete record of all ribbons and promotions awarded by month and year
 - Performing other duties as may be assigned by the CO.
-

S-2 Community Service/Public Affairs Officer

Responsibilities include:

- Developing a community service plan
- Setting community service goals for the battalion.
- Coordinating the community service activities for the battalion.
- Developing a community service roster of agencies and organizations that require assistance.
- Contributes monthly to the school newspaper.
- Develop a cadet monthly newspaper.
- Coordinate all contact with the media through the SMI.
- Providing newsworthy items about cadets and battalion activities to school, city and other local newspapers as well as periodicals such as magazines.
- Also, news releases shall be provided to local TV/radio stations. Copies of published articles will be provided to the school for inclusion in the school paper.
- Coordinate and ensure Marine Corps JROTC activities are appropriately entered on the Associated Student body activities calendar and Master Calendar
- Maintaining the Marine Corps JROTC bulletin board.
- Establishing contact with local media sources
- Photographing all special events in which the unit is involved
- Maintaining unit scrapbook and other files relevant to the unit's history, tradition, accomplishments and activities

- Coordinating with the SMI/MI periodically to make sure that all planned events are covered
 - Performing other duties as may be assigned by the CO.
 - Submitting student of the month to the school administration.
-

**S-3 Cadet
Operations
Officer**

Responsibilities include:

- Organizing all battalion activities, such as battalion formations, parades, etc.
 - Planning, coordination, and scheduling extracurricular activities with other school organizations and other schools and ROTC units
 - Assisting the SMI/MI in planning, coordinating, and scheduling base visitation, field trips, and similar activities.
 - Developing and publishing the annual training plan,
 - Weekly training schedule.
 - Ensuring all training materials is in the classroom prior to instruction.
 - Assigning duties to subordinates (S3-A, S3-Chief) and evaluating their work.
 - Training at least one subordinate in the duties and responsibilities of the S-3 position
 - Briefing the SMI/MI on a weekly basis pertaining to assigned responsibilities and activities.
 - Performing other duties as may be assigned the CO
-

**S-3 Cadet
Operations
Chief**

Responsibilities include:

- Controls operation of the S-3 computer
 - Ensuring communications within the unit, posting the Plan of the Week no later than Thursday of the preceding week.
 - Maintaining and updating the cadet textbook record account and completing an inventory of all textbooks when instructed by the SMI/MI
 - Maintaining, scheduling, and coordinating payments of all rifle, drill and color guard activities and meets.
-

**S-4 Cadet
Logistics Officer**

Responsibilities include:

- The S-4 Officer is responsible to the SMI/MI
- Assisting in the issue and turn-in of uniforms and other accountable property, inventory of accountable property and issue/turn-in.
- Providing guidance to the cadet corps on proper supply discipline and supervising the activities of the four supply assistants and one training aid assistant
- Originating the necessary paperwork to properly effect the ordering, receipt, stocking, survey, and disposal of military property as directed
- Ensuring that the cleanliness and organization of the supply room is maintained

- Briefing the SMI/MI weekly pertaining to assigned responsibilities and activities performing other duties as may be assigned by the CO.
 - Inventorying, reordering when necessary, receiving, and properly storing all ribbons, ranks, and other uniform accouterments under her/his cognizance.
-

**S-4 Cadet
Logistics Chief**

Responsibilities include:

- The S-4 Chief is responsible to the S-4 for the material condition and cleanliness of unit spaces.
 - Conducting serialized inventories of all assigned property and weapons
 - Ensuring unit spaces are kept clean, neat, and orderly
 - Accompanying the CO during the conduct of the weekly zone inspection. The results will be recorded, identifying all discrepancies.
 - The S-4 Chief will annotate what corrective actions have been taken and route the inspection results to the SMI/MI.
-

**Drill Team
Officer
And
Commander(s)**

Responsibilities include:

- Reporting to the Battalion Commander.
 - Development of new routines and training of the drill team members in these routines
 - Directing the team at performances
 - Instructing the junior members of the Marine Corps JROTC Unit in the fundamentals of
 - With Arms drill and recruiting new members into the team
 - Effecting the maintenance and accurate inventory of all drill team equipment
 - Keeping written historical pass-down record of routines performed
 - Keeping written records of practice sessions, drill competition and special performances
-

**Color Guard
Sergeant**

- Reports to the Battalion Commander and:
 - Directs the training and operations of the Color Guard, Flag Detail and Banner Carriers
 - Keeps written records of practice sessions, drill competition and special performances
 - Keeps a written historical pass-down record of routines performed.
 - Ensures the proper maintenance and accurate inventory of all Color Guard equipment.
-

Chapter 4 Organizations and Teams

Drill Team	<ul style="list-style-type: none">• The Marine Corps JROTC Drill Team is made up of cadets who are particularly interested in the sharpness and precision developed by Close Order Drill and the Manual of Arms.• They will represent the Marine Corps JROTC unit in parades, ceremonies, and competitions.• They are expected to be the elite of the unit and set the highest standards for the unit in sharpness, discipline, grooming, and performance.
Color Guard	<ul style="list-style-type: none">• Normally consist of four to six cadets per color guard.• They are expected to present the colors proudly and sharply at frequent community parades, ceremonies, and competitions.• Instructions for presenting the colors are contained in the <u>Drill and Ceremonies Manual</u> and other matches.
A- Team	<ul style="list-style-type: none">• Academic Team of cadets who have achieved academic excellence and are qualified to tutor other cadets in academic subjects.• A-Team will also compete with other Marine Corps JROTC units in academic competition based on knowledge of Leadership Education.
Marksmanship Team	The cadets will participate in the Marksmanship Program against other schools.
Cyber Patriot	Cadets will for a Cyber Patriot Team and participate in the Cyber Patriot Competition in the Fall.

Chapter 5 Awards, Promotions, Discipline and Disenrollment

Awards

Overview

- The CG, TECOM (C 46JR) authorizes ribbon awards to recognize superior performance by units or individual cadets.
 - These awards are designated to recognize participation in MCJROTC activities and certain extracurricular school activities which require special dedication and effort beyond the normal MCJROTC course requirements.
 - Only those awards, decorations and badges prescribed in this handbook will be worn by cadets on the MCJROTC uniform.
 - The wearing of competition awards is specifically prohibited except during the award presentation ceremony.
-

Legion of Valor Bronze Cross for Achievement

- Have an MCJROTC class standing in the top 25 percent of their class to be considered.
 - Have a school academic class standing in the top 25 percent of their class to be considered.
 - Have demonstrated exemplary military leadership.
 - Have demonstrated academic leadership (demonstrated qualities of leadership in scholastic activities, student organizations, community activities, and interscholastic athletic participation).
 - Nominees must be enrolled in MCJROTC their senior year to be eligible for this award.
-

Marine Corps Reserve Association (MCRA) Outstanding Unit Award

- Authorized for those cadets whose unit received recognition by placing first in competition for the outstanding MCJROTC unit.
-

American Legion Bronze Medal for Scholastic Excellence

- Have an academic average earned on all courses other than MCJROTC in the upper 10 percent of the class.
 - Have grades in all MCJROTC subjects within the top 25 percent of that unit.
 - Have demonstrated qualities of leadership. Have actively participated in related student activities such as student organizations, constructive activities, or sports.
-

American Legion Bronze Medal for Military Excellence.

- Be in the upper 25 percent of the class in academic standing, including all MCJROTC subjects.
 - Have demonstrated outstanding qualities in military leadership, discipline, character, and citizenship.
-

Sons of the American Revolution (SAR) JROTC Bronze Medal.

- Criteria: Awarded to a junior cadet who has exhibited the highest standards of leadership, soldierly bearing, and excellence.
-

DAUGHTERS OF THE AMERICAN REVOLUTION (DAR) JROTC BRONZE MEDAL.

- Be in the upper 25 percent of the graduating class in all subjects, including MCJROTC.
 - Have demonstrated qualities of dependability and good character, adherence to military discipline, leadership ability, and a fundamental and patriotic understanding of the importance of JROTC training.
-

Military Order of the World Wars (MOWW) Bronze Medal

- Excel in both military and scholastic activities during the year.
 - Be in good standing in all military and scholastic courses at the time of selection and presentation of the award.
 - Have indicated, by grades, extracurricular activities, individual endeavor, and a desire to serve the United States.
-

MILITARY OFFICERS ASSOCIATION OF AMERICA (MOAA) JROTC MEDAL

- Presented to a cadet for outstanding academic achievement.
 - The cadet must:
 - Be in top 10 percent of the class.
 - Have an "A" average in MCJROTC subjects.
 - Hold an officer's billet in the unit.
 - Be in the junior year of high school.
-

VETERANS OF FOREIGN WARS JROTC BRONZE MEDAL

- This award is to be presented to cadets who possess individual characteristics contributing to leadership both in and out of uniform.
 - A minimum grade of "B" in MCJROTC, and a "C" in overall school academics.
 - The cadet must be active in at least one other extracurricular activity or club and may not be a former recipient of the award.
-

**DAEDALIAN
JROTC
ACHIEVEMENT
AWARD**
**WOMEN
MARINES
ASSOCIATION
(WMA) AWARD
FOR
OUTSTANDING
CADET**

- Presented to a junior cadet who has demonstrated an understanding and appreciation of patriotism, love of country and service to the nation.
- Shows a desire and potential to pursue a military career, ranked in upper 10 percent of the MCJROTC junior class, and 20 percent of the school's junior class.
- Presented annually to the outstanding cadet in the unit who:
 - Is participating in at least the second year of MCJROTC.
 - Has satisfactory record of academic accomplishment and citizenship.
 - Has the highest leadership education grades in the MCJROTC unit?

**NONCOMMISSI
ONED OFFICERS
(NCOA)
ASSOCIATION**

Awarded annually to the most outstanding cadet NCO in the unit during the past school year. No minimum time in program is specified. However, the award must be made to the cadet NCO/SNCO who has consistently exhibited the best military bearing, personal appearance, deportment and leadership ability.

**MILITARY
ORDER OF THE
PURPLE HEART
JROTC MEDAL**

The award is awarded to a deserving cadet who combines both military and scholastic excellence with strong leadership skills.

**NAVY LEAGUE
YOUTH MEDAL**

The award is presented to an outstanding cadet in recognition of his/her professionalism and academic excellence and dedication to the MCJROTC program.

**RESERVE
OFFICERS
ASSOCIATION
JROTC MEDAL**

The award is presented to a deserving cadet who has demonstrated outstanding competence in military skills and has contributed to the common good of the school, community, and nation.

**NAVAL RESERVE
ASSOCIATION
JROTC MEDAL**

The award is presented to a cadet in recognition of his/her outstanding service and dedication to the MCJROTC program, academic excellence, and desire to serve the school, community, and nation.

**AMERICAN
VETERANS
(AMVETS)
JROTC MEDAL**

The award is presented to a cadet for diligence in the discharge of duties and the willingness to serve school, community, and nation.

Continued on next page

Awards, Continued

**NATIONAL
SOJOURNERS
AWARD**

Presented annually to an enrolled cadet, a sophomore or junior, not previously a recipient who: a. Is enrolled for the next year. b. Is in the top 25 percent. a. Has encouraged and demonstrated the ideals of Americanism.

**SCOTTISH RITE
JROTC MEDAL**

The award is presented to a cadet who has encouraged and demonstrated Americanism by deeds or conduct through participation in extra-curricular activities or unit 3-8 Enclosure (3) MCO 1533.6E 17 Nov 2008 sponsored community projects and has demonstrated exceptional dependability, character, self-discipline, citizenship and patriotism.

**OUTSTANDING
CADET AWARD**

- Presented annually to the cadet who demonstrates:
 - Consistent superior performance in all facets of the Leadership Education Course.
 - Academic achievement in the top 25 percent of the class in all academic subjects including MCJROTC.
 - Exceptional qualities of leadership, discipline, character, military bearing, and military proficiency.
-

**STUDENT
LEADERSHIP
AWARD**

- Presented to cadets who hold an elected office in the student body of the school.
-

**OFFICER
LEADERSHIP
AWARD**

- Presented annually to that cadet officer who has demonstrated exceptional leadership qualities, discipline, character, military bearing, and military proficiency.
-

**NONCOMMISSIONED OFFICER
LEADERSHIP
AWARD**

- Presented annually to that cadet non-commissioned officer who has demonstrated exceptional leadership qualities, discipline, character, military bearing, and military proficiency.
-

**CIVIC SERVICE
AWARD**

- This award may be used to recognize outstanding community service or noteworthy unit participation performed by a cadet.
-

Continued on next page

Awards, Continued

BEST DRILL CADET AWARD

- Presented annually to the cadet(s) who demonstrate superior performance in comparison with other cadets in the following categories:
 - Manual of arms in position.
 - Manual of arms while marching.
 - Military bearing and appearance.
-

DISTINGUISHED SCHOLASTIC ACHIEVEMENT AWARD

- Awarded annually to the cadet(s) who have maintained an "A" average in academic subjects to include MCJROTC Leadership Education, and/or be in the top 10 percent of the class.
-

ARTS AND ACADEMICS AWARD

- Presented to any cadet who participates in Interscholastic competition pertaining to academics or the arts.
-

DISTINGUISHED MILITARY TRAINING AWARD

- Presented annually to a cadet who demonstrates outstanding proficiency and achievement in all facets of the MCJROTC program.
-

PHYSICAL ACHIEVEMENT AWARD

- Awarded to any cadet who scores 250 or more points on the National Youth Physical Fitness Program test sponsored by the Marine Corps League.
-

SUPERIOR MARKSMAN AWARD

- Presented annually to cadets who qualify as a superior marksman, either by placing in regional or national air rifle matches, or by achieving a score of 270 or better during the MCJROTC Postal Match.
-

ATHLETIC PARTICIPATION AWARD

- Presented to cadets who participate in interscholastic athletics.
-

LONGEVITY/FID ELITY AWARD

- Presented to those cadets who have successfully participated in the MCJROTC program for two years and have met all the requirements of Leadership Education I (LE I) and Leadership Education II (LE II). In the event a senior student

is enrolled in LE II, the award may be made at the commencement of the cadet's final semester in the program.

**DISTINGUISHED
CONDUCT
AWARD**

- Presented to any cadet whose conduct and demeanor are worthy of special recognition. Individuals shall not have received any demerits or adverse conduct reports from any staff or faculty member for the entire year.

**BEST DRILL
SQUAD AWARD**

- **BEST DRILL SQUAD AWARD CRITERIA:** Presented annually to those cadets comprising the best drill squad. The best drill squad is determined, through competition with other drill squads in the unit, to be superior in the following categories: a. Manual of arms in position. b. Manual of arms while marching. c. Military bearing and appearance.

**COLOR GUARD
AWARD**

- Awarded to those cadets who distinguish themselves as members of the unit's color guard.

**DRILL TEAM
AWARD**

- Presented annually to those cadets who comprise the unit drill team in drill team competition.

**BAND/DRUM
AND BUGLE
CORPS AWARD**

- **A:** Presented to those cadets who distinguish themselves in the school's band/drum and bugle corps.

**RIFLE TEAM
AWARD**

- Presented to those cadets who distinguish themselves on the unit's rifle team(s).

**ORIENTEERING
TEAM AWARD**

- Presented to those cadets who distinguish themselves on the unit's orienteering team(s).

**RECRUITING
AWARD**

- Presented to those cadets who have contributed to the growth of the unit by taking an active role in recruiting cadets into the MCJROTC program.
-

Promotions

Qualification for Promotion

- Qualification for promotion is defined as the manifestation of those personal and professional attributes necessary to perform the leadership functions and duties, and the ability to assume the responsibilities of the next higher grade.
- Promotions provide the incentive through which the SMI helps to develop leadership traits among the MCJROTC students.
- Promotions increase morale, intensify a respect for constituted authority, and enable the cadet to understand that with authority comes responsibility

Performance Evaluation System

Promotions

- An important part of the Marine Corps JROTC program is earning promotions, which can lead to holding positions of increased responsibility.
- Promotions must be earned through consistent performance, good conduct and demonstrating an ability to set an example for cadets.
- Each commander in the cadet chain of command must approve of the promotion recommendation.
- Promotion certificates will be presented to cadets who have been selected for promotion and approved by the SMI/MI.

Promotion Warrants

- Promotion warrants are available through the Marine Corps supply system and on www.marinecorpsjrotc.org.
- Promotions are presented at a ceremonial event.

Promotion Criteria for Marine Corps JROTC

RATE/RANK	Time in Grade	Time in Prog.	Physical Fitness Test	LE Exam	Drill Exam	Community Service Events	Unit/ School Service	LE Course Grade	Gym Grade	Board
Cadet Private First Class	3M	3M	Pass	Pass	N/A	1	N/A	B	B	No
Cadet L/Cpl	3M	6M	Pass	Pass	85	2	1	B	B	No
Cadet Corporal	3M	9M	Pass	85	90	3	3	B	B	No
Cadet Sergeant	3M	12M	Pass	90	95	4	4	B	B	No
Cadet Staff Sgt.	3M	15M	Pass	95	95	6	5	B	B	Yes
Cadet Gunnery Sgt.	5M	24M	Pass	95	95	7	6	B+	B	Yes
Cadet First Sgt. /Sgt. Maj.	N/A	Junior	Pass	98	98	8	7	B+	A	Yes
Cadet 2 nd Lieutenant	N/A	Junior	Pass	98	98	9	9	A	A	Yes
Cadet 1 st Lieutenant	N/A	Junior	Pass	98	98	10	10	A	A	Yes
Cadet Captain	N/A	Senior	Pass	98	98	11	11	A	A	Yes
Cadet Major	N/A	Senior	Pass	98	98	12	12	A	A	Yes
Cadet Lt Colonel	N/A	Senior	Pass	98	98	15	15	A	A	Yes

Leadership Education Completion Certificate

- An MCJROTC Leadership Education Competition Certificate will be issued by the SMI to each cadet upon completion, transfer, or termination of instruction.
 - Certificates will indicate the course and number of years, or portion thereof, satisfactorily completed.
-

Student Benefits

- Successful completion of two years of instruction in the MCJROTC program as indicated on school transcripts, the MCJROTC Leadership Education Certificate or other official documentation, will entitle the student to the following benefits:
 - A student presenting evidence of successful completion of at least two academic years of JROTC under any Military Department is entitled to advance promotion to the grade of no less than E-2 on initial enlistment in an active or reserve component of a Military Service. At their discretion, the Military Departments may award the grade of E-3 for successful completion of three academic years of JROTC.
 - Upon enrollment in a college offering the Senior ROTC course, the cadet who has completed the three-year Junior ROTC course of instruction may be entitled to one year of basic Senior ROTC by the college concerned.
 - Upon acceptance to a four-year college or university, the cadet who has successfully completed the Junior ROTC course of instruction may apply for the Marine Corps PLC program during the summer prior to the freshman year.
-

Discipline

Cadet Discipline

- The corrective measures for MCJROTC cadet disciplinary problems should be taken by the military staff as dictated by the school's disciplinary policy.
 - Such action does not include administration of corporal punishment under any circumstances.
 - Corporal punishment includes requiring cadets to perform excessive physical acts (i.e., pushups, sit-ups, running, etc.).
 - Sound judgment must be used always when disciplining cadets.
-

Disenrollment

Objective

Identify the reasons a cadet may be disenrolled from the Marine Corps Junior ROTC Program.

**Reasons for
Disenrollment**

A cadet may be disenrolled by the SMI, with the approval of the principal of the school for any of the following reasons:

1. Failure to maintain standards for enrollment.
 2. Lack of aptitude, indifference to training, disciplinary infractions, or undesirable traits of character.
 3. Disenrollment from school.
 4. Request of the individual cadet.
 5. Found guilty of a misdemeanor or felony.
-

Table of Infractions

Offense	First Offense	Second Offense	Third Offense
Disruptive in class	Marine Corps JROTC (1 Hour Detention)	Central Office Detention Promotion/Awards Delayed.	Saturday Detention Promotion/Awards Delayed for a Semester
Failure to follow proper procedure	Marine Corps JROTC (1 Hour Detention)	Central Office Detention Promotion/Awards Delayed.	Saturday Detention Promotion/Awards Delayed for a Semester
Late to class	Marine Corps JROTC (1 Hour Detention)	Central Office Detention Promotion/Awards Delayed.	Saturday Detention Promotion/Awards Delayed for a Semester
Unprepared	Marine Corps JROTC (1 Hour Detention)	Central Office Detention Promotion/Awards Delayed.	Saturday Detention Promotion/Awards Delayed for a Semester. Failure for the marking period.
Failure to attend Marine Corps JROTC Detention	Marine Corps JROTC (4 Hour Detention) Promotion Delayed for Two Months	Central Office Detention Promotion/Awards Delayed.	Saturday Detention Promotion/Awards Delayed for a Semester
Failure to wear the uniform on assigned days	0 points as inspection grade for the day cadets may make up the uniform day on the next school day maximum grade 65 Cadets who have an excused absence must wear the uniform on the next school day and will be inspected by the instructor, maximum points 100.	0 points as inspection grade for the day cadets may make up the uniform day on the next school day maximum grade 55. Cadets who have an excused absence must wear the uniform on the next school day and will be inspected by the instructor, maximum points 100.	0 points as inspection grade for the day cadets will turn in uniform and receive a 0 for all uniform inspections during the marking period. Cadets who have an excused absence must wear the uniform on the next school day and will be inspected by the instructor, maximum points 100.

Chapter 6 Curriculum

Introduction

- Public Law 88-647 prescribes the Department of Defense policy for the JROTC. It also directs that the Marine Corps will conduct a JROTC program that will provide military instruction to secondary school students for teaching the qualities of good citizenship and leadership.
 - The program is not designed to be a recruiting tool, and the cadets enrolled in the program are not required to have the qualifications of potential Marines.
 - The minimum academic program required for nonmilitary secondary schools is three, one-year courses with 180 periods of instruction per year.
-

Introduction

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-

Curriculum Criteria

- Provide a motivating course which will enable the cadet to develop improved attitudes of personal integrity, leadership knowledge and skills, discipline, self-reliance, good citizenship, and patriotism.
-

Concept of MCJROTC Curriculum

- The MCJROTC program of instruction is designed to emphasize leadership education and leadership development.
 - The courses are therefore titled, Leadership Education I, II, and III. Basic character and leadership, citizenship, military science, and life leadership skills.
 - The cadets are expected to develop certain positive attitudes, values, and leadership qualities from the instruction and the leadership provided by the Marine instructors.
-

Grade Levels

The three grade levels (with a fourth-year option), summarized below, place varying emphasis on the major subjects. The major subjects are described in below.

Objective	Identify the number of different grade levels of the MCJROTC curriculum.
------------------	--

Leadership Education I (LE I)	Designed for high school freshman or sophomores. Leadership Education I introduces the cadets to the major subjects to lay a foundation for the grade levels to follow. This course emphasizes fellowship, development of leadership traits, and Marine Corps drill and ceremonies.
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Leadership Education II (LE II)	<ul style="list-style-type: none">• The second-year course is designed for high school sophomores or juniors.• It explores each subject in greater detail than LE I, and it emphasizes leadership theory, style and principles.• Some leadership roles are assigned to second-year cadets.
--	--

Leadership Education III (LE III)	<ul style="list-style-type: none">• The third-year course is designed for high school juniors or seniors. It emphasizes leadership training and leadership application.
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Leadership Education IV (LE IV)	<ul style="list-style-type: none">• (Optional). If a four-year high school desires, it may conduct a four-year program.• The fourth-year curriculum shall consist entirely of leadership training.• Fourth-year leadership training will include participation in the leadership research, and in presentation of leadership talks to student or community groups.
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Leadership Education Courses	<ul style="list-style-type: none">• Leadership education is at the core of what the program teaches. All subjects revolve around leadership instruction.• It is based on the timeless leadership traits and principles that have shaped Marine Corps leadership throughout our history.
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Drill and Ceremonies

- A series of sub-courses on Drill and Ceremonies, this series is based on the time-tested principles of the same close order drill that is conducted by members of the United States Marine Corps. Hence, there is an accompanying emphasis on excellence.
 - The sub-courses are progressive in nature, commencing with basic drill and facing movements and progressing to parades, reviews, and ceremonies. Liaison with veteran's groups can provide competition, visibility, and recognition with other JROTC units.
-

General Military Subjects

These are courses about Marine Corps history, the organization roles and functions of the MCJROTC Program, Marine Corps organization and functions, rank structure, and the national defense structure.

Physical Fitness and Health

- A series of sub-courses in Physical Fitness and Health with emphasis on the National Youth Physical Fitness Program of the Marine Corps League, its testing, and nationwide annual competition.
 - Proper diet, basic nutrition, and the need for an athletic regimen that continues into adulthood are addressed.
-

Conclusion

- As you can see the MCJROTC Program has many different elements.
 - It should be emphasized that this program is about leadership and citizenship and your personal development. Welcome to Junior ROTC.
-

Unit 2 Character and Leadership

Chapter 1 Introduction to Marine Corps Leadership Education

Leadership & Responsibility

- Leadership implies responsibility. There are two general areas of responsibility for every leader in any situation.
 - Responsibility for ensuring the mission is accomplished.
 - Responsibility to care about the individuals who work to accomplish that mission.
- The successful completion of the mission is the primary responsibility and priority of leadership.
- How you accomplish the mission depends on the mission itself, the situation, the people you have, and your individual leadership style.
- The secondary responsibility and priority of leadership is ensuring the care of your subordinates.
- The welfare of your cadets comes from tangible and intangible sources.

Reason

Each Marine seeks

Tangible (obvious)

Intangible (not so obvious)

- Training and instruction
- Physical necessities
- Challenges and incentives
- Security
- Challenges
- Recognition

Leadership Overview

Cadet leaders lead Marine Corps JROTC cadets. For leadership guidance, you can draw from a wealth of material in our heritage and in our traditions as Marines.

Leading Marines Quote

"Being a Marine, after all, is different, and, therefore, leading Marines is different from leading in any other walk of life. It must be different because of who we are and what we do. It is different because of the character of our Corps--a character that lies at the very foundation of individual camaraderie, unit cohesion, and combat effectiveness. It is this character—our ethos--that gives Marines the pride, confidence, and hardness necessary to win."

Mission First- Cadets Always

- The successful completion of the mission is the primary responsibility and priority of leadership.

- How you accomplish the mission depends on the mission itself, the situation, the people you have, and your individual leadership style.
 - The secondary responsibility and priority of leadership is ensuring the care of your subordinates.
-

The Marine Corps Philosophy of Leadership

Introduction	<ul style="list-style-type: none">• Leadership defined is the art of influencing men and women to obtain their obedience, respect, confidence, and loyal cooperation.• Good leaders are developed through a never-ending process of self-study, education, training, experience, observation, and emulation.• While some individuals possess greater instinctive gifts of leadership than others, all cadets can sharpen their leadership abilities through a conscious effort of self-improvement.
Objective #1	Select from a list of goals the primary goal of Marine Corps leadership.
Goal of Marine Corps Leadership	<ul style="list-style-type: none">• The <i>Marine Corps Manual</i> (MARINE CORPS MANUAL) states the following: "...the primary goal of Marine Corps Leadership is to instill in all Marines the fact that we are warriors first. The only reason the United States of America needs a Marine Corps is to fight and win wars. Everything else is secondary."
Objective #2	Identify the mission of the Marine Corps JROTC Program.
Mission of MCJROTC	The goal of MCJROTC Leadership has many of the same characteristics of Marine Corps leadership; however, the primary mission of MCJROTC cadets is to become better citizens. The battlefield for cadets is an academic one where the mission is to challenge, inspire, and prepare every cadet for a successful post-secondary opportunity from high school and to become more productive citizens in the process.
Objective #3	Identify the relationship that must exist between officers and enlisted, in accordance with the Marine Corps Manual (MARINE CORPS MANUAL).

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Cadet Leadership Relationships The MARINE CORPS MANUAL gives the Marine Corps philosophy of leadership and defines the importance of effective relationships.
"Personal relations in an organization can be satisfactory only when there is complete understanding and respect between individuals."

Teamwork

- "Effective personal relations" means that cadets work together to accomplish a mission.
- Commonly referred to as teamwork, it is characterized by cadets having confidence in themselves and their leaders.
- This confidence comes from an understanding and respect between you, the leader, and your juniors.
- You must continually foster and reinforce respect.

Esprit de Corps

**Camaraderie
Brotherhood &
Sisterhood**

- World War I saw significant changes in the relations between officers and enlisted in the military services.
- A spirit of camaraderie and brotherhood in arms started in training camps and on the battlefields of the world.
- As cadets you must foster it and keep it alive.
- It is a heritage of excellence that must be treasured, practiced and demonstrated.
- Remember you are a part of the history of the Marine Corps.

Objective Given a list of training qualities, select those qualities leaders must include as part of the leadership-training program.

Leadership Training To develop the leadership abilities of your cadets, or to foster personal relations (teamwork) necessary to succeed on the at home, in school at work or at play you must have an effective and thorough understanding of the importance of leadership.

**Leadership
Development
Responsibility**

- All Marine Instructors are responsible for leadership training programs within their units.
 - The Leadership Program should:
 - Introduce and or refresh the Marine Corps philosophy of leadership of Mission First-People Always.
 - Includes both officer and enlisted personnel
 - Continues throughout the year
 - Demonstrates by example the leadership traits and principles.
 - Individual Cadets fulfill their responsibility of leadership training by setting the proper example among their peers and continually working to improve their leadership abilities.
-

Chapter 2 Introduction to Ethics Morales and Values

Introduction

As a leader of Marines, you must develop a basic knowledge of ethics. Demonstrating ethical behavior improves your ability to assess your own ethical beliefs and increases your understanding of ethics in relation to the military profession.

Definitions

Books throughout history address the topic of ethics. There are many definitions of ethics, but for the purposes of this course, we will define ethics in the following manner:

Term	Definition	Interpretation
Ethics	A set of standards or a value system	Classifies free human actions as right or wrong, or good or evil
Professional Ethics	Additional ideals and practices resulting from professional privileges and responsibilities	Defines situations that would remain uncertain and directs the moral consciousness of the members of the profession to its unique problem
Code of Ethics	Rules of conduct for a class of human actions	Establishes moral opinion and defines acceptable and unacceptable behavior in specialized fields

Marine Corps ethics

The Marine Corps does not have a specific code written as one document. The Corps code or "military ethic" exists in many forms and documents. It is primarily the ethical practices that society accepts, and the legal system supports. The following documents contain Marine Corps ethical practices:

- Oath of Office
 - Uniform Code of Military Justice (UCMJ)
 - Code of Conduct
 - Code of Ethics for Government Service
-

Marine Corps ethics, continued

By practicing the ethics prescribed within these publications, you will gain a sense of ethical conduct--a certain pride and dignity in yourself and your profession. You could be a good leader and still use means that are ethically wrong to carry out the mission. In leadership, intentions are not enough.

The desire and the need to obey orders cannot take precedence over ethical behavior. "*The end does not always justify the means.*"

Ethics are the considerations of right and wrong in the practical affairs of people. In a combat situation, the leader must make the determinations of right and wrong. Marines will seek guidance, and the leader is responsible for the right or wrong actions. Although the ideals of an ethical code are not always achieved, you must strive to reach those ideals to ensure positive leadership.

**Ethical
climate**

You must know and fully understand what standards are required. You must actively seek to maintain those standards; only then can the Marine Corps, and any unit in the Marine Corps, hope to achieve success. When establishing the ethical climate, keep the following in mind:

- **Be aware of what your Marines expect of you.** The leader is expected by others to behave ethically and responsibly, both personally and professionally. Set an example always.
- **Juniors' perceptions of how superiors expect them to behave.** A second set of expectations flows downward and influences the ethical conduct of junior Marines.

As a leader, you can promote ethical behavior in your Marines by the following:

- Setting exacting standards
 - Publicizing exacting standards
 - Enforcing those standards
 - Tolerating honest mistakes in the training environment
-

The Leadership Profession

Objective #6

Match the quality of the leadership profession associated with its explanation

Introduction

The Marine Corps Junior ROTC is in the business of **fighting and winning the battles of life**. As a cadet, you will be challenged to win battles of a different kind.

The battles we are speaking about are:

- The battle of personal leadership leading yourself.
- The battle of achieving success in school.
- The battle of responsible citizenship.
- The battle of being a contributing member of your family.
- The battle of building effective relationships.

A professional leader must demonstrate those professional qualities indicative of a professional. A cadet has the same responsibility to be professional because you wear the uniform of Marines and are taught the same values all Marines are taught. The Marine Corps is an organization having characteristics of a professional organization and as a cadet you are held to the same lofty standards set for all Marines. Understanding these qualities enables you to dedicate yourself to them.

Professional Organization

You have heard the Marine Corps referred to as a leadership profession. Our discussion in this section will focus on what the elements are of a professional organization.

Objective

Identify the seven characteristics of a profession.

Introduction

In the book, *Those Who Can Teach*, the authors Ryan and Cooper establish an inclusive and specific list of such characteristics. The following are eight of those characteristics and how they relate to the Marine Corps as a professional organization.

Professional Organization

Renders a Unique Social Service

- The most obvious social service rendered by the Marine Corps is the defense of the nation.
 - Other services include providing technical skills used by our society and giving young men and women the experience of leading others.
 - Cadets perform thousands of hours of community service each year that provide a unique social service to the nation.
-

Relies on Intellectual Skills

- Intellectual skills the military uses include leadership, motivation, ethics, law, mechanics, and all forms of engineering.
 - A cadet must know their job that is based on a common set of tasks that include leadership, citizenship, military skills and life skills.
-

Involves Extended Periods of Training and Experience

- The Leadership Education for cadets spans all four years of high school and is designed to prepare you to be an effective leader and contributing member of society.
-

Has Decision Making Authority

- As a cadet, you have the power of choice to make your decisions based on the advice and counsel of the people you respect.
 - Your Personal Board of Directors (your parents, your coaches, your counselors and your Marine instructors) all play an important part in your decision-making.
 - However, only you can make the final choices that are best for you.
 - Make good choices.
-

Emphasizes Service over Financial Rewards

- Accepting the challenge of being a cadet requires personal sacrifices not expected of the average student.
 - No one should associate himself or herself with the Marine Corps JROTC Program in anticipation of personal reward.
 - Cadets who are selfish stand out as poor examples.
 - Their actions tend to splinter their goals and detract from *esprit de corps*.
-

Has a Code of Ethics

The Marine Corps JROTC Program achieves this through cadet regulations, customs, courtesies, and, through traditions upon which the Corps was established and continues to maintain a strong code of ethics.

Members Held Personally Responsible for their Actions and Decisions

- Cadet leaders accept responsibility for their cadets and for their units.
- You are held accountable for your actions.

Responsibilities of a Professional

Objective #8

Given a list select the responsibilities of a professional.

Professional

- A professional is a person who has undergone special preparation and training in a specific area.
 - A professional has the knowledge on which to base professional actions and applies this knowledge in a practical way.
 - You have chosen to be a cadet and are expected to demonstrate the qualities of a professional.
-

Competent

- To be competent, you must study and work hard to be successful in school.
 - You must continue to strive to improve your knowledge and expertise in all cadet-related skills appropriate for your rank and assignment.
-

Responsible

- As a leader, you must ensure you know what is expected of you then work to exceed these expectations.
 - These expectations come from your immediate supervisor but are also associated with your rank and duties within the MCJROTC Program.
- As a leader, you are responsible for the following:
- **Looking out for fellow cadets** while accomplishing the mission is a prerequisite for all great leaders.
 - **Developing and maintaining exacting standards of conduct.**
 - As a leader, you must follow a unique value system that sets you apart from the rest of your peers and friends.
 - This value system is based upon obedience, courage, self-discipline, selflessness, and honor.
 - These are the principal ingredients of cadet ethic.
-

Dedicated

- You must be willing to make a personal sacrifice.
 - You must put yourself and your personal needs after the needs of your cadets.
 - Honor and country are the guideposts for a cadet professional.
 - Without dedication, you will not put these ahead of your personal desires.
-

Conclusion

- We have identified the goals of Marine Corps Leadership and the mission of the Marine Corps JROTC Program.
 - As a cadet, you should think of yourself striving to be a professional with the qualities we have discussed.
-

Chapter 3 Marine Corps Core Values

Educational Objectives

Upon completion of this lesson, you will be able to do the following:

1. Identify the three Core Values.
 2. Identify the qualities that define honor for cadets as a core value
 3. Identify the qualities that define courage for cadets as a core value.
 4. Identify the qualities that define commitment for cadets as a core value.
-

Introduction

- The 30th Commandant, General Carl E. Mundy, Jr. wrote in a 1992 memorandum that
"Marines are held to the highest standards of personal conduct. The Nation expects that from us. The personal and professional conduct, decency, integrity, and accountability of Marines must be beyond reproach. This is a non-negotiable principle."
 - What General Mundy was talking about are the Values that Marines have displayed for over 200 years in peacetime and combat. He further defined these Values of HONOR, COURAGE, and COMMITMENT in his "Statement on Core Values of United States Marines."
-

Overview

- Cadets bring with them when they enter the JROTC Program their own set of Core Values.
 - Personal Core Values are instilled in cadets by their parents, families, religious beliefs, schools, peers, and other influences upon their lives.
 - These individual sets of values may be strong or they may be weak. Regardless of background, every cadet should understand that being a cadet includes embracing and adhering to Marine Corps Core Values.
-

Honor

Objective	Identify the qualities that define honor for cadets as a core value.
Definition	<ul style="list-style-type: none">• The Marine Corps is a unique institution, not just to the military, but also to the nation and the world.• As the guardians of the standards of excellence for our society, cadets must possess the highest sense of responsibility in serving the United States of America and embody responsibility to duty above self.• Cadets are no less responsible for setting standards for themselves at home, in school and within their community.
Integrity	<ul style="list-style-type: none">• Demonstrating the highest standards of consistent adherence to right, legal and ethical conduct.• Understanding the importance of following rules and regulations is a fundamental characteristic of living a life of honor.
Responsibility	<ul style="list-style-type: none">• Personally, accepting the consequences for decisions and actions. Coaching right decisions of subordinates.• A chain is only as strong as the weakest individual link, but a battalion of cadets is more like a cable.• Together we are stronger than any individual strand, but one strand may hold us together in a crisis if it's strong enough.• One cadet taking responsibility for a situation may save the day.
Honesty	<ul style="list-style-type: none">• Telling the truth.• Overt honesty in word and action and clarifying possible misunderstanding or misrepresentation caused by silence or inaction when you should speak up.• Respecting other's property and demonstrating fairness in all actions. Cadets do not lie, cheat, or steal.
Tradition	<ul style="list-style-type: none">• Demonstrating respect for the customs, courtesies, and traditions developed over many years for good reason, which produce a common Marine Corps history and identity.• Respect for the heritage and traditions of others, especially those we encounter at school and throughout our community.

Courage

Objective	Identify the qualities that define courage for cadets as a core value.
Definition	<ul style="list-style-type: none">• Moral, mental, and physical strength to resist opposition, face danger, and endure hardship
Self-Discipline	<ul style="list-style-type: none">• Cadets hold themselves responsible for their own actions and others responsible for their actions.• Cadets are committed to maintaining physical, moral, and mental health, to fitness and exercise, and to lifelong learning.
Patriotism	<ul style="list-style-type: none">• Devotion to and pride in one's country.• The freely chosen, informed willingness to support and defend the Constitution of the United States.• While cadets are not called on to fight for our Nation they defend the principles and ideals that our Nation stands for by being committed and responsible citizens.
Loyalty	<ul style="list-style-type: none">• Steady reliability to do one's duty in service to the United States of America, the United States Marine Corps, one's unit, one's fellow cadets, citizens, oneself, and to family.
Valor	<ul style="list-style-type: none">• Boldness and determination in facing challenges, and the daily commitment to excellence and honesty in actions small and large.

Commitment

Objective # 3	Identify the qualities that define commitment for cadets as a core value.
<hr/>	
Definition	<ul style="list-style-type: none">• The promise or pledge to complete a worthy goal by worthy means.• This implies that a cadet identifies the goal and does what is necessary to support that goal.
<hr/>	
Competence	<ul style="list-style-type: none">• Maintaining, and improving one's skill level to support the team.• Commitment to growing toward a standard of excellence second to none.
<hr/>	
Teamwork	<ul style="list-style-type: none">• Individual effort in support of other team members in accomplishing the team's mission.• Marines take care of their own.• All worthwhile accomplishments are the result of a team effort.
<hr/>	
Selflessness	<ul style="list-style-type: none">• Cadets take care of their fellow cadets, and their own family before themselves.• Looking out for the welfare of others is what cadets do.
<hr/>	
Concern for People	<ul style="list-style-type: none">• The Marine Corps JROTC is the custodian of this nation's future leaders.• We are in the business of creating honorable citizens.• Everyone is of value regardless of race, nation of origin, religion, or gender.• Concern includes a commitment to improving the level of education, skill, self-esteem, and quality of life for our cadets.
<hr/>	

Importance of the Core Values

Importance

- Group functions fail unless all members of the group "buy in" to the ideals and goals of the group.
- Individuals have impact, but a team working together is stronger than the individual members of the team.
- Members of a team with a common mission function more efficiently and effectively if they all believe in the team, its mission, and have a common set of ideals.
- A common set of values to which every Marine and every cadet adheres to gives us the common ground to build strong teams.
- If every cadet works to uphold the Corps' Core Values, their fellow cadets are more willing to place trust and confidence in that cadet.
- Strong cadets, believing in the same ideals, adhering to the same code of conduct and ethics, working to accomplish the same mission are an unbeatable combination.
- Every Marine and Junior ROTC cadet is a representative of his or her Corps.
- On duty or in the community, every action reflects either positively or negatively on the American people and what the world thinks of the Marine Corps.
- Strive your hardest to adhere to the values that make a Marine unique, and you will not let the Corps, your fellow cadets, your family, or your Country down.

Conclusion

The Core Values are at the core of what we do as cadets and should guide you in your daily actions.

Chapter 4 The Congressional Medal of Honor Character Development Program

Message from the Medal of Honor Society

- The Medal of Honor CDP is a resource designed by teachers to provide students with opportunities to explore the important concepts of courage, commitment, sacrifice, patriotism, integrity and citizenship and how these values can be exemplified in daily life.
 - The depth and breadth of our students' insight and reflection after interacting with these materials has been remarkable.
 - We are confident that you will find these resources to be as rich and engaging as we have.
-

Overview

The Medal of Honor Program will be distributed to all schools and will include lesson plans and videos to provide character development and citizenship instruction

Kyle Carpenter Lesson Plan

Lesson Plan

Lesson Time: One Class Session

Objectives

Students will:

- *analyze the meaning of citizenship*
- *make connections to their citizenship within different groups*
- *identify ways to improve their role as members of a community*
- *establish their roles as citizens and their responsibilities to the community members of the larger group*

- **Recipient Focus:** William “Kyle” Carpenter, U.S. Marine Corps, War on Terror (Afghanistan)

Introductory Activity:

The teacher will provide a definition for citizenship and clarify the meaning for the student. The class will discuss different types of communities that one can be a citizen of. After this discussion, the teacher will model the activity by identifying the different communities of which he or she is a part.

Individual Activity:

Students complete the worksheet to identify the communities to which they belong and choose one community to analyze by documenting their roles and responsibilities as well as the quality of their membership in that community.

Whole Group Activity:

Students will watch the vignette of William “Kyle” Carpenter

Small Group/Individual Activity:

Students will complete the back of the worksheet to identify the roles and responsibilities Carpenter has as a member of his communities. Students will revisit their roles and responsibilities within all their identified communities and describe ways that they can grow as citizens.

Assessment:

Completion of the worksheet

Resources:

William “Kyle” Carpenter Living History video

Worksheet (Download lesson to access worksheet)

**Citizenship
Defined**

Webster Defines Citizenship as:

- **1:** the status of being a citizen <He was granted U.S. *citizenship*.>
- **2a :** membership in a community (as a college) **b :** the quality of an individual's response to membership in a community <The students are learning the value of good *citizenship*.>

"Citizenship." Merriam-Webster.com. Merriam-Webster, n.d. Tue. 4 Apr. 2017.

- Identify the different communities that you are a member of:
 - Choose one of the communities that you belong to and analyze the following:
-

William "Kyle" Carpenter			
Community	Role(s)	Responsibilities to others in that community	Others' responsibilities to Kyle Carpenter within that community
Family			
Military			
Medal of Honor Recipients			

Which community did you choose to analyze and why?	
What is your role within this community?	
What are your responsibilities to your fellow citizens within this community?	
How are the other citizens responsible to you in this community?	

How could you improve your citizenship within the communities that you belong to?

Chapter 5 The Leadership Traits

Educational Objectives

Upon completion of this lesson, you will be able to do the following:

- Given a list of leadership traits; match the leadership trait with its correct definition.
-

Introduction

To continue to develop and grow as a professional cadet leader, you must have a firm foundation on which to build. The leadership traits are the bricks in the foundation.

Objectives

1. Identify the definition of each leadership trait.
 2. Explain the importance of each leadership trait
 3. Explain the ways you can improve your leadership traits.
 4. Give examples of each leadership trait.
-

Leadership Traits Defined

- The 14 leadership traits are qualities of thought and action, which, if demonstrated in daily activities, help cadets earn the respect, confidence, and loyal cooperation of other cadets.
 - It is extremely important that you understand the meaning of each leadership trait and how to develop it, so you know what goals to set as you work to become a better leader and a good follower.
-

Traits

- The 14 traits and 11 principles of leadership are the yardsticks Marines use to determine their own leadership abilities and those of their juniors. The following table lists the 14 leadership traits and brief definitions.
-

Continued on next page

Kyle Carpenter Lesson Plan, Continued

Quick Look

Trait	Definition
Bearing	Make favorable impressions always in your: conduct, speech, appearance, schoolwork.
Courage	Recognition of fear, danger, or criticism and proceeding in the face of this fear with calmness and firmness
Decisiveness	Ability to make decisions promptly and to announce them in a clear and understandable manner
Dependability	Certainty of proper performance of duty
Endurance	Mental and physical stamina measured by the ability to withstand pain, fatigue, stress, and hardship
Enthusiasm	Display of sincere interest and exuberance in the performance of duty
Initiative	Ability to act in the absence of orders
Integrity	Uprightness of character and soundness of moral principles; the quality of truthfulness and honesty
Judgment	Ability to weigh facts and to use them to make sound decisions
Justice	Giving of reward and punishment according to the merits of the case in question
Knowledge	Understanding of a science or an art including the range of a person's information, professional knowledge, and an understanding of your cadets.
Loyalty	Faithfulness to your country, the Corps, the unit, to your seniors, juniors, yourself, and to your peers
Tact	Ability to deal with others without creating offense
Unselfishness	Avoidance of providing for your own comfort and personal advancement at the expense of others

Judgment

Definition

- Judgment is your ability to think about things clearly, calmly, and in an orderly fashion so that you can make good decisions.
 - The ability to weigh facts and choices to make sound decisions.
-

Importance

- Sound judgment allows a leader to make appropriate decisions in the guidance and training of his/her cadets and the employment of his/her unit.
 - A cadet who exercises good judgment weighs pros and cons accordingly to arrive at an appropriate decision/take proper action.
-

Suggestions for Improvement

- You can improve your judgment if you avoid making rash decisions.
 - Approach problems with a common-sense attitude and gather as much information as is available to help make your decision.
-

Examples

A cadet properly apportions his/her time to relax as well as to study.

Justice

Definition

- Justice is defined as the practice of being fair and consistent.
 - A just person considers each side of a situation and bases rewards or punishments on merit.
 - Giving reward and punishment according to the merits of the case in question.
 - The ability to administer a system of rewards and punishments impartially and consistently.
-

Importance

- The quality of displaying fairness and impartiality is critical to gain the trust and respect of subordinates and maintain discipline and unit cohesion, particularly in the exercise of responsibility as a leader.
-

Suggestions for Improvement

- Be honest with yourself about why you decide. Avoid favoritism.
 - Try to be fair always and treat all things and people in an equal manner.
-

Examples

Fair apportionment of tasks by a squad leader during all field days and routine cadet tasks.

Decisiveness

Definition

- Decisiveness means that you can make good decisions without delay.
 - Get all the facts and weigh them against each other.
 - By acting calmly and quickly, you should arrive at a sound decision.
 - You announce your decisions in a clear, firm, professional manner.
 - Ability to make decisions promptly and to announce them in a clear, forceful manner.
-

Importance

- The quality of character which guides a person to accumulate all available facts in a circumstance, weigh the facts, choose and announce an alternative which seems best.
 - It is often better that a decision be made promptly than a potentially better one be made at the expense of more time.
-

Suggestions for Improvement

Practice being positive in your actions instead of acting half-heartedly or changing your mind on an issue.

Examples

- A leader, who sees an inappropriate situation developing immediately, acts to prevent it from occurring.
- A cadet observes another cadet cheating on a test; the cadet should take immediate action to correct this breach of trust.

Integrity

Definition

- Integrity means that you are honest and truthful in what you say and do.
 - You put honesty, sense of duty, and sound moral principles above all else.
 - Uprightness of character and soundness of moral principles.
 - The quality of truthfulness and honesty.
-

Importance

- A cadet's word is his/her bond.
 - Nothing less than complete honesty in all your dealings with subordinates, peers, and superiors is acceptable if you expect their trust.
-

Suggestions for Improvement

- Be honest and truthful always.
 - Stand up for what you believe to be right.
-

Examples

- A cadet who uses the correct technique on the obstacle course, even when he/she cannot be seen by the evaluator.
 - During an inspection, if something goes wrong or is not corrected as had been previously directed, he/she can be counted upon to always respond truthfully and honestly.
-

Dependability

Definition

- Dependability means that you can be relied upon to perform your duties properly.
 - It means that you can be trusted to complete a job.
 - It is the willing and voluntary support of the policies and orders of the chain of command.
 - Dependability also means consistently putting forth your best effort to achieve the highest standards of performance.
 - The certainty of proper performance of duty.
-

Importance

- The quality, which permits a senior to assign a task to a junior with the understanding that it will be accomplished with minimum supervision.
 - This understanding includes the assumption that the initiative will be taken on small matters not covered by instructions.
-

Suggestions for Improvement

- You can increase your dependability by forming the habit of being where you're supposed to be on time; by not making excuses; by carrying out every task to the best of your ability, regardless of whether you like it or agree with it.
 - A dependable cadet is one who proves that they always complete their assigned tasks on time and correctly.
-

Examples

- The squad leader ensures that his/her squad falls out in the proper uniform without having been told to by the platoon sergeant.
 - The staff officer, who hates detailed, tedious paperwork, yet makes sure the report meets his/her and his/her supervisor's standards before having it leave his desk.
-

Tact

Definition

- Tact means that you can deal with people in a manner that will maintain good relations and avoid problems.
 - It means that you are polite, calm, and firm. The ability to deal with others without creating hostility.
-

Importance

- The quality of consistently treating peers, seniors, and subordinates with respect and courtesy is a sign of maturity.
 - Tact allows commands, guidance, and opinions to be expressed in a constructive and beneficial manner.
-

Suggestions for Improvement

Begin to develop your tact by trying to be courteous and cheerful always. Treat others, as you would like to be treated.

Examples

- This deference must be extended under all conditions regardless of true feelings.
 - A cadet discreetly points out a mistake in drill to an NCO by waiting until after the unit has been dismissed and privately asking which of the two methods are correct.
 - He/she anticipates that the NCO will realize the correct method when shown, and later provide correct instruction to the unit.
-

Initiative

Definition

- Initiative is acting even though you haven't been given orders.
 - It means meeting new and unexpected situations with prompt action.
 - It includes using resourcefulness to get something done without the normal material or methods being available to you.
 - Acting in the absence of orders.
-

Importance

Cadet leaders should be self-starters.

Suggestions for Improvement

- To improve your initiative, work on staying mentally and physically alert.
 - Be aware of things that need to be done and then do them without having to be told.
-

Examples

In the unexplained absence of the cadet platoon sergeant, a cadet NCO takes charge of the platoon and carries out the training schedule.

Enthusiasm

Definition

- Enthusiasm is defined as a sincere interest and exuberance in the performance of your duties.
 - If you are enthusiastic, you are optimistic, cheerful, and willing to accept the challenges.
 - The display of sincere interest and commitment in the performance of your duties.
-

Importance

Displaying interest in a task, and an optimism that it *can* be successfully completed, greatly enhances the likelihood that the task *will* be successfully completed.

Suggestions for Improvement

- Understanding and belief in your mission will add to your enthusiasm for your job.
 - Try to understand why even uninteresting jobs must be done. Approach your responsibilities in a cheerful manner.
 - Avoid being negative and lethargic.
-

Examples

- A cadet, who leads a chant or offers to help carry a load that is giving someone great difficulty while on a hike despite being physically tired himself, encourages his fellow cadets to accomplish their mission.
-

Bearing

Definition

- Bearing is defined as your general appearance both in uniform and in civilian clothes.
 - It is how you conduct and carry yourself. Your manner should reflect alertness, competence, and control.
 - Creating a favorable impression in carriage, appearance, and personal conduct always.
 - Your personal appearance and the condition of your clothing and equipment should always be outstanding.
-

Significance

- The ability to look, act, and speak like a leader whether these manifestations indicate one's true feelings.
 - Some signs of these traits are clear and plain speech, an erect gait, and impeccable personal appearance.
-

Suggestions for improvement:

- To develop bearing, you should hold yourself to the highest standards in appearance and conduct.
 - Never be content with meeting only the minimum requirements.
-

Examples

- Wearing clean & pressed uniforms, boots and brass.
 - Avoiding profane and vulgar language.
 - Keeping a trim, fit appearance.
 - Staying calm in stressful situations.
 - Keeping your word and controlling your temper.
-

Bearing

- **Definition:** You should create a favorable impression in your attitude, appearance and personal conduct always.
 - **Suggestions for improvement:** To develop bearing, you should hold yourself to the highest standards of personal conduct and personal appearance. Never be content with meeting only the minimum requirements.
-

Unselfishness

Definition

- Unselfishness means that you avoid making yourself comfortable at the expense of others.
- Be considerate of others.
- Give credit to those who deserve it.
- Avoidance of providing for one's own comfort and personal advancement at the expense of others.

Importance

- The quality of looking out for the needs of your subordinates before your own is the essence of leadership.
- This quality is not to be confused with putting these matters ahead of the accomplishment of the mission.

Suggestions for Improvement

Avoid using your position or rank for personal gain, safety, or pleasure at the expense of others.

Examples

- A cadet NCO ensures all members of his unit have eaten before he does, or if water is scarce, he will share what he has and ensure that others do the same.
- Another form of unselfishness involves the time of the leader.
- If a cadet needs extra instruction or guidance, the leader is expected to make his/her free time available whenever a need arises.

Conclusion

- Because it is important to always can remember the basic leadership traits, the acronym "J.J. DID TIE BUCKLE" is used.
 - The letters correspond to the first letter of one of the traits.
 - By remembering the acronym, you will be better able to recall the traits.
-

Courage

Definition

- Courage is when you recognize fear, while remaining calm and taking firm action.
 - Moral courage means having the strength to stand up for what is right and to accept responsibility when something is your fault, even when the situation makes it difficult.
 - Physical courage means that you can continue to function effectively when you are fatigued and in the face of physical danger.
 - Courage is a mental quality that recognizes fear of danger or criticism, but enables a cadet to proceed in the face of it with calmness and firmness.
-

Importance

- Leaders with courage stand for what is right, even if it is unpopular.
 - As a high school student, leading yourself when confronted by peer pressure is the true measure of a leader.
 - Saying no to drugs, smoking and alcohol when others are takes courage.
-

Suggestions for Improvement

- You can begin to control fear by practicing self-discipline and calmness.
 - If you fear doing certain things required in your daily life, force yourself to do them until you can control your reaction.
-

Examples

Accepting criticism for making subordinates work for an extra hour to get the job done correctly.

Knowledge

Definition

Knowledge is a combination of both academic accomplishment and experience that allows you to perform your job.

Importance

- Knowledge is what drives leaders.
 - Continuous learning and a sincere desire to know more about their jobs is a critical responsibility of the leader.
-

Suggestions for Improvement

- Increase your knowledge by remaining alert.
 - Listen, observe, and find out about things you don't understand.
 - Study to improve your capability as a cadet, as a leader and as a student.
-

Examples

The cadet who not only knows how to do his or her job but works to learn the jobs of other cadets in the unit.

Loyalty

Definition	Loyalty means that you are devoted to your country, your family, your friends, your community, your fellow cadets, and the MCJROTC Program. .
Importance	<ul style="list-style-type: none">• The motto of the Marine Corps is <i>Semper Fidelis</i>, Always Faithful, it demands unswerving loyalty up and down the chain of command: to seniors, subordinates, and peers.
Suggestions for Improvement	<ul style="list-style-type: none">• To improve your loyalty, you should show your loyalty by bringing problems to the attention of the Senior Marine Instructor & Marine Instructor.• Never talk about teachers unfavorably in front of your fellow cadets.• Once a decision is made and the order is given to execute it, carry out that order willingly as is it were your own.
Examples	<ul style="list-style-type: none">• A cadet displaying enthusiasm in carrying out an order of a senior, though he may privately disagree with it.• The order may be to conduct a particularly difficult project.• The job must be done, and even if the squad leader disagrees, he must impart confidence and enthusiasm for the mission to his men.

Endurance

Definition

- Endurance is closely related to courage.
 - It is the mental and physical stamina that is measured by your ability to withstand pain, fatigue, stress, and hardship while still accomplishing the mission.
-

Importance

- The quality of withstanding pain during a physical training session to improve stamina is crucial in the development of leadership.
 - Leaders are responsible for leading their units in physical endeavors and for motivating them as well.
 - Leaders must be able to function effectively in stressful situations.
-

Suggestions for Improvement

- Develop your endurance by engaging in physical training that will strengthen your body.
 - Finish every task to the best of your ability by forcing yourself to continue when you are physically tired and your mind is sluggish.
-

Examples

A cadet working extra hours on a school project to ensure it is completed on time.

Chapter 6 The Leadership Principles

Scope

This lesson will discuss the importance of the Leadership Principles.

**Educational
Objectives**

Upon completion of this lesson, you will be able to do the following: Given a leadership situation, identify the leadership principle that applies.

**Leadership
Principles
Defined**

Leadership principles are the guidelines a leader uses when selecting appropriate actions and orders. As a leader, you must use and reinforce these principles always.

Be Technically Proficient

Definition

- Leaders must know their job thoroughly and have a wide range of knowledge.
 - Your seniors and subordinates will have greater trust, confidence, and respect for you when you are proficient not only within your assigned area of responsibility but also outside your assigned duties.
-

Significance

- Before you can lead, you must be able to do the job.
 - The first principle is to know your job.
 - As a cadet, you must demonstrate your ability to accomplish the mission and to do this you must be capable of answering questions and demonstrating competence in your assigned job.
 - Respect is the reward of the cadet who shows competence.
 - Tactical and technical competence can be learned from books and from on the job training.
-

Suggestions for improvement:

- Seek a well-rounded education by attending after school tutoring.
 - Seek out and associate with capable leaders. Observe and study their actions.
 - Get involved with the student government.
 - Broaden your knowledge through association with students throughout your high school.
 - Seek opportunities to apply your knowledge through volunteering for leadership positions.
 - Good leadership is acquired only through practice.
 - Prepare yourself for the job of the leader at the next higher rank.
-

Know Yourself and Seek Self Improvement

Definition

Leaders must know their weaknesses and strengths and must continually strive to increase their technical knowledge.

Significance

- This principle of leadership should be developed using leadership traits.
 - Evaluate yourself by using the leadership traits and determine your strengths and weaknesses.
 - Work to improve your weaknesses and utilize your strengths.
 - With knowledge of yourself, and your experience and knowledge of group behavior, you can determine the best way to deal with any given situation.
 - You can improve yourself in many ways such as reading and observing can achieve self-improvement.
 - Ask your friends and seniors for an honest evaluation of your leadership ability.
 - This will help you to identify your weaknesses and strengths.
-

Suggestions for improvement:

- Make an honest evaluation of yourself to determine your strong and weak personal qualities.
 - Strive to overcome the weak ones and further strengthen those in which you are strong.
 - Seek the honest opinions of your friends or superiors to show you how to improve your leadership ability.
 - Learn by studying the success or the failure of other leaders.
 - Develop a genuine interest in people; acquire an understanding of human nature.
 - Master the art of effective writing and speech.
 - Have definite goals and a sound plan to attain your goal.
-

Know Your Cadets, and Look Out for Their Welfare

Definition

- Leaders must know their Cadets both personally and professionally.
 - Daily interaction gives some indication of how your subordinates will function in a challenging situation.
 - Let your Cadets know that you and your leaders have an active interest in their lives.
-

Significance

- This is one of the most important principles.
 - You should know your cadets and how they react to different situations. This knowledge can help you make better leadership decisions.
 - A Cadet who is nervous and lacks self-confidence should never be put in a situation where an important, instant decision must be made.
 - Knowledge of your cadets' personalities will enable you, as the leader, to decide how to best handle each cadet and determine when close supervision is needed.
-

Suggestions for improvement:

- Put your cadet's welfare before your own--correct grievances and remove discontent.
 - See the members of your unit and let them see you so that every cadet may know you and feel that you know them. Be approachable.
 - Get to know and understand the cadets under your command.
 - Let them see that you are determined that they be fully prepared for battle.
 - Concern yourself with the living conditions of the members of your unit.
 - Help your cadets get needed support from available personal services.
 - Protect the health of your unit by active supervision of hygiene and sanitation.
 - Determine what your unit's mental attitude is; keep in touch with their thoughts.
 - Ensure fair and equal distribution of rewards.
 - Encourage individual development.
 - Provide sufficient recreational time and insist on participation.
 - Share the hardships of your cadets so you can better understand their reactions.
-

Keep Your Cadets Informed

Definition

- The cadet who is well informed about the mission, situation, and purpose of a particular task is more effective than one who is not informed.
 - Well-informed cadets know their leader's intent and can carry on with that mission if the lines of communication are interrupted.
-

Significance

- Cadets by nature are inquisitive.
 - To promote efficiency and morale, a leader should inform the cadets in his unit of all happenings and give reasons why things are to be done.
 - This, of course, is done when time and security permit. Informing your cadets of the situation makes them feel that they are a part of the team and not just a cog in a wheel.
 - Informed cadets perform better and, if knowledgeable of the situation, can carry on without your personal supervision.
 - The key to giving out information is to be sure that the cadets have enough information to do their job intelligently and to inspire their initiative, enthusiasm, loyalty, and convictions.
-

Suggestions for improvement:

- Whenever possible, explain why tasks must be done and how you intend to do them.
 - Assure yourself, by frequent inspections that immediate subordinates are passing on necessary information.
 - Be alert to detect the spread of rumors. Stop rumors by replacing them with the truth.
 - Build morale and esprit de corps by publicizing information concerning successes of your unit.
 - Keep your unit informed about school regulations that may affect their daily conduct.
-

Set the Example

Definition

- The leader with the "*Do as I say, and not as I do*" leadership style will quickly lose the respect of subordinates.
 - Leaders must convey good examples to their Cadets and actively display integrity, courage, physical fitness, discipline, professional competence, good personal appearance, and exemplary personal conduct.
 - Set the personal and professional standards for your Cadets by your own performance.
-

Significance

- As a cadet progresses through the ranks by promotion, all too often he/she takes on the attitude of "do as I say, not as I do." Nothing turns cadets off faster!
 - As a cadet leader, your duty is to set the standards for your cadets by personal example.
 - The cadets in your unit watch all your appearance, attitude, physical fitness, and personal example.
 - If your personal standards are high, then you can rightfully demand the same of your cadets.
 - If your personal standards are not high you are setting a double standard for your cadets, and you will rapidly lose their respect and confidence.
 - Remember, your cadets reflect your image! Leadership is taught by example.
-

Suggestions for improvement:

- Show your cadets that you are willing to do the same things you ask them to do.
- Be physically fit, well groomed, and correctly dressed.
- Maintain an optimistic outlook. Develop the will to win by capitalizing on your unit's abilities. The more difficult the situation is, the better your chance is to display an attitude of calmness and confidence.
- Conduct yourself so that your personal habits are not open to criticism.
- Exercise initiative and promote the spirit of initiative in your cadets.
- Avoid showing favoritism to any subordinate.
- Share danger and hardship with your cadets to demonstrate your willingness to assume your share of the difficulties.
- By your performance, develop the thought within your cadets that you are the best cadet for the position you hold.
- Delegate authority and avoid over-supervision to develop leadership among subordinates.

Ensure the Task is Understood, Supervised and Accomplished

Definition

Leaders must give clear and concise orders that cannot be misunderstood. By proper supervision, leaders ensure their orders are properly carried out.

Significance

- This principle is necessary in the exercise of command.
 - Before you can expect your cadets to perform, they must know first what is expected of them.
 - You must communicate your instructions in a clear, concise manner. Talk at a level that your cadets are sure to understand, but not at a level so low that would insult their intelligence.
 - Before your cadets start a task, allow them a chance to ask questions or seek advice. Supervision is essential.
 - Without supervision, you cannot know if the assigned task is being properly accomplished.
 - Over supervision is viewed by subordinates as harassment and effectively stops their initiative.
 - Allow subordinates to use their own techniques, and then periodically check their progress.
-

Suggestions for improvement:

- Ensure that the need for an order exists before issuing the order.
 - Use the established chain of command.
 - Through study and practice, issue clear, concise, and positive orders.
 - Encourage subordinates to ask questions concerning any point in your orders or directives they do not understand.
 - Question your cadets to determine if there is any doubt or misunderstanding regarding the task to be accomplished.
 - Supervise the execution of your orders.
 - Make sure your cadets have the resources needed to accomplish the mission.
 - Vary your supervisory routine and the points, which you emphasize during inspections.
 - Exercise care and thought in supervision. Over supervision hurts initiative and creates resentment; under supervision will not get the job done.
-

Train Your Cadets as a Team

Definition

As a small unit leader, you are the key element in training your cadets. Before participating in a project, ensure that your cadets know their job and then train them to work together as a team.

Significance

- Every waking hour cadets should be trained and schooled, challenged and tested, corrected and encouraged with perfection and teamwork as a goal.
- Cadets are judged in perfection in drill, dress, bearing and demeanor; self-improvement; and most importantly, performance.
- No excuse can be made for the failure of leaders to train their cadets to the highest state of physical condition and to instruct them to be the very best.
- Train with a purpose and emphasize the essential element of teamwork.
- The sharing of hardship and challenging work strengthens a unit and reduces problems it develops teamwork, improves morale and esprit and molds a feeling of unbounded loyalty.
- Cadets don't complain of tough training; they seek it and brag about it.
- Teamwork is the key to successful operations.
- Teamwork is essential from the smallest unit to the entire cadet Corps.
- As a cadet leader, you must insist on teamwork from your cadets. Train, play, and operate as a team.
- Be sure that each cadet knows his/her position and responsibilities within the team framework.

When team spirit is in evidence, the most difficult tasks become much easier to accomplish. Teamwork is a two-way street. Individual cadets give their best, and in return the team provides the cadet with security, recognition, and a sense of accomplishment.

Suggestions for improvement:

- Study and prepare thoroughly.
 - Strive to maintain individual stability and unit integrity; keep the same leaders if possible if they're getting the job done. Needless changes disrupt teamwork.
 - Emphasize use of the "buddy" system.
 - Encourage unit participation in recreational and school or unit events.
 - Never publicly blame an individual for the team's failure nor praise one individual for the team's success.
 - Provide the best available facilities for unit training and make maximum use of teamwork.
 - Ensure that all training is meaningful, and that its purpose is clear to all members of the command.
 - Ensure each junior leader understands the importance of controlling a unit.
 - Base team training on realistic, current, and probable conditions.
 - Insist that every cadet understands the functions of the other members of the team and how the team functions as a part of the unit.
 - Seek opportunities to train with other units.
 - Whenever possible, train competitively.
-

Make Sound and Timely Decisions

Definition The ability to make a rapid estimate of the situation and to arrive at a sound decision is essential for all leaders.

Significance

- The leader must be able to rapidly estimate a situation and make a sound decision based on that estimation.
- Hesitation or a reluctance to decide leads subordinates to lose confidence in your abilities as a leader.
- Loss of confidence in turn creates confusion and hesitation within the unit.
- Once you decide and discover it is the wrong one, don't hesitate to revise your decision.
- Cadets respect the leader who corrects mistakes immediately instead of trying to bluff through a poor decision.

Suggestions for improvement:

- Develop a logical and orderly thought process by practicing objective estimates of the situation.
- When time and situation permit, plan for every possible event that can reasonably be foreseen.
- Consider the advice and suggestions of your subordinates whenever possible before making decisions.
- Announce decisions in time to allow subordinates to make necessary plans.
- Encourage subordinates to estimate and make plans at the same time you do.
- Make sure your cadets are familiar with your policies and plans.
- Consider the effects of your decisions on all members of your unit.

Develop a Sense of Responsibilities among Subordinates

Definition

Delegate authority and give your subordinates greater responsibilities. You will find that they are willing to take on more responsibility than you realized

Significance

- Another way to show your cadets that you are interested in their welfare is to give them the opportunity for professional development.
 - Assigning tasks and delegating the authority to accomplish tasks promotes mutual confidence and respect between the leader and subordinates.
 - It also encourages the subordinates to exercise initiative and to give wholehearted cooperation in
 - The accomplishment of unit tasks.
 - When you properly delegate authority, you demonstrate faith in your cadets and increase their desire for greater responsibilities.
 - If you fail to delegate authority, you indicate a lack of leadership, and your subordinates may take it to be a lack of trust in their abilities.
-

Suggestions for improvement:

- Operate through the chain of command.
 - Provide clear, well-thought directions. Tell your subordinates what to do, not how to do it. Hold them responsible for results, although overall responsibility remains yours. Delegate enough authority to them to enable them to accomplish the task.
 - Give your cadets frequent opportunities to perform duties usually performed by the next higher ranks.
 - Be quick to recognize your subordinates' accomplishments when they demonstrate initiative and resourcefulness.
 - Correct errors in judgment and initiative in a way, which will encourage the cadet to try harder. Avoid public criticism or condemnation.
 - Give advice and assistance freely when your subordinates request it.
 - Let your cadets know that you will accept honest errors without punishment in return; teach from these mistakes by critique and constructive guidance.
 - Resist the urge to micro-manage; don't give restrictive guidance, which destroys initiative, drive, innovation, and enthusiasm; creates boredom; and increases workload of seniors.
 - Assign your cadets to positions in accordance with demonstrated or potential ability.
 - Be prompt and fair in backing subordinates. Until convinced otherwise, have faith in each subordinate.
 - Accept responsibility willingly and insist that your subordinates live by the same standard.
-

Employ Your Unit in Accordance with Its Capabilities

Definition

- Leaders must know the limitations and capabilities of their unit and employ it in accordance with those capabilities.
 - Sending a team on a project that a platoon normally handles is not a wise decision for a leader.
 - However, when the situation demands it, your cadets will push beyond their expected capabilities without hesitation.
-

Significance

- Successful completion of a task depends upon how well you know your unit's capabilities.
 - If the task assigned is one that your unit has not been trained to do, failure is very likely to result.
 - Failures lower your unit's morale and self-esteem.
 - You wouldn't send a cook section to "PM" a vehicle nor would you send three cadets to do the job of ten.
 - Seek out challenging tasks for your unit, but be sure that your unit is prepared for and can successfully complete the mission.
-

Suggestions for improvement:

- Do not volunteer your unit for tasks it is not capable of completing. Not only will the unit fail, but also your cadets will think you are seeking personal glory.
 - Keep yourself informed as to the operational effectiveness of your command.
 - Be sure that tasks assigned to subordinates are reasonable. Do not hesitate to demand their utmost in an emergency.
 - Analyze all assigned tasks. If the means at your disposal are inadequate, inform your immediate supervisor and request the necessary support.
 - Assign tasks equally among your cadets.
 - Use the full capabilities of your unit before requesting assistance.
-

Seek Responsibility and Take Responsibility for your Actions and the Actions of Your Unit.

Definition

As a leader, you must be willing to take the initiative and take on added responsibilities without receiving instructions from your superiors. Once you take this initiative, you are responsible for the failure or success of your unit. Leaders who do not seek added responsibilities would not advance or achieve much success in their careers.

Significance

- For professional development, you must actively seek out challenging assignments. You must use initiative and sound judgment when trying to accomplish jobs that are not required by your grade.
 - Seeking responsibilities also means that you take responsibility for your actions.
 - You are responsible for all your unit does or fails to do.
 - Regardless of the actions of your subordinates, the responsibility for decisions and their application falls on you.
 - You must issue all orders in your name.
 - Stick by your convictions and do what you think is right, but accept justified and constructive criticism.
 - Never remove or demote a subordinate for a failure that is the result of your own mistake.
-

Suggestions for improvement:

- Learn the duties of your immediate senior and be prepared to accept the responsibilities of these duties.
 - Seek different leadership positions that will give you experience in accepting responsibility in different fields.
 - Take every opportunity that offers increased responsibility.
 - Perform every act, large or small, to the best of your ability. Your reward will be increased opportunity to perform bigger and more important tasks.
 - Stand up for what you think is right; have the courage of your convictions.
 - Carefully evaluate a subordinate's failure before acting. Make sure the apparent shortcomings are not due to an error on your part. Consider the cadets that are available, salvage a cadet if possible, and replace a cadet when necessary.
 - In the absence of orders, take the initiative to perform the actions you believe your senior would direct you to perform if he/she were present.
-

Conclusion

The leadership principles are proven guidelines, which if followed, will substantially enhance your ability to be an effective leader. Keep in mind that your ability to implement these principles will influence your opportunity to accomplish the mission, to earn the respect of your fellow cadets, juniors and seniors, and to make you an effective leader. Make these principles work for you.

Relationship Between Authority & Responsibility

Authority, responsibility, and accountability

Authority, responsibility, and accountability are terms used often in the Marine Corps during leadership discussions. However, their meanings and their relations to each other are not clear in casual conversation. As a leader, you have an obligation to use each appropriately.

Authority

- It is the legitimate power of a leader to:
 - Direct subordinates
 - Take action within the scope of your position
- Normally, leaders delegate part of their authority to subordinate leaders who, in turn, delegate authority down the chain of command until every Marine has sufficient authority to carry out tasks.
-

Accountability

- As a leader you must:
 - Answer for your subordinates' actions
 - Accept the consequences, whether good or bad
 - **NOTE:** Accountability is the very cornerstone of leadership.
 - It is the final act in building the leader's credibility.
 - Plainly speaking, the accountable leader is stating "*the buck stops here.*"
 - Accountability results in rewards for satisfactory performance and punishment for poor performance.
-

Responsibility

- A requirement to act
- At all levels of command, leaders are responsible for what their Marines do or fail to do and for the physical assets under their control.
 - Ultimately, all Marines are morally and legally responsible for their individual actions since they have the authority to control those actions.
-

Unit 3 Citizenship and Patriotism

Chapter 1 We the People Citizenship Curriculum

Program overview

- We the People: The Citizen and the Constitution the Center for Civic Education is a nonprofit, nonpartisan education organization that administers national and international civic education programs.
 - The Center's flagship civic education program, We the People: The Citizen and the Constitution, was developed in 1987 and adopted by the Commission on the Bicentennial of the U.S. Constitution, chaired by Chief Justice Warren E. Burger, as the principal education program of the federal Constitution's bicentennial.
 - The success of the program at the Bicentennial Commission led to Congress continuing the program through the U.S. Department of Education from 1993 to 2011 as an authorized program of the Elementary and Secondary Education Act.
-

Curriculum

- The Curriculum The foundation of the We the People program is the classroom curriculum. It complements the regular school curriculum by providing upper elementary, middle, and high school students with an innovative course of instruction on the history and principles of U.S. constitutional democracy.
 - The high school text covers these six units:
 - Unit One: What Are the Philosophical and Historical Foundations of the American Political System?
 - Unit Two: How Did the Framers Create the Constitution?
 - Unit Three: How Has the Constitution Been Changed to Further the Ideals Contained in the Declaration of Independence?
 - Unit Four: How Have the Values and Principles Embodied in the Constitution Shaped American Institutions and Practices?
 - Unit Five: What Rights Does the Bill of Rights Protect?
 - Unit Six: What Challenges Might Face American Constitutional Democracy in the Twenty-first Century?
-

Simulated Hearings

The We the People program's culminating activity is a simulated congressional hearing in which students "testify" before a panel of judges acting as members of Congress. Students demonstrate their knowledge and understanding of constitutional principles and have opportunities to evaluate, take, and defend positions on relevant historical and contemporary issues. Teachers may engage their students in a noncompetitive simulated congressional hearing or a competitive hearing at some levels in certain states.

Research on the Program

- What the Research Says A research team from Georgetown University has conducted independent studies of We the People that have been confirmed by the U.S. Department of Education’s What Works Clearinghouse, which includes the highest standards for research scholarship.
- The team found that We the People students scored significantly higher on tests of both civic knowledge and civic dispositions than their peers.
- These dispositions include (1) respect for the rule of law, (2) political attentiveness, (3) civic duty, (4) community involvement, (5) commitment to government service, and (6) the norms of political efficacy and political tolerance. Additional information and studies can be found at www.civiced.org/research.

MCJROTC Use

This will be the cornerstone program for the Marine Corps JROTC Citizenship Curriculum.

Unit 4 Military Science

Chapter 1 Drill and Ceremonies

Close Order Drill

Five Purposes of Drill

- Instill discipline through precision and automatic response to orders.
- Move units from place to place in a standard and orderly manner.
- Provide cadets an opportunity to handle individual weapons.
- Increase leader's confidence through the exercise of command by giving proper commands and drilling cadets.
- Provide simple formations from which further organization is made.

Terms & Descriptions		Description
Term		
File		2 or more cadets covered one behind the other.
Rank		2 or more cadets aligned shoulder to shoulder
Line		Members or units are aligned abreast.
Column		Members or units organized into a file or files.
Mass Formation		Platoons at close interval in columns to form 6 or more files in a company or larger formation.
Drill Terminology	Interval	One arm measured shoulder to shoulder.
	Close	4" inches measured shoulder to shoulder.
	Distance	40" inches measured back to chest between ranks.
	Open Ranks	70" inches measured back to chest between ranks.
	Cadence	Number of steps per minute.
	Quick Time	120-30 inch steps per minute.
	Double Time	180-36 inch steps per minute.
	Half Step	15-inch step measured from head to toe.
	Back Step	15-inch step backwards.
	Side Step	12-inch step to the side measured between heels.
	Flank	90-degree pivot to the right or left while marching.
	Oblique	45-degree pivot to the right or left while marching.
	To the Rear	180-degree pivot to the rear while marching.

Close Order Drill, Continued

The Three Types of Rest

Type	Actions
Parade Rest	<ul style="list-style-type: none">• Relaxed position of attention.• Heels are 12 inches apart and the hands are placed on the small of the back with the right hand on top of the left hand.• Fingers are straight with the thumbs inter locked.
At Ease	<ul style="list-style-type: none">• Right foot remains in place.• No talking allowed.
Rest	<ul style="list-style-type: none">• Right foot remains in place.• Talking is allowed.
Fall Out	<ul style="list-style-type: none">• Break ranks and go to the area designated by the leader.

The Three Types of Drill Commands

Command	Description
Preparatory Command	<ul style="list-style-type: none">• Given with rising inflection of the voice.
Command of Execution	<ul style="list-style-type: none">• Sharp crisp command given one step prior to execution.
Combined Command	<ul style="list-style-type: none">• Sharp crisp command with no preparatory command.• Examples: Fall in, Fall Out, Rest, At Ease, Cover.

Chapter 2 History & Traditions of the Marine Corps

Important Dates in Marine Corps History

Birth of the Marine Corps

The Marine Corps was created on 10 November 1775, in Philadelphia, Pennsylvania, at Tun Tavern, by a resolution of the Continental Congress which "raised two battalions of Marines."

Marines and the Department of the Navy

- In 1834, The Marines came under the department of the Navy.
-

National Security Act of 1947

- The National Security Act of 1947, amended in 1952, states the present structure, missions, and functions of the Marine Corps.
-



Captain Samuel Nicholas

- 1775 - The Continental Congress authorized the formation of two battalions of Marines, under Captain Samuel Nicholas, who is traditionally considered the first Commandant of the Marine Corps.
-

First Marine Landing New Providence Island

- 1776 - The First Marine landing took place during the Revolutionary War. Marines invaded New Providence Island in the Bahamas and seized guns and supplies.
 - The uniform of the day had a stiff leather stock that was worn around the neck, thus the nickname "**Leatherneck**."
-

Marines a Separate Military Service

- 1798 - Congress recreated the Marine corps as a separate military service.
-



- 1805 - Marines stormed the Barbary pirates' stronghold at Derna on the "shores of Tripoli." Marines raised the "Stars and Stripes" for the first time in the Eastern Hemisphere.
-

- 1847 - During the Mexican War, Marines occupied the "Halls of Montezuma" during the Battle of Chapultepec in Mexico City.
 - The royal palace fell to invading Marines, who were among the first United States troops to enter the capital.
 - Marines also helped to take California.
-

Marines at Harpers Ferry



- 1859 - Marines, under the command of Colonel Robert E. Lee, U.S. Army, stormed the United States arsenal at Harper's Ferry to put down an attempted slave revolt led by abolitionist, John Brown.
-

- 1861 - Marines saw limited action during the Civil War.
 - Due to resignations, an aging officer corps, and inadequate personnel, effectiveness was hindered.
 - Marines served primarily with naval detachments at sea, rarely conducting operations ashore, manning ship's guns.
-



- 1868 - An emblem consisting of an eagle, a globe, and an anchor was adopted by the Marine Corps.
 - Brigadier General Jacob Zeilin, 7th Commandant, modified the British (Royal) Marine emblem to depict the Marines as both American and maritime.
 - The globe and anchor signify worldwide service and sea traditions.
 - The spread eagle is a symbol of the Nation itself.
-

- 1898 - In response to a declaration of war against Spain, Marines conducted offensive operations in the Pacific and Cuba.
 - Marine actions led to the establishment of several naval installations overseas.
-

- 1900 - In support of foreign policy, Marines from ships on the Asiatic station defended the American Legation in Peking, China during the Boxer Rebellion.
 - The Marines were part of a multinational defense force that protected the Legation Quarter against attack.
 - This small defense force held out against the Boxers until a relief force could reach Peking and end the rebellion.
-

Banana Wars



- 1901 - During the years 1901 to 1934, the Marine Corps was increasingly used to quell disturbances throughout the world.
 - From the Far East to the Caribbean, Marines landed and put down insurrections, guarded and protected American lives and property, and restored order.
 - Due to the extensive use of Marines in various countries and locations in the Caribbean, these actions come to be known as the "Banana Wars."
 - 1913 - The Marine Corps established its aviation unit.
 - Marine Major Alfred A. Cunningham was the first pilot.
-

World War 1

- 1917 - Marines landed as part of the American force in France. Marines, participating in eight distinct operations, distinguished themselves and were awarded many decorations, among them the French Fourragere, still worn by members of the 5th and 6th Marines.
-

Interwar Years

- 1933 - The Marine Corps was reorganized into the Fleet Marine Force, formally establishing the "Command and administrative relations" between the Fleet and the Marine Corps.
 - The Marine Corps Equipment Board was established at Quantico, Virginia, and Marines began to devote long hours to testing and developing materials for landing operations and expeditionary service.
-

World War 2



- 1941 - The United States was thrust into war following the devastating surprise attack on Pearl Harbor by Japanese forces. Marines defended against the attack and similar attacks throughout the Pacific during the opening stages of the war.
- The Marine Corps was the principle force utilized by the allies in execution of the strategy of "island hopping" campaigns.
- The earlier development of amphibious doctrine proved to be invaluable in carrying out this strategy.
- The strength of the Marine Corps reached nearly 500,000 during World War II.

Korean War

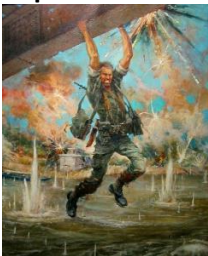


- 1950 - Conflict in Korea tested Marine Corps combat readiness.
 - The Marines responded to the attack by North Korean forces by quickly assembling the First Marine Provisional Brigade from the under-strength 1st Marine Division.
 - These Marines shipped out and were later used, to rescue the crumbling Pusan perimeter. Marine forces further displayed their combat readiness and versatility by making an amphibious landing over the seawalls at Inchon. Marine aviators flew helicopters for the first time in battle.
-

The Fleet Marine Force

- 1958 - The Marine Corps completed reorganizing the combat structure of its Fleet Marine Force.
 - The Marines created units equipped to conduct landing operations in either atomic or non-atomic warfare.
 - The Marine Corps had the ability for the Fleet to go where it was needed, to stay there, and to readily project its power ashore as the cutting edge of sea power.
 - This concept was used when Marines landed near Beirut, Lebanon at the request of the Lebanese government to support its army against internal strife.
 - The Marines helped stabilize the situation and were withdrawn after a few months.
-

Vietnam and Dominican Republic



- 1965 - Marines landed in South Vietnam, which committed the Marine Corps to the longest war in its history.
 - Marines conducted numerous large scale offensive operations throughout the course of the war, as well as participating in the pacification program designed to win the support of the local populace.
 - Also, in response to an attempted coup of the local government, Marines landed in the Dominican Republic to evacuate and protect U. S. citizens. The Marines formed the core of a multinational force that quickly restored the peace.
-

Marines in Lebanon

- 1982 - Marines deployed to Lebanon as part of a multinational peacekeeping force to restore peace and order to this war-torn country.
 - This action further displayed the Marine concept of a "Force in Readiness." On 23 October 1983, a suicide truck bomb attack on the headquarters building killed 241 Americans and wounded 70 others.
 - The last Marine unit withdrew in July of 1984.
-

Grenada

- 1983 - Following assassination of the Prime Minister and the violent overthrow of the government of Grenada,
 - Marines participated in Urgent Fury, a joint military operation, in response to a request for intervention from neighboring Caribbean nations. The Marines' rapid response led to the securing of the island and the safeguarding of hundreds of American citizens living there.
-

Panama

- 1989 - In response to the increasing unrest in Panama, the President of the United States ordered a joint military operation, Just Cause, to overthrow the military government of Panama headed by General Manuel Noriega.
 - United States forces, including Marines, accomplished this mission and installed a civilian government. This same government had been denied office after free elections were illegally declared invalid by Noriega's government.
 - General Noriega, under indictment in the United
 - States for drug trafficking and racketeering, was arrested and sent to the United States for trial.
-

**Operation
Desert Shield**

- 1990 - Following the invasion of Kuwait by Iraqi forces, Operation Desert Shield was launched.
 - This joint military operation was designed to hold the advance of Iraqi forces and to position multinational forces assembled for possible offensive operations to expel the invading force.
 - This operation validated the Marine Corps' Maritime Propositioning Force (MPF) concept and enacted the plan of tailoring units to accomplish a mission as part of a Marine Air Ground Task Force (MAGTF).
-

**Operation
Desert Storm**

- 1991 - Operation Desert Storm was Launched after the Iraqi government refused to comply with United Nation's resolutions. Marine aviation was heavily used when the air phase commenced in January of 1991. When massive bombing failed to dislodge Iraqi forces, Marine ground forces swept into Kuwait and liberated the country, causing severe damage to the Iraqi military capability.
-

Noteworthy Individuals in Marine Corps History

Presley Neville O'Bannon

- . First Lieutenant O'Bannon is remembered for heroism in the battle for the harbor fortress of
 - Derna (Tripoli) in the Mediterranean. O'Bannon's Marines were
 - the first U.S. forces to hoist the flag over territory in the Old
 - World. The "Mameluke" sword, carried by Marine officers today,
 - was presented to O'Bannon in 1805.
-

Archibald Henderson

- . Brevet Brigadier General Archibald Henderson became Commandant in 1820 and held this command until his death in 1859, a period of 39 years.
 - General Henderson led the Corps through the Indian Wars, the War with Mexico, the "opening" of China, and the disorder's in Central America. The "Grand Old Man of the Marine Corps," as he is often called, introduced higher standards of personal appearance, training, discipline, and strived to have the Marine Corps known as a professional military force, capable of more than just sea and guard duties.
-

John H. Quick

- Sergeant Major Quick is remembered for his performance at Cuzco Well (Guantanamo Bay, Cuba), where he participated in an operation to seize an advanced base for the Atlantic Fleet battalion of Marines.
 - The Sergeant Major won the Medal of Honor for semaphoring for an emergency lift of the naval bombardment while under Spanish and American shellfire.
 - The landing at Guantanamo demonstrated the usefulness of marines as assault troops.
 - When employed with the fleet, Marines gave added strength for the capture and defense of advanced bases, becoming a primary mission of the Marine Corps (1898).
-

Daniel Daly

- Sergeant Major Daly is recognized for earning two Medals of Honor: (1) Chinese Boxer Rebellion and (2) First Cacao War in Haiti.
 - When his unit had been pinned down and their attack was stopped during the Battle of Belleau Wood, then Gunnery Sergeant Daly yelled to his men, "Come on, you sons of a b-----, do you want to live forever?"
-

Smedley D. Butler

- SMEDLEY D. BUTLER. Major General Butler is recognized for earning two Medals of Honor: (1) Veracruz and (2) First Cacao War in Haiti. By the end of

1916, the Marine Corps was recognized as a national force in readiness and for leadership gained from continual combat and expeditionary experience.

John A. Lejeune

- Major General Lejeune served as 13th Commandant of the Marine Corps, 1920-1929.
 - Lejeune was the first Marine officer ever to command an army division in combat, in France during World War I (1918).
-

**Lewis B.
"Chesty" Puller**

- Lieutenant General Puller served in Nicaragua, through several periods of political unrest and rebellious activity.
 - Puller and a force of about 32 Marines became famous for their ability to engage rebel groups and bandits while scouring the jungles in a wide area of Nicaragua to the Honduran border.
 - Puller became known as the "Tiger of the Mountains" (1930).
 - The Marine Corps' mascot, an English bulldog named "Chesty," is named for this brave and fine Marine Corps officer.
-

Joseph L. Foss

- JOSEPH L. FOSS. Captain Foss was a Marine pilot instrumental in taking the Japanese airfield at Guadalcanal.
 - For his participation, the Captain was awarded the Medal of Honor. By the end of World War II, Foss was the second-ranking Marine ace, with 26 victories ("kills") to his credit (1942).
-

**Gregory R.
"Pappy"
Boyington**

- GREGORY R. ("PAPPY") BOYINGTON. Major Boyington is recognized for his prowess in aerial dogfights. "Pappy" commanded VMH-214, the Black Sheep, during World War II.
 - By the end of the War, the Major was recognized as the Marine Corps' top ranking flying ace with 28 victories ("kills") (1945).
-

Ira H. Hayes

- The Fifth Amphibious Corps of Marines, commanded by Major General Harry Schmidt, was assigned to take Iwo Jima.
 - Corporal Ira Hayes, a Pima Indian, was one of the Marines immortalized in the now famous photograph (not shown) taken of the second flag raising on Mount Suribachi, shortly after the Japanese stronghold was taken on 23 February 1945.
-

Opha Mae Johnson

- Private Johnson became the Marine Corps' first enlisted woman on 13 August 1918.
 - Her enlistment reflected the dramatic changes in the status of women brought about by the entry of the United States into World War I.
 - Marine Reserve (F) was the official title by which the Marine Corps' first enlisted women were known.
 - They were better known as "skirt Marines" and "Marinettes."
-

Annie L. Grimes

- CWO Grimes was the third black woman to become a Marine and the first black woman officer to retire after her "full 20."
-

Margaret A. Brewer

- Brigadier General Brewer, then a Colonel, served as the director of Women Marines (WM) during the period 1973-1977.
 - She was the seventh and last director of WMs, the only post-World War woman to hold the position. Margaret Brewer became the Marine Corps first woman general officer on 11 May 1978.
-

Molly Marine

- "Molly," a monument in New Orleans to women who serve and have served as Marines, was dedicated on the Marine Corps birthday in 1943.
 - The first statue of a woman in uniform anywhere in the world was that of Joan D 'Arc, in full armor, in Orleans, France; it is only fitting that the first statue of a woman in uniform in the United States reside in New Orleans.
-

First Female General in the Marine Corps

- It was April 1978 that Col Brewer stepped into Marine Corps history as she became the first female Marine to achieve the rank of Brigadier General. Soon after, BGen Brewer was assigned as the Marine Corps' "Director of Public Affairs".
 - Brigadier General Brewer's 28 years of service demonstrates the honor, courage and commitment that Marines make to their country and to the United States Marine Corps.
-

First African-American Pilot & General:

- Lieutenant General Frank Petersen, the first African-American promoted to the rank of general in the U.S. Marine Corps, was born in 1932 in Topeka, Kansas.
- LtGen Petersen was commissioned as a second Lieutenant in the United States Marine Corps and became the first African-American pilot in the Corps going by the respective titles "Silver Hawk" and "Gray Eagle."
- He served in the Korean and Vietnam conflicts, he flew over 300 combat missions with over 4,000 hours in various fixed-wing fighter aircraft.

- LtGen Petersen was more than an outstanding Marine and quality citizen; he broke racial barriers and strengthened the legacy of the Marine Corps while inspiring and leading the way for future Marines seeking to be the best in everything they do.
-

Cpl. Dakota L. Meyer

- : On September 15, 2011, Corporal Dakota Meyer became the first living Marine recipient of the Medal of Honor since the Vietnam War.
 - On September 8, 2009, near the village of Ganjgal, Meyer learned that three U.S. Marines and a U.S. Navy corpsman were missing after being ambushed by a group of insurgents and were under intense fire from roughly 50 Taliban insurgents dug-in and concealed on the slopes above Ganjgal Village.
 - He charged into the area under enemy fire and eventually found all four - dead and stripped of their weapons, body armor, and radios.
 - With help from some friendly Afghan soldiers, he moved the bodies to a safer area where they could be extracted.
 - Over the course of a six-hour fire-fight and despite him being wounded as well, he entered the kill zone five separate times to evacuate the wounded, provide essential aid and ultimately saved the lives of 24 Marines and 12 Afghan soldiers.
 - Meyer personally killed at least eight Taliban insurgents while providing cover for his team to fight their way out and escape certain death.
-

Significant Battles in Marine Corps History

Battle of Bladensburg

- In August of 1814, 103 Marines and 400 sailors made a vain attempt to block a force of 4,000 disciplined British troops from advancing on Washington.
 - The Marines stopped three headlong charges before finally being outflanked and driven back.
 - The British then moved down Bladensburg Road to Washington where they burned many public buildings before retiring to their vessels in the Chesapeake Bay.
-

The Battle of New Orleans

- In January of 1815, Marines under the command of General Andrew Jackson soundly defeated British forces that were attacking the city of New Orleans.
 - The British lost approximately 2,000 men while American losses were less than 100.
-

The Battle of Belleau Wood

- Marines fought one of their greatest battles in history at Belleau Wood, France, during World War I. Marines helped to crush a German offensive at Belleau Wood that threatened Paris.
 - In honor of the Marines who fought there, the French renamed the area "the Wood of the Brigade of Marines."
 - German intelligence evaluated the Marines as "storm troops" -- the highest rating on the enemy fighting scale.
 - In reference to the Marines' ferocious fighting ability, German troops called their new enemy "Teufelhunden" or "Devildogs," a nickname in which Marines share pride.
-

The Battle of Wake Island

- In 1941, following the air attack on Pearl Harbor, the Japanese struck Wake Island on 8 December.
 - Despite being heavily outnumbered, the Marines mounted a courageous defense before finally falling on 23 December.
 - This small force of Marines caused an extraordinary number of Japanese casualties and damage to the invading force.
-

The Battle of Guadalcanal

- On 7 August 1942, the 1st Marine Division landed on the beaches of Guadalcanal in the Solomon Islands and launched the first United States land offensive of World War II.

- This battle marked the first combat test of the new amphibious doctrine and provided a crucial turning point of the war in the Pacific by providing a base to launch further invasions of Japanese-held islands. Amphibious landings followed on the remaining Solomon Islands including New Georgia, Choiseul (Feint), and Bougainville.
-

The Battle of Tarawa

- The Gilbert Islands were the first in the line of advance for the offensive in Central Pacific.
 - The prime objective was the Tarawa Atoll and Betio Island which had been fortified to the point that the Japanese commander proclaimed that it would take a million Americans 100 years to conquer it.
 - On 20 November 1943, Marines landed and secured the island within 76 hours, but paid a heavy price in doing so.
 - Because of an extended reef, landing craft could not cross it, and Marines were offloaded hundreds of yards from the beaches.
 - This led to heavy losses from drowning as well as enemy fire.
-

The Battle of the Mariana Islands

- Due to the need for airfields by the Air Force and advanced bases for the Navy, the Marianas were invaded.
 - This was accomplished by landings on the islands of Saipan, Guam, and Tinian.
 - During June and July of 1943, Lieutenant General Holland M. Smith led a combined invasion force of Marines and soldiers that totaled over 136,000.
 - This was the greatest number of troops, up to that time, to operate in the field under Marine command.
-

The Battle of Iwo Jima

- On 19 February 1945, Marines landed on Iwo Jima in what was the largest all-Marine battle in history.
 - It was also the bloodiest in Marine Corps history.
 - The Marine Corps suffered over 23,300 casualties.
 - The capture of Iwo Jima greatly increased the air support and bombing operations against the Japanese home islands.
 - Of the savage battle, Admiral Chester W. Nimitz said, "among the Americans who served on Iwo Island, uncommon valor was a common virtue."
-

The Battle of Okinawa

- The BATTLE OF OKINAWA: In April of 1945, Marines and soldiers landed and secured the island of Okinawa. This marked the last large action of World War II. Due to the death of the Army commander, Major General Roy S.

Geiger assumed command of the 10th Army and became the only Marine officer ever to have commanded a field Army.

The Battle of the Chosin Reservoir

- After pushing far into North Korea during November 1950, Marines were cut off after the Chinese Communist Forces entered the war. Despite facing a 10-division force sent to annihilate them, Marines smashed seven enemy divisions in their march from the Chosin Reservoir.
 - The major significance of this retrograde movement was that Marines brought out all operable equipment, properly evacuated their wounded and dead, and maintained tactical integrity.
-

The Second Battle of Khe Sanh

- January 1968, Marines defended the firebase at Khe Sanh from an attack force of two North Vietnamese Army (NVA) divisions.
 - Despite heavy bombardment, the Marines held out for over two and a half months before finally forcing the enemy forces to withdraw.
-

The Battle of Hue City

- During the Vietnamese holiday of Tet in January 1968, Communist forces launched a surprise offensive by infiltrating large numbers of their troops into the major population centers of Hue City, South Vietnam.
 - A near division-size unit of NVA troops occupied the city of Hue and the Citadel.
 - Marines fought in built-up areas for the first time since the Korean War foregoing the application of heavy arms to minimize civilian casualties. Fighting was house-to-house with progress measured in yards. the city was secured on 25 February 1968.
-

Lebanon

- The 32nd Marine Amphibious Unit (MAU) landed in Beirut, Lebanon on 25 August 1982 amidst an intense civil war between various political factions.
- The Marines deployed to Lebanon as part of a multinational peacekeeping force to restore peace and order to this war-torn country.
- The 32nd MAU's mission was to help evacuate the Palestine Liberation Organization (P.L.O) and to help in stabilizing the situation.
- By 31 August 1982, all P.L.O members were evacuated out of the city of Beirut.
- After completion of their assigned mission, the 32nd MAU departed Beirut.
- When the civil war worsened, the Marines of 22nd MAU deployed to Lebanon and conducted a combined surface and helicopter landing into the Beirut International Airport (B.I.A.).
- The Marines presence in Lebanon was to enable the Lebanese Armed Forces (L.A.F.) to restore order and control over Beirut.

- **Marine Barracks Bombed:** On 23 October 1983 the Marine barracks at the Beirut International Airport was bombed. At 0622 that Sunday morning, a suicide terrorist drove a five-ton truck loaded with explosives into the lobby of the Marine barracks.
 - Due to dangerous political restrictions and "restrictive rules of engagement" the Marines were not able to properly defend themselves against the suicide bomber. It took ten days to assess the damage.
 - The casualties numbered 241 dead (220 Marines, 18 Navy, and 3 Army). Despite this setback, the Marines continued their peacekeeping mission for four more months.
 - When President Reagan ordered their withdrawal, the Marines total time spent in Beirut was 533 days. The last Marine unit withdrew in July of 1984.
-

Grenada

- In October 1983, President Ronald Reagan ordered a joint Marine and Army force to land on the small Caribbean Island of Grenada. He was concerned about the safety of American lives and the deteriorating political situation.
 - Following the assassination of the Prime Minister and the violent overthrow of the government of Grenada, Marines participated in Urgent Fury, a joint military operation, in response to a request for intervention from neighboring Caribbean nations.
 - **Urgent Fury:** Operation began at 0500, 25 October.
 - Marines from the 24th MAU, embarked aboard the USS Guam, landed ashore to rescue American medical students held captive in Grenada.
 - Marines conducted a helicopter assault on Pearls Airport and had it secured within two hours.
 - Despite resistance by the Grenadian and Cuban militaries, by 0712 the next morning, the Marines had secured the governor's residence and almost 90% of the island.
 - Two Army Ranger Battalions parachuted onto the Port Salinas Airfield. Elements of these battalions later captured Grand Aise, where a few Americans were attending medical school.
 - Six Marine helicopters then evacuated the medical students.
 - By the 28th of October, all organized resistance had ceased and the mission was accomplished.
-

Panama

- Marines maintained a presence in Panama to help protect the Panama Canal. Relations between Panama's leader Manuel Noriega and the U.S. government deteriorated due to his alleged drug involvement and election fraud.

- During the 1980's the U.S. was waging a war on drugs and Panama's leader was suspected of supporting drug traffickers.
- In response to increasing unrest, on 20 December 1989, President George H. W. Bush ordered U.S. forces to invade Panama and to apprehend Manuel Noriega.
- This operation was named Operation "Just Cause". The mission had several objectives:
- To install the rightfully elected officials in the Panamanian government, to apprehend Noriega and bring him to justice, and to restore peace to the Panamanian people.
- Marine and Army units searched Panama City for days trying to capture the evasive Noriega.
- In the process, they uncovered vast amounts of illegal drugs and drug money.
- Noriega was given refuge in the Vatican embassy, which was then surrounded by U.S. forces.
- After a 12-day stalemate and through the use of psychological warfare, Noriega surrendered to American forces.
- After Noriega's deportation, the duly elected government was installed as the ruling government of Panama.
- Additionally, the U.S. began economic aid to the Panamanian people to help rebuild their country after being ravaged by war and Noriega's corrupt government.
- Once again, the Marines served their part as America's force in readiness.

Persian Gulf War 1990

- On 2 August 1990, Iraqi President Saddam Hussein ordered his armed forces to invade its southern neighbor Kuwait.
- He claimed annexation of Kuwait as Iraq's 19th province. Immediately, President Bush ordered a military buildup in the region in concert with the government of Saudi Arabia to halt further advance and to position multinational forces assembled for possible offensive operations to expel the invading forces.
- Marines from 1MEF and 2MEF deploy on amphibious shipping and airliners to Saudi Arabia.
- There they married-up with Maritime Pre-positioning Ships (MPS).
- The MPS are cargo ships that were full of equipment and vehicles the Marines needed to go into combat.
- Within five days the MPS ships arrived, the equipment was off-loaded and the Marines moved north ready to fight.
-

Desert Shield

- The deployment of forces was called operation "Desert Shield." Iraq possessed 20% of the world's oil supply and threatened to double that amount by invading Kuwait.
 - The world's leaders decided that Kuwait could not fall into the hands of a corrupt leader such as Saddam Hussein.
 - Hussein invaded a friendly nation without provocation.
 - His army was the 4th largest in the world at the time.
 - The United States banded together with virtually every other nation of the world forming a coalition of nations.
 - It also included other Arab countries that condemned Hussein's actions and demanded the complete withdrawal of all Iraqi forces from Kuwait.
-

**Amphibious
Landing
Rehearsals**

During Operation "Desert Shield", Marines at sea helped enforce a maritime blockade of Iraqi shipping.

The Navy and Marine Corps team conducted many highly publicized amphibious "rehearsals" to show the Iraqis their capabilities.

Because of these demonstrations the Iraqis committed three divisions to defending the Kuwaiti coast against an amphibious landing from the sea.

**Operation
Desert Storm
Pre-D-Day**

- Coalition forces, headed by the U.S. armed forces took up positions in the Persian Gulf and the surrounding countries.
 - Operation Desert Storm was the largest combat operation in Marine Corps history.
 - Marines were embarked aboard thirty-one amphibious ships, and the 1st and 2nd Marine Divisions were ashore along with the 3rd Marine Aircraft Wing.
 - This operation validated the Marine Corps' Maritime Pre-positioning Force (MPF) concept and enacted the plan of tailoring units to accomplish a mission as part of a Marine Air Ground Task Force (MAGTF).
-

**Desert Storm
Start January
16, 1991**

- President Bush issued a strong warning to the Iraqi government that America and her allies would not hesitate to use force.
- That use of force was known as "Desert Storm." On January 16, 1991, the war began.
- The U.S. and our allies first established air supremacy.
- After that objective was achieved, the ground campaign started.
- While the Army and our allies conducted a flanking movement, the 1st and 2nd Marine Divisions mission was to conduct a frontal attack through two Iraqi minefield/obstacle belts.

- The Marine forces at sea executed an amphibious demonstration.
 - This was done to divert Iraqi attention on the fake amphibious landing. The Army was then able to hit the Iraqis with a "left hook", advancing around their left flank deep into Iraq.
-

Battle of Khafji

- The abandoned Saudi frontier town of Al-Khafji was the site of the first ground engagement with Iraqi forces.
 - The Iraqi army planned a 3-pronged attack on Khafji to run the Saudi Arabian, Qatari, and Marine forces from the town.
 - In two separate battles, the 1st & 2nd Marine Divisions destroyed two of the three battalions before they could reach Khafji.
 - The remaining Iraqi forces suffer great losses to equipment & personnel many surrender.
 - Marines and coalition forces have won the battle and occupy Al- Khafji.
-

Operation Desert Storm Success

- Operation Desert Storm was a success.
 - The Iraqis were caught completely off guard and defeated in just 100 hours of combat.
 - The Iraqis' rapid defeat was due in part to the poor fighting ability of their armies.
 - More importantly the 100 hours battle proved the lethal effectiveness of our well-trained and disciplined Marines.
-

Somalia

- Somalia was an East African nation that had lost half a million of its people to starvation and drought.
- Somalia's government disintegrated after an uprising of armed warrior clans began in the north in 1988.
- By 1991 anarchy reigned as fourteen clans vied for control. Looting and vandalism was common and frequent.
- The Marines landed in Mogadishu on December 9, 1992.
- Their mission was to secure the port complex, airport, and the abandoned U.S. Embassy.
- Once ashore Marines broke the gridlock of food distribution and established Humanitarian Relief Sectors in central and southern Somalia.
- Marines traveled in combined-arms convoys and seized control of urban centers.
- Firefights with bandits were frequent.
- Deadly incidents erupted in Mogadishu as the warrior clans tried to oppose the Marines' humanitarian operations.
- Hidden snipers shot at several Marines.

- By 1993 the Marines successfully stopped the widespread starvation and some semblance of order had been established. T
 - The United Nations took command of the operation and the Marines withdrew.
 - After a two-year absence, the Marines returned in 1995 during Operation United Shield in response to the Black Hawk down incident.
 - The United Nations had failed to fully restore order to Somalia so they called on the United States to help withdraw U.N. forces from the country.
 - The Marines were engaged in 27 firefights during the successful evacuation of U.N. forces.
-

Afghanistan Operation Enduring Freedom

- In the aftermath of the devastating terrorist attacks of September 11th, 2001, President George W. Bush delivered an address to the American people before the U.S. Congress, during which he issued an ultimatum to those harboring terrorists.
 - He demanded that the Taliban “hand over every terrorist and every person in their support structure to appropriate authorities”.
 - He further added that “these demands are not open to negotiation or discussion” and warned the Taliban to “hand the terrorists over, or share in their fate”.
 - In Operation Enduring Freedom the Marine Corps played a crucial part in toppling the Taliban from its place as the ruling government of Afghanistan and reducing it to scattered bands of fugitives on the run.
 - With Special Forces chasing the Taliban from northern Afghanistan, what was needed was a force to “close the door” on the Taliban from the south. On November 25th, 2001, Task Force 58 commanded by Major General James N. Mattis did what seemed impossible. They moved from the sea across 400 miles and seized a desert airstrip inside southern Afghanistan.
 - Forward Operating Air Base (FOB) Rhino was established and used by the Marines and their coalition partners during the capture of the city of Kandahar and its airport for use by American forces.
-

Operation Iraqi Freedom

- Even after Desert Shield and Desert Storm, Iraq continued to threaten its neighbors, violate UN resolutions and support terrorism.
- Therefore, in early 2003 President George W. Bush orders a “Coalition of the Willing” led by U.S. forces to invade Iraq.
- On March 20, 2003, United States and British ground forces attacked from southern Iraq with lightning speed.
- Elements of the 1st Marine Division flashed across the desert first attacking then securing the city of Nasiriya because of its strategic importance as a road junction and river crossing.

- Marines supported by elements of the Army's 1st Armored Division and Marine and Army air, attacked and secured the cities of Najaf and Karbala to prevent enemy counterattacks from the east.
 - Meanwhile Marines advanced and began a preliminary attack on Baghdad. Coalition forces, mainly composed of United States and British troops managed to topple the Iraqi government in 21 short days while taking minimal losses.
-

The Battle of Fallujah

- . In the aftermath of the invasion the city of Fallujah had been one of the least affected areas of Iraq. Iraqi Army units tasked with defending the area instead abandoned their positions and melted into the local population leaving behind an abundance of unsecured military equipment.
 - On March 31st, 2004 terrorist insurgents in Fallujah ambushed a convoy and dragged four American private contractors from their vehicle.
 - They were beaten, set on fire then their burned corpses were dragged through the streets before being hung from a bridge.
 - News of these outrageous acts flashed around the world and prompted a United States led operation to recapture control of the city – Operation Vigilant Resolve.
 - Operation Vigilant Resolve ended however, in late April 2004 with an agreement for the local population to keep insurgents out of the city. The Marines reluctantly pulled out of the city.
-

Fallujah 2 Operation Phantom Fury

- In late September 2004, intelligence reports placed Abu-Musab Al-Zarqawi, leader of al Qaeda in Iraq and a high-value target, in Fallujah along with approximately 1000 loyal, mostly non-Iraqi insurgents.
- A joint force led by the United States Marines and including elements of the reconstituted Iraqi Army launched Operation Phantom Fury on November 7, 2004.
- The city, having been under complete insurgent control since April had now been filled with booby traps and Improvised Explosive Devices (IEDs).
- The insurgents had also created and manned elevated sniper positions and fortified defensive positions throughout the city in anticipation of the attack.
- The combat that ensued is acknowledged by U.S. military officials as the "heaviest urban combat since the battle of Hue City" during the Vietnam War.
- The insurgents mounted a determined and well-organized resistance.
- Still, the Marines conducted themselves with the courage, bravery and resolve for which the Corps has become renowned, and Fallujah was recaptured.

- The Marine Corps officially ended its role in Iraq on January 23, 2010 when they handed over responsibility for Al Anbar Province to the United States Army.
-

Sergeant Rafael Peralta

- One Marine, Sergeant Rafael Peralta has been awarded the Navy Cross, posthumously, for his actions in Fallujah on November 15, 2004. Hit multiple times by AK-47 fire during intense house-to-house fighting, Sergeant Peralta dropped to the floor and moved aside so that the Marines behind him could return fire.
 - When the insurgents responded by throwing a grenade, Sergeant Peralta selflessly pulled the grenade under his body and absorbed the full, lethal blast thereby saving the lives of his comrades.
-

**Helmand Province
Afganastan**

- Since November of 2001, when the 15th and 26th Marine Expeditionary Units seized Kandahar International Airport in support of Operation Enduring Freedom, Marine battalions and squadrons had been rotating through Afghanistan engaging Taliban and al-Qaeda forces.
 - On April 29, 2008, the Marines of the 24th MEU flooded into the Taliban-held town of Garmsir in the Helmand Province, for the first major American operation in that region in years.
 - After seizing Garmsir, the Marines pushed further south into an area where the insurgents had built bunkers and tunnels capable of withstanding coalition airstrikes.
 - They ran into stiff resistance and the operation, expected to take a few days, lasted more than a month.
 - This amount of resistance was an indication that this town was important to the insurgents, so the Marines were ordered to remain in the area, rather than clear the town and leave.
 - The Marines transitioned from combat operations to civil operations. The 24th MEU focused on protecting the local Afghans as they began to return to their homes after having been displaced by the Taliban.
 - They also continued their combat operations in the area, killing more than 400 insurgents between April and July 2008.
 - On September 8, the 24th MEU returned control of Garmsir to British forces, after having operated in the area for approximately 130 days.
-

**Operation Strike of the Sword
Afghanistan**

- : Operation “Strike of the Sword” also known as Operation Khanjar was a US-led offensive in Helmand province in southern Afghanistan.
- About 4,000 Marines from the 2nd MEB as well as 650 Afghan troops were involved, supported by NATO planes.

- The operation began when units moved into the Helmand River valley in the early hours of July 2, 2009.
 - This operation was the largest Marine offensive since the Battle of Fallujah in 2004. The operation was also the biggest offensive airlift by the Marines since the Vietnam War.
 - The goal of the operation was not just driving out the Taliban from areas they controlled but securing the area to allow Afghan government to operate.
 - It was aimed to improve security ahead of presidential elections, allowing voter registration where before there was none.
 - Using helicopters, Marines landed behind Taliban lines into areas where coalition forces had never been before.
 - Simultaneously, other Marine elements pushed into remote areas by vehicle convoys.
 - The initial stages of the operation were so sudden that Taliban forces were taken by surprise.
-

**Operation
Neptune Spear
Osama Bin
Laden**

- Operation Neptune Spear: was the code-name of the CIA operation carried out by the Navy Seals to capture Osama Bin Laden the head of the [Islamist](#) militant group [al-Qaeda](#).
 - Monday, May 2, 2011, shortly after 1 a.m. United States Special Forces, Navy Seal Team Six executed a raid on [bin Laden's compound](#) in [Abbottabad](#), Pakistan.
 - After the raid, U.S. forces took bin Laden's body to [Afghanistan](#) for identification, then buried it at sea within 24 hours of his death.
-

Resources

Marine Corps Museum Historical Pamphlets
Marine Corps Manual

Chapter 3 Customs and Courtesies

Saluting

Wearing Covers

- Wear covers outdoors always while in uniform.
 - Remove cover indoors except when under arms or in formation.
-

Rules of Saluting

Salute when covered and in uniform outdoors.
Salute indoors only when under arms.
Salute 6 to 30 paces.
Salute all officers and colors not cased.

Saluting Officers

- Salute and look squarely at the officer.
 - Give an appropriate verbal greeting.
 - Hold your salute until returned or acknowledged.
 - Render the salute only once if officer stays in area.
 - Salute again if conversation takes place.
 - Salute again when officer departs.
 - Passing an Officer Salute when passing as officer going in the same direction as you are going.
 - Come abreast of the officer on his/her left side, salute and say,
 - "BY YOUR LEAVE, SIR (MA'AM)."
 - Officer will salute and say, "Carry On" or "Granted."
 - Terminate your salute and pass ahead.
-

Reporting to Seniors

- Approach the officer at attention (March).
 - Halt 2 paces from the officer.
 - Salute if covered.
 - Say, "Sir, Cadet _____, reporting as ordered, Sir."
 - Hold salute until acknowledged.
 - Remain at attention until given At Ease.
 - When dismissed.
 - Come to Attention.
 - Salute if outdoors or under arms indoor.
 - Say, "Aye, Aye, Sir."
 - Wait for return salute or acknowledgment.
 - Take one step back and execute about face.
 - Depart at attention.
-

Saluting in a Group

- Group is NOT information:
- First person to notice calls group to attention and salutes for the group or entire group salute individually.
- Group is in formation:
- Senior person calls formation to attention and salutes for the entire group.

Rendering Honors to Colors

In Uniform

- By yourself stand at attention and render a salute.
- Hold the salute until the last note of the music.
- If no flag is near face the direction of the music and salute.
- In formation salute only on the command, "present arms."
- Indoors stand at attention, facing the flag or music.
- Covered stand at attention facing the flag or music.

Civilian Attire

- Stand at attention facing the flag or music and
- Place your hand, and hat if wearing one, over your heart.
- Passing Colors Salute color guard when colors are 6 paces away.
- Hold the salute until colors are 6 paces past you.

Boarding a Ship

- Face aft upon reaching the top of the gangway (brow).
- Salute the National Ensign.
- Salute the Officer of the Deck.
- Request, "Permission to come aboard."

Departing a Ship

- Departing a Ship Salute the OOD
- Request, "Permission to go ashore."
- Go to the brow, turn aft, and salute the National Ensign.
- After Sunset to 0759 follow the above procedures for boarding a ship, but do not turn aft or try to salute the National Ensign.

Note

The National Ensign is raised at 0800 and lowered at sunset.

National Ensigns, Colors, Standards

Definitions

Terms	Definitions
Definition	<ul style="list-style-type: none">• National Ensign is the national flag displayed on board Marine Corps ships and at all Marine Corps and Sailor Corps commands ashore.
Color	<ul style="list-style-type: none">• A national flag or a flag distinguishing a unit or organization, carried by dismounted elements.
Standard	<ul style="list-style-type: none">• A flag carried by Fleet Sailor Force units and major Non-FMF Marine Corps commands.
Guidon	<ul style="list-style-type: none">• A small rectangular flag carried by company size units.
Hoist	<ul style="list-style-type: none">• To raise. Also refers to the height of a flag.
Fly	<ul style="list-style-type: none">• Refers to the length of a flag.

Rules for Display of the Flag

- Hanging: The flag should be hung in a prominent position.
 - Blue field is to the left with strips running to the right when hung in a horizontal position.
 - Blue Field is in upper right corner when hung vertically.
 - Blue field is up and facing either north or east when hung vertically over streets.
 - Folding: Folding into a triangle with only the blue field visible.
-

Flag Rules

- The National Color is always displayed to the right and/or above other flags.
- Special Situations

Rules for Raising & Lowering the Flag

- Raising: The National Ensign is raised at 0800.
 - The National Ensign is always raised quickly.
 - Lowering: The National Ensign is lowered at sunset.
 - The National Ensign is lowered slowly.
 - Remove and fold properly.
-

Half Mast

- Half Mast symbolizes the nation in mourning.
 - President authorizes half-masting and prescribes duration
 - 0800 (Half Mast) Raise quickly to the top and then slowly lower to half-mast.
 - Sunset (Half Mast) Raise to the top of the flagpole quickly and then lower the ensign slowly. Remove and fold properly.
-

Displaying and Carrying the Colors

Special Situations

- On a Stage: Placed on the stage to the speaker's right.
 - Audience Area: Placed to the right front of the audience.
 - With other flags: To the right when arranged in line (viewers left).
 - Color Guard: Carried to the right of other flags.
 - In column: The National color will be carried in front of other flags.
 - Dipping the Flag: National color is never dipped. Other flags are dipped forward during national anthem.
 - Casing the Colors: Colors should be cased when not in use.
-

Chapter 4 Chain of Command

National Chain of Command

President of the United States	
Vice President	
Secretary of Defense	
Secretary of the Navy	
Commandant of the Marine Corps	
Sergeant Major of the Marine Corps	
Director Training & Education Command	
Director Marine Corps Junior ROTC	
Regional Director	
Superintendent of Schools	
Principal	
Senior Marine Instructor	
Marine Instructor	

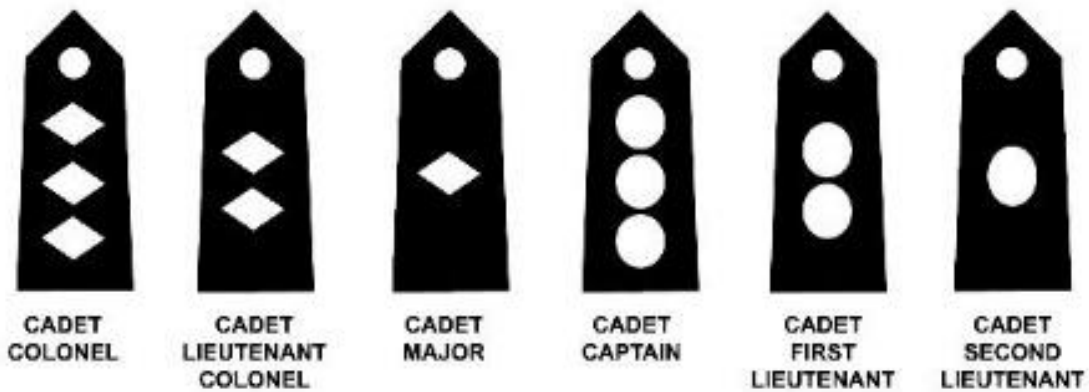
Cadet Chain of Command

Battalion Commander	
Executive Officer	
Sergeant Major	
Company Commander	
Company First Sergeant	
Company Gunnery Sergeant	
Platoon Commander	
Platoon Sergeant	
Platoon Guide	
Squad Leader	
Fire Team Leader	

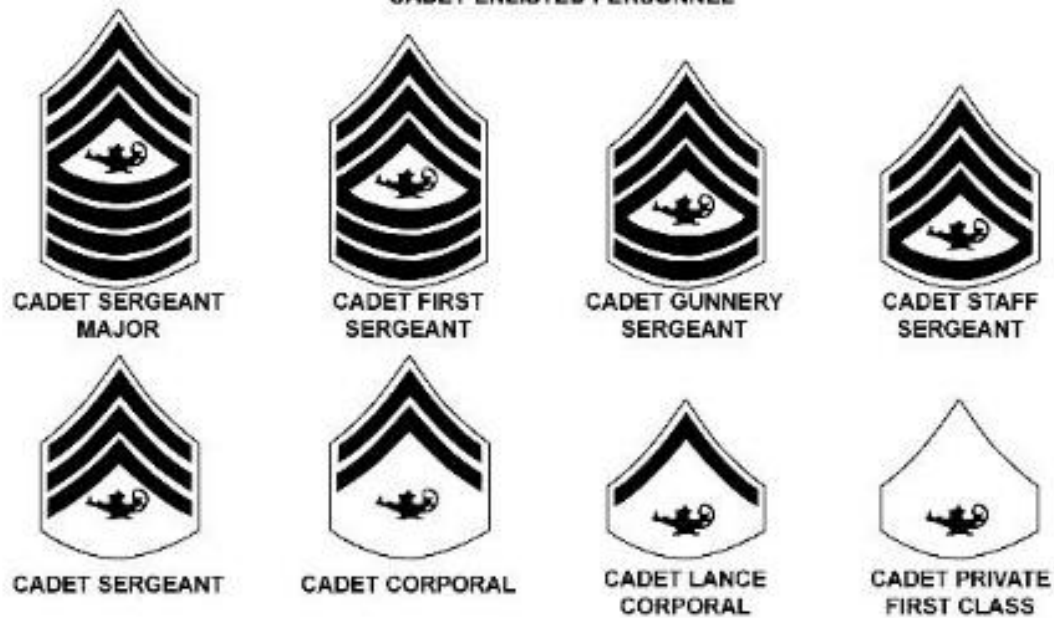
Chapter 5 Insignia of Grade

Marine Corps JROTC Cadet Ranks

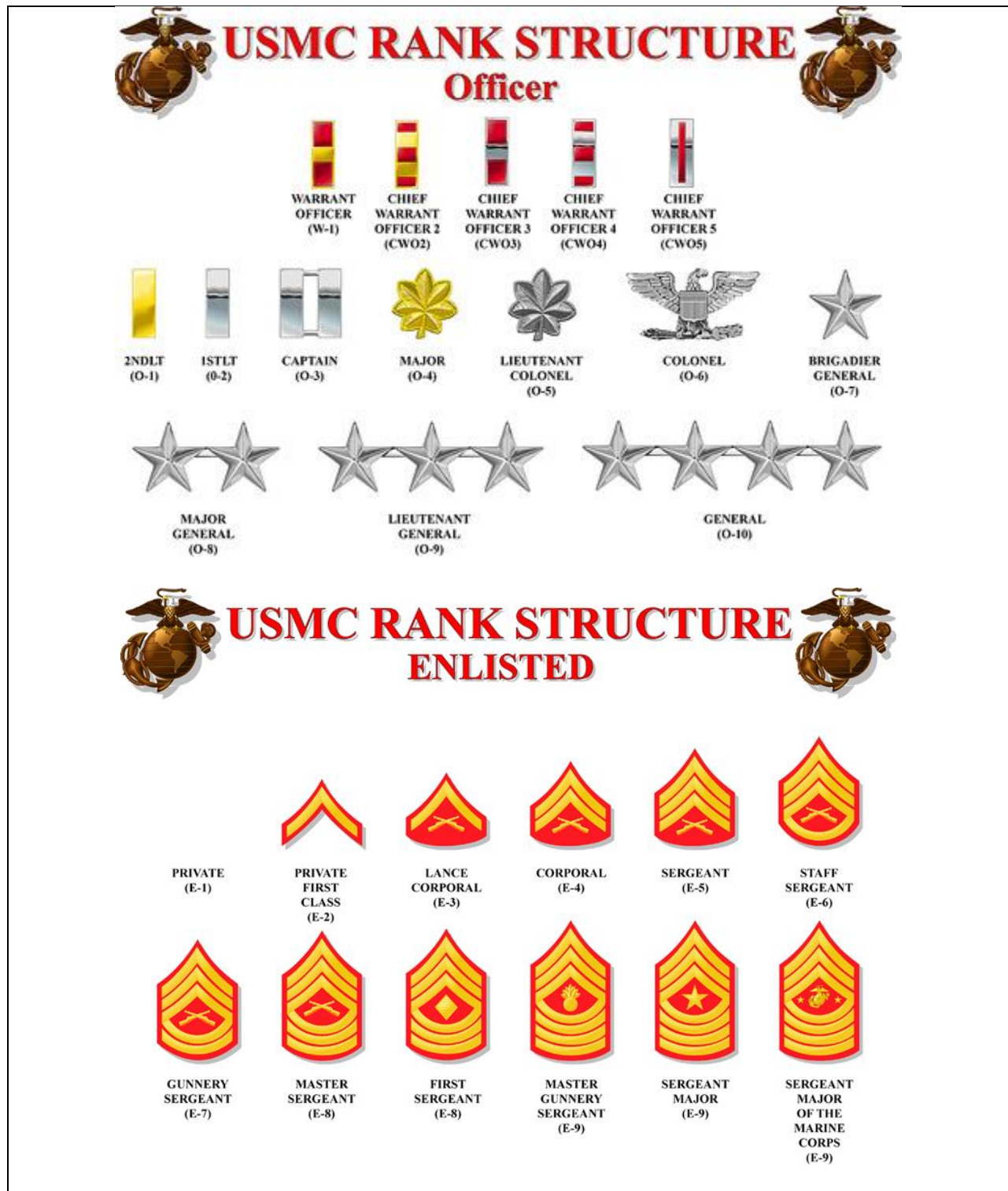
INSIGNIA OF GRADE FOR CADET OFFICERS



INSIGNIA OF GRADE FOR CADET ENLISTED PERSONNEL
































































Marine Corps Ranks



United States Armed Forces Rank Insignia

Enlisted Rank Insignia

Enlisted											Senior Enlisted Advisor	
E-1	E-2	E-3	E-4	E-5	E-6	E-7	E-8	E-9				
Army												
 Private (PV1)	 Private (PV2)	 Private First Class (PFC)	 Corporal (CPL)  Specialist (SFC)	 Sergeant (SGT)	 Staff Sergeant (SSG)	 Sergeant First Class (SFC)	 Master Sergeant (MSG)	 First Sergeant (1SG)	 Sergeant Major (SGM)	 Command Sergeant Major (CSM)	 Sergeant Major of the Army (SMA)	
Marines												
 Private (Pvt)	 Private First Class (PFC)	 Lance Corporal (LCpl)	 Corporal (Cpl)	 Sergeant (Sgt)	 Staff Sergeant (SSgt)	 Gunnery Sergeant (GySgt)	 Master Sergeant (MSGt)	 First Sergeant (1stSgt)	 Master Gunnery Sergeant (MGySgt)	 Sergeant Major (SgtMaj)	 Sergeant Major of the Marine Corps (SgtMajMC)	
Air Force												
 Airman Basic (AB)	 Airman (Ammn)	 Airman First Class (A1C)	 Senior Airman (SrA)	 Staff Sergeant (SSgt)	 Technical Sergeant (TSgt)	 Master Sergeant (MSGt)	 First Sergeant (E-7)	 Senior Master Sergeant (SMSgt)	 First Sergeant (E-8)	 Chief Master Sergeant (CMSgt)	 Command Chief Master Sergeant (CCM)	 Chief Master Sergeant of the Air Force (CMSAF)
Navy												
 Seaman Recruit (SR)	 Seaman Apprentice (SA)	 Seaman (SN)	 Petty Officer Third Class (PO3)	 Petty Officer Second Class (PO2)	 Petty Officer First Class (PO1)	 Chief Petty Officer (CPO)	 Senior Chief Petty Officer (SCPO)	 Master Chief Petty Officer (MCPO)	 Force Command Master Chief Petty Officer (FORMC)	 Fleet Command Master Chief Petty Officer (FLTCMC)	 Master Chief Petty Officer of the Navy (MCPON)	
Coast Guard												
 Seaman Recruit (SR)	 Seaman Apprentice (SA)	 Seaman (SN)	 Petty Officer Third Class (PO3)	 Petty Officer Second Class (PO2)	 Petty Officer First Class (PO1)	 Chief Petty Officer (CPO)	 Senior Chief Petty Officer (SCPO)	 Master Chief Petty Officer (MCPO)	 Command Master Chief (CMC)	 Master Chief Petty Officer of the Coast Guard (MCPO-CG)		

Officer Rank Insignia

Officer										
0-1	0-2	0-3	0-4	0-5	0-6	0-7	0-8	0-9	0-10	Special
Army										
Second Lieutenant (2LT)	First Lieutenant (1LT)	Captain (CPT)	Major (MAJ)	Lieutenant Colonel (LTC)	Colonel (COL)	Brigadier General (BG)	Major General (MG)	Lieutenant General (LTG)	General (GEN)	General of the Army (GA)
Marines										
Second Lieutenant (2nd Lt)	First Lieutenant (1st Lt)	Captain (Capt)	Major (Maj)	Lieutenant Colonel (Lt Col)	Colonel (Col)	Brigadier General (BGen)	Major General (Maj Gen)	Lieutenant General (Lt Gen)	General (Gen)	
Air Force										
Second Lieutenant (2d Lt)	First Lieutenant (1st Lt)	Captain (Capt)	Major (Maj)	Lieutenant Colonel (Lt Col)	Colonel (Col)	Brigadier General (Brig Gen)	Major General (Maj Gen)	Lieutenant General (Lt Gen)	General (Gen)	
Navy										
Ensign (ENS)	Lieutenant Junior Grade (LTJG)	Lieutenant (LT)	Lieutenant Commander (LCDR)	Commander (CDR)	Captain (CAPT)	Rear Admiral Lower Half (RDML) (L)	Rear Admiral Upper Half (RADM) (U)	Vice Admiral (VADM)	Admiral (ADM)	Fleet Admiral (FADM)
Coast Guard										
Ensign (ENS)	Lieutenant Junior Grade (LTJG)	Lieutenant (LT)	Lieutenant Commander (LCDR)	Commander (CDR)	Captain (CAPT)	Rear Admiral Lower Half (RDML) (L)	Rear Admiral Upper Half (RADM) (U)	Vice Admiral (VADM)	Admiral (ADM)	

Combat Camera, MCCSSS, Camp John

Chapter 6 Cadet Appearance and Grooming Standards

Grooming Standards in Uniform

Male cadet haircut standards

- The hair on the top of the head will not exceed 2 inches in bulk. Maximum length is three inches. However, keeping your hair at the maximum will require weekly haircuts.
 - Trimmed on the sides and back so that the hair is graduated from zero to 1/2 inch.
 - Hair cannot touch the ears.
 - The hair should be tapered, not blocked.
 - Sideburns will not go below the top of the ear opening (place your index finger in your ear, your sideburns cannot go below the top of your finger).
 - It will be washed and neatly combed.
 - Hair will be a natural color.
-

Female cadet grooming standards:

- Women cadets will wear their hair so that it does not fall below the top of the shirt collar.
 - Hairpins will be hidden.
 - No other items are allowed in the hair.
 - Hair will be a natural color.
-

Jewelry or Accessories

- No earrings are allowed for men in uniform.
 - Women are authorized to wear plain gold or silver stud earrings (one on each ear) in uniform.
 - No other jewelry will be visible above or around the neck.
 - One bracelet or watch.
 - One ring on each hand is allowed.
 - Do get tongue piercings or extra earrings you will be required to remove them for inspections.
-

Grooming

- Men will shave before wearing uniforms.
- Mustaches are the only facial hair authorized for men.
- Mustaches must be trimmed so that the hair does not fall below the top edge of the upper lip and does not extend past the corners of the mouth.
- Do get tongue piercings or extra earrings you will be required to remove them for inspections.

Chapter 7 Wear and Care of Marine Corps Uniforms

Cadet Insignia Placement

- Centered vertically along the imaginary line bisecting the angle formed by the point of the collar and 1/2" from the bottom outer edges of the chevron to the edge of the collar.
 - Officer insignia is placed one inch and centered on the front edge of the collar. Multiple disks and lozenges run towards the back of collar.
-

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-

Ribbons

Male:

- Coat: 1/8" and centered above left pocket.
- Shirt: 1/8" and centered above left pocket.

Female:

- Coat: 1/8" above highest point of left pocket and centered over the left pocket.
 - Shirt: 0 to 2 inches above first visible button on the left side of the shirt.
 - Tolerances are given so you can place your ribbons for best appearance since there are no pockets on your shirt.
-

Uniform Wear & Care

- Marine Corps JROTC uniform wear is authorized by the SMI on designated days and for Marine Corps JROTC functions only.
 - You are authorized to wear your uniform to and from school on uniform days.
 - The SMI can give a cadet special permission to wear a uniform on special occasions upon the request of a parent.
 - Unserviceable uniforms can be exchanged for serviceable uniforms.
 - Notify your squad leader and request an appointment to exchange the item during class.
 -
-

Continued on next page

Grooming Standards in Uniform, Continued

When You Are in Uniform

- You represent yourself, your school and the Marine Corps JROTC when you are in uniform.
- Your appearance and conduct should be impeccable.
- Do not chew gum or smoke.
- Do not walk or stand around with your hands in your pockets.
- Wear your cover outdoors always and remove it indoors except when in formation or under arms.
- Salute all officers.
- Do not use foul language, tease others, or wrestle/play in uniform.
- Wear your cover always when outdoors.

Responsibility for Uniforms



- Cadets are responsible for their uniforms.
- The cadet and his/her parents/guardians will sign a custody form for his/her uniforms for the school year.
- The cadet is responsible for the maintenance and upkeep of his/her uniform for the school year.
- Replacement of lost, stolen or damaged uniforms is the financial responsibility of the cadet.
- Keep your uniforms in a safe place.

DO NOT LEAVE UNIFORMS AROUND MAINTAIN POSITIVE CONTROL ALWAYS.



Utility Uniform

		Utility Cap	• Washed. Pressed. No Irish pennants.
		Utility Coat	• Washed. Pressed. No Irish pennants.
		Utility Trousers	• Washed. Pressed. No Irish pennants.
		Desert Boots	• Clean, laced left over right.
		Socks	• Clean.
		Green T-shirt	• Clean. Level and smooth collar
		Khaki Belt	• Clean. Tip 2-4 inches past tip.
		Belt Buckle	• Polished. Locked. Aligned.
		Blousing Garters	• Between 1st and 2nd eyelet of boots.
		Green Sweater (Optional)	• Worn under the utility coat.



Service Dress 'A' "Alphas"

 <p style="text-align: center;">A</p>	 <p style="text-align: center;">A</p>	Green Garrison Cover	• Clean
		Green Service Emblems	• Wings parallel to deck. Anchor forward
		Long Sleeve Khaki Shirt	• Dry-cleaned and pressed. Irish pennant free.
		Ribbons	• Men: 1/8" above and centered on left pocket. • Ladies: Coat: 1/8" above highest point of left pocket and centered over the left pocket.
		Khaki Tie	• Tied with four in hand knot. • Ladies: Green Neck Tab
		Tie Clasp	• Polished and centered on the tie.
		White T-shirt	• Clean. Level collar.
		Green Blouse	• Irish pennant and lint free.
		Green Belt	• Snapped and tip 2 3/4-3 3/4" past buckle. Keeper in line with pocket.
		Green Trousers	• Clean & pressed.
		Web Belt	• Clean. Tip 2-4 inches past buckle.
		Brass Belt Buckle	• Locked. Polished. Alignment.
		Black Dress Socks	• Clean.
		Black Dress Shoes	• Polished.


Blue Dress “B” Uniform

		White Barracks Cap	<ul style="list-style-type: none"> • Bill shined. Clean and smooth cloth.
		Brass Service Emblem	<ul style="list-style-type: none"> • Shined. Eagle's wings parallel to deck.
		Dress Blue Coat	<ul style="list-style-type: none"> • Irish pennant and lint free.
		Ribbons and Badges	<ul style="list-style-type: none"> • 1/8" and centered over left pocket. • Coat: 1/8' above highest point of left pocket and centered over the left pocket.
		Brass Collar Emblems	<ul style="list-style-type: none"> • Shined Anchors inboard.
		White Belt	<ul style="list-style-type: none"> • Cleaned. Snug, smooth fit.
		Males: Waist Plate Brass	<ul style="list-style-type: none"> • Polished.
		White T-shirt	<ul style="list-style-type: none"> • Worn under the jacket • Women will wear white dress shirt with the black neck tab.
		Blue Trousers	<ul style="list-style-type: none"> • Irish pennant and lint free, pressed.
		Khaki Web Belt	<ul style="list-style-type: none"> • Clean. Tip 2-4 inches past buckle.
		Brass Belt Buckle	<ul style="list-style-type: none"> • Locked. Polished. Alignment.
		Black Dress Socks	<ul style="list-style-type: none"> • Clean
		Black Dress Shoes	<ul style="list-style-type: none"> • Cleaned and Polished

Male and Female Service Dress “C” Charlies

 <p>C</p>	 <p>C</p>	Garrison Cap	Dry Cleaned. Pressed. Irish pennant free.
		Black Service Emblem	Clean and black. Wings level.
		Short Sleeve Khaki Shirt	Dry cleaned and pressed. Irish pennant free
		Ribbons	Men: 1/8" above and centered on left pocket. Ladies:
		Green Trousers	Pressed. Irish pennant and lint free.
		White T-shirt	Men: Clean. Level collar.
		Khaki Web Belt	Men: Clean. Tip 2-4 inches past buckle.
		Brass Belt Buckle	Men: Locked and polished. Alignment.
		Black Dress Socks	Clean
		Black Dress Shoes.	Clean

Blue Dress “C” Uniform

	White Barracks Cap	Bill shined. Clean and smooth cloth.
	Brass Service Emblem	Wings parallel to deck.
	Long Sleeve Khaki Shirt	Dry-cleaned and pressed. Irish pennant free.
	Khaki Tie	Tied with four in hand knot.
	Ladies Black Neck Tab	Clean and pressed
	Ribbons	1/8" above and centered on left pocket. Female:
	White T-shirt	Men: Clean. Level collar.
	Blue Blouse	Irish pennant and lint free.
	Blue Trousers	Clean & pressed.
	Web Belt	Clean. Tip 2-4 inches past buckle.
	Brass Belt Buckle	Locked. Polished. Alignment.
	Black Dress Socks	Clean.
	Black Dress Shoes	Clean

MCJROTC Patch MCJROTC 1/2 inch down and centered on left sleeve.

**Uniform
Probation**

- MCJROTC uniforms are provided by the U.S. Marine Corps to you free under the condition that you comply with uniform regulations and conduct yourself properly while in uniform.
 - The SMI will place cadets on uniform probation for violations of uniform regulations or improper conduct in uniform.
 - Uniform probation will affect your inspection grade, participation in unit activities and promotions.
-

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Chapter 8 Organization of the Marine Corps

Marine Air Ground Task Force

Background

The MAGTF is our Corps' principal organizational construct for conducting missions across the Range of Military Operations (ROMO). The MAGTFs provide Combatant Commanders (CCDRs) with scalable, versatile expeditionary forces able to: assure allies, deter potential adversaries, provide persistent United States presence with little or no footprint ashore, and respond to a broad range of contingency, crisis, and conflict situations. We are a balanced combined arms force package containing command, ground, aviation, and logistics elements. A single commander leads and coordinates this combined arms team through all phases of deployment and employment. Our MAGTF teams live and train together, further increasing their cohesion and fighting power.

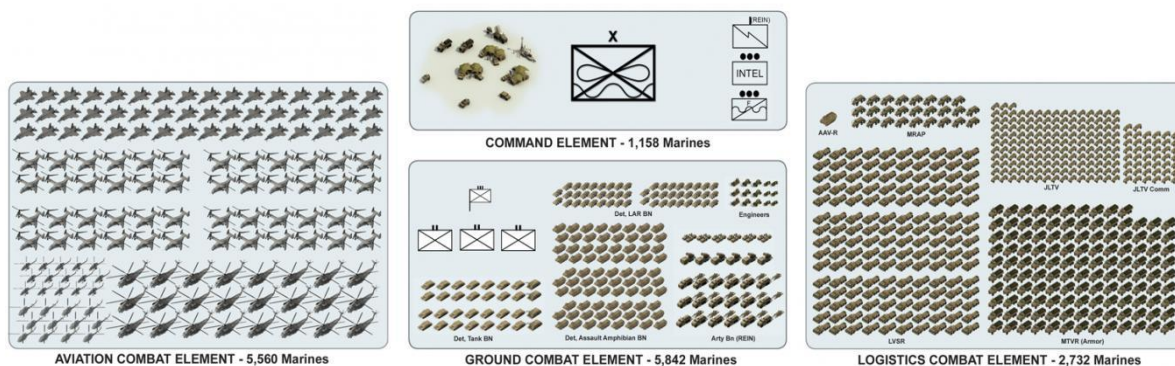
Missions

- Move forces into crisis areas without revealing their exact destinations or intentions;
- Provide continuous presence in international waters;
- Commence execution of a mission within 6 to 48 hours of receiving a warning order;
- Provide immediate national response in support of humanitarian and natural disaster relief operations;
- Provide credible and over-the-horizon crisis response capability;
- Support diplomatic processes for peaceful crisis resolution before employing immediate response combat forces;
- Respond to crises through the measured projection of combat power ashore — day or night and under all weather conditions;
- Introduce additional Marine forces sequentially into a theater of operations;
- Operate independent of established airfields, basing agreements, and overflight rights;
- Conduct combat operations ashore, by relying on MAGTF-organic combat service support;
- Conduct theater security cooperation (SC) to build partner capacity;
- Enable the introduction of follow on forces by securing staging areas ashore or bypassing littoral defenses by going further inland;
- Operate in rural and urban environments, and during chemical, biological, radiological, and nuclear situations;
- Withdraw rapidly at the conclusion of operations;
- Participate fully in the joint planning process, successfully integrate the MAGTF operations with those of the joint force, and enable larger joint operations;

- Integrate with and complement the efforts of SOFs;
 - Support service, joint, and national efforts to maintain freedom of action in cyberspace.
-



MAGTF Composition



MAGTF Composition - Marine Expeditionary Brigade (MEB)

Overview

- Our Corps' task is to organize for combat in accordance with our statutory mandate to provide forces of combined arms, including aviation, by forming integrated combined arms MAGTFs. As the name indicates, the organization of the MAGTFs is specific to the tasks-at-hand and is mission-tailored for rapid deployment by air and/or sea.
- No matter what their mission or mode of deployment may be, the MAGTFs are comprised of four deployable elements supported from our bases and stations.

Command Element (CE)

- The CE contains the MAGTF headquarters and other units that provide operations, intelligence, logistics, communications, and administrative support.
- As with all other elements of the MAGTF, the CE is scalable and task organized to provide the command, control, communications, computers, intelligence, and joint interoperability necessary for effective planning and execution of operations.

Ground Combat Element (GCE)

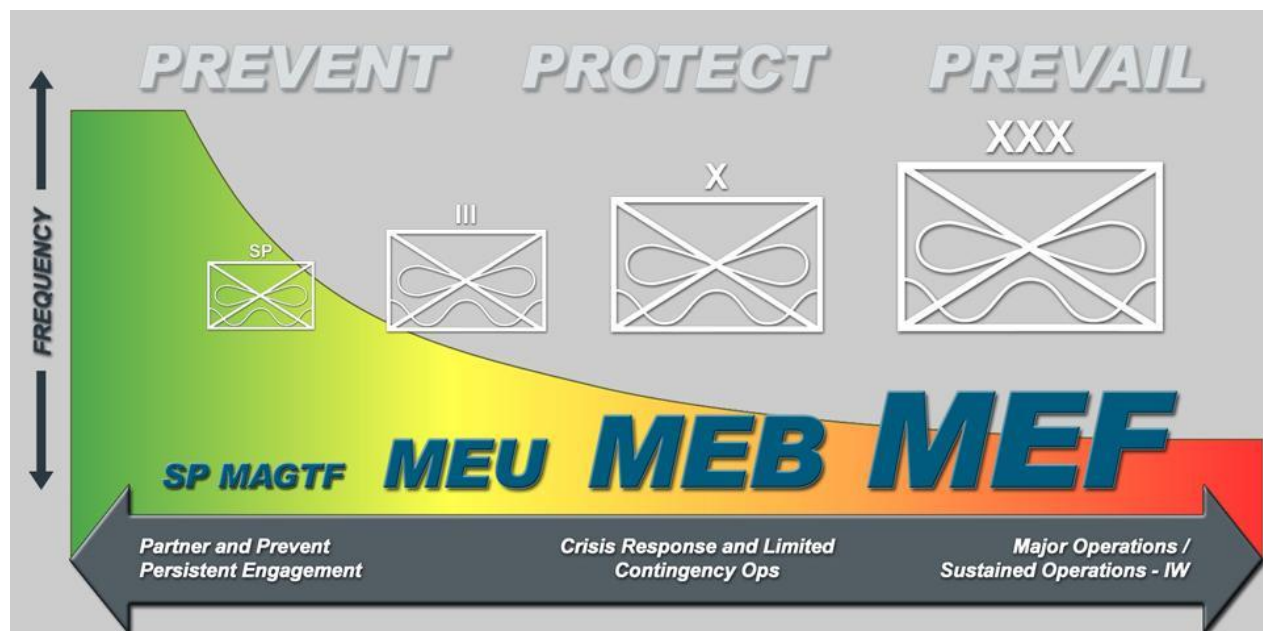
- The GCE is task organized to conduct ground operations to support the MAGTF mission. The GCE includes infantry, artillery, reconnaissance, armor, light armor, assault amphibian, engineer, and other forces as needed.
- The GCE can vary in size and composition, and its makeup can range from a light, air-transportable reinforced company to a relatively heavy, mechanized unit that includes one or more Marine divisions, or any other type of ground combat unit that meets the demands of a particular mission.

**Aviation
Combat
Element (ACE)**

- The ACE conducts offensive, defensive, and all other air operations to support the MAGTF mission. The ACE is task organized to perform the six functions of Marine aviation required to support the MAGTF mission — assault support, anti-air warfare, offensive air support, electronic warfare (EW), control of aircraft and missiles, and aerial reconnaissance – which could include aviation support to Humanitarian Assistance/Disaster Relief (HA/DR) operations.
 - The ACE forms around an aviation headquarters with appropriate air control agencies, combat, combat support, and combat service support units.
 - The ACE can vary in size and composition from an aviation detachment of specifically required aircraft, to one or more Marine Aircraft Wings (MAWs) consisting of multiple fixed, tilt-rotor, and rotary wing aircraft of several types and capabilities.
-

**Logistics
Combat
Element (LCE)**

- The LCE is task organized to provide the full range of combat logistics functions and capabilities necessary to maintain the continued readiness and sustainability of the MAGTF.
 - LCEs form around a combat logistics headquarters, and may vary in size and composition from a support detachment to, one or more Marine Logistics Groups (MLG).
-



Overview

- There are four types of MAGTFs:

1. Marine Expeditionary Force (MEF)
 2. Marine Expeditionary Brigade (MEB)
 3. Marine Expeditionary Unit (MEU)
 4. Special Purpose MAGTF (SPMAGTF)
-

Marine Expeditionary Force (MEF)

- The MEF is our Corps' principal warfighting organization during larger crises or contingencies. Normally commanded by a Lieutenant General, a MEF can range in size from one division and aircraft wing to multiple divisions and aircraft wings, together with one or more logistics groups.
 - MEFs are capable of amphibious operations and sustained operations ashore in any geographic environment.
 - With appropriate augmentation, the MEF CE can perform as a Joint Task Force (JTF) headquarters. MEFs often deploy in echelon and designate the lead element as the MEF (Forward).
 - MEFs are the primary "standing MAGTFs" in peacetime and wartime. Our Corps is organized with three standing MEFs, each with a Marine division, aircraft wing, and logistics group.
 - The I Marine Expeditionary Force (I MEF) is located at bases in California and Arizona.
 - The II Marine Expeditionary Force (II MEF) is located at bases in North Carolina and South Carolina. Lastly, the III Marine Expeditionary Force (III MEF) is located at bases in Okinawa, main land Japan, and Hawaii.
 - In addition, we also have plans for rotational forces in Guam and Australia.
-

Marine Expeditionary Brigade (MEB)

- The MEB, normally commanded by a Brigadier General, is a scalable MAGTF that ranges from a General Officer-led staff up to a force of 20,000 Marines.
- The scalable MEB is capable of full spectrum operations, and self-sustainment for 30 days.
- The three standing MEB CEs are the 1st MEB, which is embedded in the I MEF staff, while 2d and 3d MEBs are stand-alone organizations.
- The standing MEB CEs do not have permanently assigned forces, instead they maintain habitual relationships with associated major subordinate elements through planning and exercises.
- When mobilized a MEB is comprised of a CE, GCE, ACE, and LCE. These elements are comprised of a reinforced infantry regiment, a composite Marine Aircraft Group, and a Task Organized Combat Logistics Regiment.
- MEBs provide CCDRs with a scalable warfighting capability across the ROMO and can conduct amphibious assaults and operations ashore in any geographic environment.
- As an expeditionary force, a MEB is capable of rapid deployment and employment via amphibious shipping (normally 15 amphibious ships for the

assault echelon), strategic air and sealift, geographic or MPF assets, or any combination of these. A MEB can operate independently, serve as the forward echelon of a MEF, or act as a JTF headquarters with augmentation.

**Marine
Expeditionary
Unit (MEU)**

- Forward deployed MEUs aboard Amphibious Readiness Groups (ARGs) operate continuously in the GCCDR's areas of responsibility (AOR).
 - These units provide the President and the GCCDRs with a forward deployed and flexible, sea-based MAGTF.
 - These units are capable of conducting amphibious operations to respond to crisis, conduct limited contingency operations, introduce follow on forces, and support designated SOF.
 - In effect, they provide an afloat "on-station" force capable of responding to any situation that may arise. MEU's are characterized by their sea-based forward presence, expeditionary nature, and ability to plan for and respond to: crises, combined arms integration, and interoperability with joint, combined, and SOFs.
 - The MEU is commanded by a colonel and can deploy with 15 days of accompanying supplies. Prior to deployment, a MEU undergoes an intensive six-month training program, focusing on its Mission-Essential Task (MET) List and interoperability with Joint and SOF.
 - The training culminates with a thorough evaluation and certification known as "Operationally Ready to Deploy."
-

**MEU
Capabilities**

- Amphibious operations
- Amphibious assault
- Amphibious raid
- Small boat raid (specific to the 31st MEU)
- Maritime interception operations
- Advance force operations
- Expeditionary support to other operations/crisis response and limited-contingency operations
- Non-combatant evacuation operations
- Humanitarian assistance
- Stability operations
- Tactical recovery of aircraft and personnel
- Joint and combined operations
- Aviation operations from expeditionary sites
- Theater SC activities
- Airfield and port seizures
- Theater SC operations to build the capacity of partner nations and increase interoperability

**Special Purpose
MAGTFs
(SPMAGTF)**

- A SPMAGTF is task organized to accomplish a specific mission, operation, or regionally focused exercise.
- They can be organized, trained, and equipped with Marine forces to conduct a wide variety of expeditionary operations ranging from peacetime missions, to training exercises, and responses to contingencies and crises. SPMAGTFs can support theater campaign plans, security cooperation (SC), and civil-military operations requirements.
- SPMAGTFs have capabilities, mobility, and sustainability similar to mission requirements to increase interoperability with, and provide training to, less developed military forces. SPMAGTF tasks include building and supporting partner nation security capacity efforts in specific regional areas. The SPMAGTF provides the CCDR with a flexible expeditionary force employment option that further augments the traditional capabilities provided by our Corps. The Marine component service headquarters designate SPMAGTFs in response to the CCDR requirements.

**Security
Cooperation
MAGTF
(MCSCG)**

- The Marine Corps Security Cooperation Group (MCSCG) achieved full operational capability in October 2012 as a unique command that consolidates all facets of SC to include advisor skills, training and assessment expertise, and security assistance program management.
- A Marine colonel commands MCSCG and has 203 personnel organized in to the following: headquarters staff; instructor group; and regionally aligned coordination, liaison, and assessment teams (CLATs).
- The assigned command is a subordinate element of Marine Forces Command (MARFORCOM).
- The MCSCG mission is to execute and enable security cooperation programs, training, planning, and activities to ensure unity of effort in support of U.S. Marine Corps and Regional Marine Component Command (MARFOR) objectives and coordination with operating forces and the MAGTFs.
- The accomplishment of U.S. Marine Corps and Regional Marine Force (MARFOR) Component Command SC objectives include: assessments, planning support, SC related education and training, and advisory support. MCSCG achieves this by concentrating on three SC focus areas: build relationships, facilitate access, and build partner capacity (BPC).

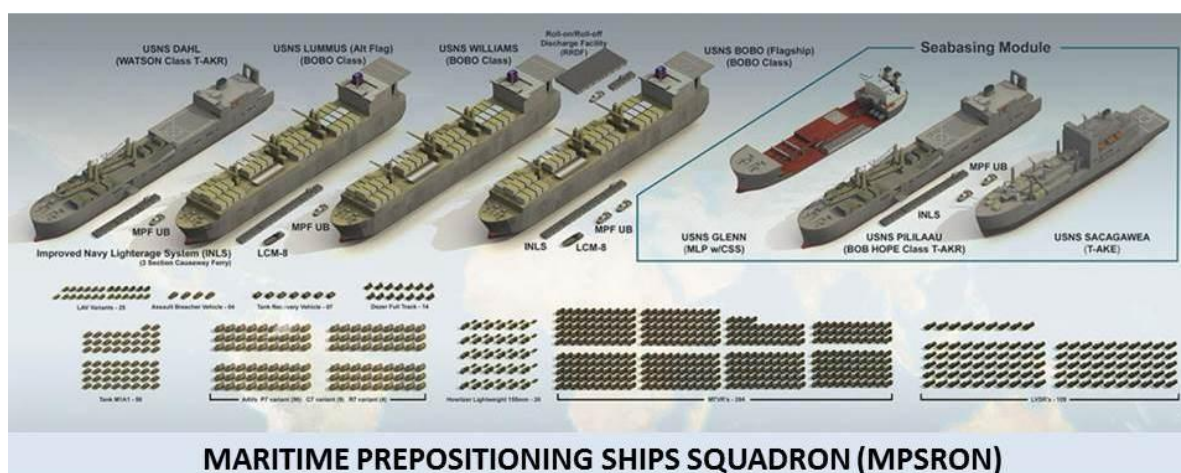
Missions

- Security Assistance/International Programs: Coordinate and manage Security Assistance education and training programs
- Foreign Security Force – Capability-Based Assessments: Conduct detailed and comprehensive assessments that inform the SC Planning Cycle

- Security Cooperation Engagement Plans: Develop long-term and enduring Security Cooperation Engagement Plans with our partners and provide deployable planning support elements to the regional MARFORs
 - Education: Provide resident and deployable instruction to our Corps' personnel assigned to manage SC activities
 - Training: Provide SC training to Marines tasked to conduct SC missions
 - Unity of Effort: SC coordination across U.S. Marine Corps and Maritime services
-

Overview

- The Maritime Prepositioning Force (MPF) is a strategic power-projection capability that combines the lift capacity, flexibility, and responsiveness of surface ships with the speed of strategic airlift.
- The maritime prepositioning ships (MPS) of the MPF are strategically forward deployed around the globe, and provide combatant commanders (CCDRs) with persistent forward presence and rapid crisis response by pre-positioning the combat equipment and supplies to support two Marine Expeditionary Brigades (MEBs) for up to 30 days.
- The MPF is organized into two Maritime Prepositioning Ships Squadrons (MPSRON) with 14 ships overall. MPSRON-2 is based at Diego Garcia in the Indian Ocean, and MPSRON-3 is based in the Guam-Saipan area of the Western Pacific Ocean.
- MPSRONs are interchangeable and each is designed to support the rapid closure of a MEB. The MPF can also support smaller or larger MAGTFs by employing as few as one or as many as 14 ships.
- The MPF consists of government-owned ships operated by Military Sealift Command. When needed, these ships move to a crisis region and offload either in port or offshore via in-stream offload.
- Off-loaded equipment and supplies are then “married-up” with Marines and Sailors arriving at nearby airfields.
- The result is a combat-ready Marine Air-Ground Task Force (MAGTF) rapidly established ashore, using minimal in-country reception facilities. The MAGTF combat capability provided by the MPF can support CCDR military operations across the ROMO.



Operating Forces

Overview

- Operating forces are the heart of the Marine Corps. They provide the forward presence, crisis response, and combat power that our Corps makes available to CCDRs.
 - Our Corps has established three permanent commands to provide forces to unified CCDRs:
 - U.S. Marine Corps Forces Command (MARFORCOM)
 - U.S. Marine Corps Forces, Pacific (MARFORPAC)
 - U.S. Marine Corps Forces, Special Operations Command (MARFORSOC)
 - Our Corps retains control of MARFORCOM.
 - The CMC, via the Joint Chiefs of Staff global force management allocation process, maintains II MEF and other unique capabilities under the Commander, MARFORCOM (COMMARFORCOM). The Commander, MARFORPAC (COMMARFORPAC) is assigned to the Commander, U.S. Pacific Command (PACOM), and provides I MEF and III MEF to PACOM. The Commander, MARFORSOC is assigned to the Commander, U.S. Special Operations Command (SOCOM) and provides assigned forces to SOCOM. These assignments reflect the peacetime disposition of our Corps' forces.
 - Marine forces are allocated to the remaining geographic and functional combatant commands for contingency planning as follows:
 - U.S. Southern Command (SOUTHCOM)
 - U.S. Northern Command (NORTHCOM)
 - U.S. European Command (EUCOM)
 - U.S. Central Command (CENTCOM)
 - U.S. Africa Command (AFRICOM)
 - U.S. Strategic Command (STRATCOM)
 - U.S. Cyber Command (CYBERCOM)
 - U.S. Forces Korea (USFK)
 - The Secretary of Defense provides Marine forces to these commands. The following sections highlight some of these organizations and several of the other unique organizations in the operating forces.
-

Unit 4 Life Leadership Skills

National Endowment for Financial Education (NEFE)

NEFE Overview

- Program Components
 - HSFPF offers a full suite of FREE instructional resources to teach teens in an instructor led classroom or workshop setting.
 - The components for this program include:
 - Six student guide booklets
 - Teacher lesson plans and PowerPoint presentations
 - Activities, handouts and performance-based assessments
 - Online student practice quizzes, polls and more
-

Instructional Tools for Teachers

- NEFE offers a full suite of instructional resources to use in existing courses or workshops. Choose what works best for your students and for your teaching style.
 - All the instructional materials and teacher resources for this program are provided to nonprofit schools and organizations at no charge, including:
 - Student Guide for each module (available for delivery to your classroom or download to print or share electronically with your students)
 - Teacher lesson plans with visual aids
 - Evaluation templates and scoring rubrics
 - Online student practice quizzes
 - Online student polls
 - Downloadable worksheet templates
 - [Teacher training](#)
 - Online forum for teachers
-

MCJROTC

This program will be the primary financial education program for all cadets.

Appendices

Appendix A References

Marine Corps Institute, Washington DC, Sergeants Non-resident Program

Marine Corps Institute, Washington DC, Marine Battle Skills Training Course, Volume 1 General Military Subjects.

Marine Corps Recruit Depot/Eastern Recruiting Region Parris Island, South Carolina, General Military Subjects Lesson Plans.

Appendix B General Orders

The Eleven General Orders

1. To take charge of this post and all government property in view.
 2. To walk my post in a military manner, keeping always on the alert and observing everything that takes place within sight or hearing.
 3. To report all violations of orders I am instructed to enforce.
 4. To repeat all calls from posts more distant from the guardhouse than my own.
 5. To quit my post only when properly relieved.
 6. To receive, obey, and pass on the sentry who relieves me, all orders from the commanding officer, officer of the day, and officers and noncommissioned officers of the guard only.
 7. To talk to no one except in line of duty.
 8. To give the alarm in case of fire or disorder.
 9. To call the corporal of the guard in any case not covered by instructions.
 10. To salute all officers and all colors and standards not cased.
 11. To be especially watchful at night and, during the time for challenging, to challenge all persons on or near my post and to allow no one to pass without proper authority.
-

Appendix C Naval Terms

Adrift	Loose from towline or moorings
AFT	Referring to the stern of a vessel
All Hands	All members of a command
Ashore	Any place outside of a Marine Corps installation
As You Were	Resume former activity
Aweigh	Said of the anchor, as soon as it has broken away from and is no longer fastened to the bottom.
Aye Aye Sir	Required official acknowledgement of an order meaning I have received, understand and will carry out the order.
Belay	To make fast and secure, as in "Belay the line"
Below	Downstairs: lower deck
Breakout	Take out of stock, or prepare for use
Brig	A place of confinement, a prison
Bow	The front portion of a ship
Bridge	The portion of a ships structure from which it is controlled when underway
Brow	A portable walkway from the pier to the ship's quarterdeck
Butt kit	An ashtray
Carry On	The order to resume previous activity
Chit	A receipt or authorization; a piece of paper
Fantail	The main deck of a ship at the stern
Field Day	Barracks clean-up
Forecastle	The upper deck at the bow on which the ground tackles is located.
Galley	Shipboard kitchen of a mess hall; mobile field mess
Gangway	An opening in the rail giving access to the ship
Gator	An amphibious ship
Geedunk	The place aboard ship where ice cream and candy is sold.
Hatch	Door or doorway
Head	Toilet or bathroom.
Ladder	Stairs
Liberty	Absence of enlisted from the ship or command.
Overhead	Ceiling
Passageway	A hallway
Non-commissioned Officer	A Marine Corps NCO
Police	To strengthen or tidy up.
Port	Left

Quarterdeck	The ceremonial location aboard ship when the ship is moored or at anchor
Rate	A sailor's occupational specialty
Scuttlebutt	Gossip or unfounded rumor; also, a drinking fountain
Seabag	The bag used to stow personal gear
Secure	Stop and finish or put away in storage
Shipping Over	Re-enlisting
Sick Bay	Hospital or dispensary
Skipper	Commanding Officer
Skylark	Goof-off. to loiter
Square Away	To straighten up, make ship shape, or get settled
Starboard	Right
Stern	The blunt end of a ship
Swab	A mop

Appendix D Personal Leadership Workbook “SMEAC for SUCCESS”

Step 1: Analyze Your Situation (the S in SMEAC)

Identify Your Ideal Character Qualities?

**Character &
Personal
Leadership
Qualities**

Who are the people/heroes in your life who have been your teachers, mentors, coaches, and role models?

What are the ideal character and personal leadership qualities that they demonstrated that you would like to model in your life?

- Use the Marine Corps Leadership Traits to guide you.
-

Heroes	Ideal Character and Personal Leadership Qualities
Mom	Hard-working, enthusiastic about life, respectful of others

Who Are Your Most Important People?

People and Activities

Who are the most important people in your life? is most important to you (family, friends, teammates,

What activities would you like to do with these people?

- List one activity for each person.

Time, Barriers, Start, Priorities

Time: How much time do you spend on the people who are important to you each week (enough or not enough)?

Barriers: Why are you not spending time on the people who are important to you (barriers)?

- Decide if the barriers are based on your personal experiences as a family member, a student, as a worker, or as a cadet.

Start Date: When and are you going to start spending time with the people who are important to you and doing the things that you enjoy doing with them (start date)?

Priority: What is the priority for each of these goals (high, medium, low)?

People	Activities	Time (E/NE)	Barriers	Start Date	Priority (H, M, L)
Spouse	Going for a walk with my spouse and talking about our family mission	NE	Too busy at work	Immediately	H

What are the Things You Want to Accomplish in your Life?

Things and Activities

- **What** things/activities would you like to do or accomplish for yourself (play the piano, improve your fitness, focus on work, and achieve a promotion)?

Time, Barriers, Start, Priorities

How much time are you spending on the things/activities that are important to you (enough or not enough)?

Why are you not spending time on the things/activities that are important to you (barriers)?

When are you going to start spending time on the things/activities that are important to you (start date)?

What is the priority for each of these goals (high, medium, low)?

Things	Time (E/NE)	Barriers	Start Date	Priority (H, M, L)
Submit homework on time	NE	Poor planning	6/1	H

Step 2: Develop Your Personal Mission Statement (the M in SMEAC)

Introduction

- You have completed an analysis of your situation.
 - The next step is to develop a personal mission statement based on your analysis of your situation.
 - The personal mission statement consists of three sections:
 1. My character, the person I want to be from this point forward.
 2. The most important people in my life and the things I am going to do with and for them from this point forward.
 3. The things I want to accomplish for myself.
-

Action

- Using the character and leadership qualities you have just listed write the first section of your mission statement in your mission statement workbook.
- Describe your character and the person you would like to be from this point forward in your life.
- Start each statement with “I will”.

My Personal Mission Statement

Character

- In this section of your personal mission statement you should describe yourself based on the character traits of your heroes that you determined were important for you to make a part of your life.
- This is where you describe how you will live your life from this day forward.

My Mission for Myself... My Character

People • In this section of your personal mission statement you should describe what you will do to establish, build, maintain or repair the relationships with the most important people in your life.

[illegible]

Things or Activities Describe the things or activities you want to accomplish for yourself. Focus on goals about your career, your personal life, your professional life, your fitness, your education and anything you want to accomplish.

My Mission for the Things/Activities I will accomplish.
Career
Education
Personal
Health & Fitness
Other

Step 3: Develop Your Plan to Execute Your Mission (the E in SMEAC)

Goals and Tasks

Develop Your Goals

- Using the analysis of your situation for the people and the things in your life, and recognizing your duties and responsibilities, develop one SMART goal.
- These goals will be used to describe your personal mission and to develop your plan to successfully execute your mission.
- The tasks are the steps you must go through to accomplish the goal.

My Character Goals

Goal:		
Steps	Date	Priority
Task 1:		
Task 2:		
Task 3:		
Task 4:		
Task 5:		
Completed Goal:		

Goal:		
Steps	Date	Priority
Task 1:		
Task 2:		
Task 3:		
Task 4:		
Task 5:		
Completed Goal:		

Goal:		
Steps	Date	Priority
Task 1:		
Task 2:		
Task 3:		
Task 4:		
Task 5:		
Completed Goal:		

My People Goals

Goal:		
Steps	Date	Priority
Task 1:		
Task 2:		
Task 3:		
Task 4:		
Task 5:		
Completed Goal:		

Goal:		
Steps	Date	Priority
Task 1:		
Task 2:		
Task 3:		
Task 4:		
Task 5:		
Completed Goal:		

Goal:		
Steps	Date	Priority
Task 1:		
Task 2:		
Task 3:		
Task 4:		
Task 5:		
Completed Goal:		

Goal:		
Steps	Date	Priority
Task 1:		
Task 2:		
Task 3:		
Task 4:		
Task 5:		
Completed Goal:		

The Goals for the Things I want to Accomplish for Myself

Goal:		
Steps	Date	Priority
Task 1:		
Task 2:		
Task 3:		
Task 4:		
Task 5:		
Completed Goal:		

Goal:		
Steps	Date	Priority
Task 1:		
Task 2:		
Task 3:		
Task 4:		
Completed Goal:		

Goal:		
Steps	Date	Priority
Task 1:		
Task 2:		
Task 3:		
Task 4:		
Task 5:		
Completed Goal:		

Goal:		
Steps	Date	Priority
Task 1:		
Task 2:		
Task 3:		
Task 4:		
Task 5:		
Completed Goal:		

Step 4 Determine the Assistance You Will Need to Succeed (the A in SMEAC)

Assistance

- Based on your analysis of any barriers to your success:
 - Determine what type of assistance and support you will need to achieve your goals and accomplish your personal mission.
 - Develop a plan to really take control of and organize your life.
-

Support

Planner or Time Management Tool

- Determine the type of time management tool you will use.
 - Paper-based
 - Electronic (Smartphone)
-

Time Management Tool

Organize Your Life

Develop a plan to really organize your life.

Organization Plan

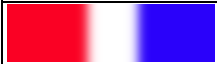








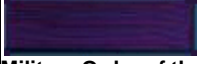




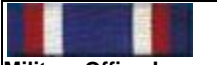
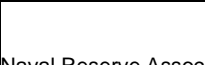
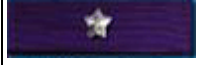

Step 5 Communicate Your Plan (the C in SMEAC)

Communication










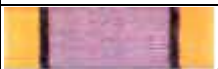







- Develop a plan to communicate your mission to your family, friends, and colleagues or your Personal Board of Directors.
 - Develop follow-up techniques for your personal and professional relationships.
-

Communication Plan

Appendix E Cadet Ribbons

MCJROTC AWARD	SELECTION CRITERIA	MCJROTC AWARD	SELECTION CRITERIA
 Legion of Valor Bronze Cross for Achievement	Have demonstrated exemplary military leadership. Have demonstrated academic leadership (demonstrated qualities of leadership in scholastic activities, student or organizations, community activities, and interscholastic athletic participation).	 Foreign Wars JROTC Bronze Medal	Presented for leadership in and out of uniform. Cadet must have a 'B' in MCJROTC and 'C' overall. Must be involved in at least 1 extracurricular activity or club.
 MCROA Outstanding Unit Award	Marine Corps Reserve Officer's Association (MCROA) for Outstanding MCJROTC Unit.	 Dadelian JROTC Achievement Award	Presented to a junior Cadet Who Ranked in top 10% of MCJROTC, top 20% of junior class and looks to pursue a military career.
 American Legion Bronze Medal for Scholastic Excellence	Have an academic average earned on all courses other than MCJROTC in the upper 10 percent of the class.	 Women Marines Association for Outstanding Cadet	Awarded to a 2nd year Cadet who has the highest Leadership Education Grade in the MCJROTC Unit
 American Legion Bronze Medal for Military Excellence	Cadet must be in the top 25 percent of the Class in academic standing. Cadet must have demonstrated outstanding qualities in military leadership, discipline, character and citizenship.	 Noncommissioned Officers (NCOA) Association Medal	Awarded annually to the Most outstanding Cadet NCO/SNCO. Cadet must have the best military bearing, personal appearance, deportment and leadership ability. Can be any LE level.
 Sons of the American Revolution JROTC Bronze Medal	Awarded to a Junior Cadet who has exhibited the highest standards of leadership, bearing and excellence.	 Military Order of the Purple Heart Medal	Awarded to a deserving Cadet who has given all for the MCJROTC Program. Combines both military and scholastic excellence with strong leadership skills.
 Daughters of the American Revolution JROTC Bronze Medal	Awarded to a Senior Cadet who is in the top 25 percent of class and has demonstrated dependability, military discipline and leadership. Selected by the SMI and principal.	 Navy League Youth Medal	Presented to an outstanding Cadet in recognition of his/her professionalism, academic excellence, and dedication to the MCJROTC Program.
 Military Order of World Wars Bronze Medal	Awarded at the end of the year to an outstanding 1st year Cadet who excels in military and scholastic activities during the year.	 Reserve Officers Association JROTC Medal	Presented to a deserving Cadet who has demonstrated outstanding competence in military skills and has contributed to the common good of the school, community, and nation.
 Military Officer's Association of America JROTC Medal	Presented to a Cadet for outstanding academic achievement. Be in top 10 % of the class. Have an 'A' average in MCJROTC. Hold an officer billet. Be in the junior year of high school.	 Naval Reserve Association JROTC Medal	Presented to a Cadet in recognition of his/her outstanding service and dedication to the MCJROTC program, academic excellence and desire to serve the school, community and nation.
 Scottish Rite JROTC Medal	Presented to a Cadet who has encouraged and demonstrated Americanism by deeds or conduct through participation in extra-curricular activities or unit sponsored community service	 Distinguished Scholastic Achievement Award N-1-6	Annual to Cadets that maintain an "A" average and or in the top 10 percent of their class.

	projects. Demonstrated exceptional dependability, character, self-discipline, citizenship and patriotism.		
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MCJROTC AWARD	SELECTION CRITERIA	MCJROTC AWARD	SELECTION CRITERIA
 Outstanding Cadet Award N-3-2	One award a year to the Cadet who demonstrates consistent superior performance in all facets of the program, top 25% of the class in all subjects, and exceptional qualities of leadership, discipline, character, military bearing, and military proficiency.	 Academics Award N-1-9	Awarded to Cadets who participate in Interscholastic competitions pertaining to academics or the arts.
 Student Leadership Award N-3-8	Awarded to students who hold an elected office in the student body.	 Distinguished Military Training N-1-2	Presented to a Cadet who demonstrates outstanding proficiency and achievement in all facets of the MCJROTC program.
 Officer Leadership Award N-3-5	Awarded once a year to the Cadet officer who demonstrates exceptional leadership, discipline, character, military bearing, and proficiency.	 Physical Achievement Award N-2-9	Awarded to any Cadet who scores 250 or more points on the National Youth Physical Fitness Program test sponsored by the Marine Corps League.
 NCO Leadership Award N-3-4	Awarded once a year to the Cadet NCO who demonstrates exceptional leadership, discipline, character, military bearing, and proficiency.	 Marksmanship Award N-2-1	Presented annually to Cadets who qualify as a superior marksman, either by placing in regional or national air rifle matches, or by achieving a score of 270 or better during the MCJROTC Postal Match.
 Civic Service Award N-4-4	For outstanding community service or noteworthy unit participation.	 Participation Award N-1-8	Presented to Cadets who participate in Interscholastic athletics.
 Best Drill Cadet N-3-1	One awarded a year to the cadet who performs best in Manual of Arms standing, Manual of Arms marching, and military bearing and appearance.	 Longevity/Fidelity N-4-1	Presented to Cadets who have successfully participated in the MCJROTC program for two years and have met all the requirements of LEI and LEII.
 Distinguished Conduct Award N-3-9	Presented to any Cadet whose conduct and demeanor are worthy of special recognition. Have not received any adverse conduct reports for the entire year.	 Color Guard Ribbon N-3-3	Awarded to Cadets on the Color Guard.
 MCROA Outstanding Unit Award (2nd Place)	Unit Award	 Band w/Band device N-3-10	Awarded to Cadets of the school Band.
 Best Drill Squad Award N-3-7	Awarded annually to the best drill squad of the Drill Team.	1 st and 2 nd and 3 rd Award	Military Awards Devices