



San Diego Unified School District  
Kearny High Educational Complex  
1954 Komet Way, San Diego, CA, 92111

(858) 221-5300 x3031

**COURSE SYLLABUS FOR  
ARMY JUNIOR RESERVE OFFICERS TRAINING CORPS (Army JROTC)  
School Year 2025-2026  
LET level 1 - 4**

**1. INTRODUCTION:** Welcome to the Komet Battalion Army JROTC program!

Senior Army Instructor	Sergeant Major (R) Jose Mendez	jmendez4@sandi.net
Army Instructor	Sergeant First Class (R) Tod Rupe	trupe@sandi.net
	Sergeant First Class (R) Dallas Cochran	dcochran@sandi.net

Please contact the instructors with any questions or concerns you may have. Email is the best form of initial contact. If necessary, telephone or in-person meetings may be arranged.

***Kearny Army JROTC's goal is to prepare cadets for their future-to be college & career-ready.***

Kearny Army JROTC develops each cadet's leadership potential and character through classroom instruction, physical fitness, and integrated curricular activities. Topics covered include: attaining an awareness of the rights, responsibilities, and privileges of citizenship, developing cadets' sense of personal responsibility, promoting wellness and physical fitness, building life skills, and leadership opportunities. Visit the Komet Battalion website at [www.kearnyjrotc.com](http://www.kearnyjrotc.com) for more information about our program!

**KEARNY HIGH SCHOOL'S EXPECTATIONS**

**FOR STUDENT BEHAVIOR.**

1. Arrive at each class period on time
2. Respect yourself, respect others, and respect the property of others
3. Engage in productive work
4. Maintain a safe and clean environment
5. Zero tolerance for bullying and hazing

## **2. LET 1 CORE COURSE OUTLINE:**

**Unit 1: Leadership Education and Training (LET) 1 - The Emerging Leader** Engages cadets in the practice of basic citizenship customs, traditions, and in the exploration of opportunities for non-military and military national service. Orients cadets to the purpose of the Army JROTC program and their roles as cadets.

**Chapter 1: Leadership** introduces Cadets to the elements of leadership, encouraging the analysis of personal leadership attributes and their relationship to program goals. Cadets also examine their leadership styles and competencies as well as the role they play in teams.

**Chapter 2: Personal Growth and Behaviors** focuses on communication. Good leaders are effective communicators. Writing, listening, and speaking are essential outcomes in this learning module. Communication also supports personal confidence, and Cadets will begin to see how their strengths relate to their vocational interests as they begin to explore post-secondary options. Finally, Cadets examine the role ethics plays in leadership and how core values affect their personal code of conduct.

**Chapter 3: Team Building** introduces new challenges and opportunities for team and squad leaders. As leadership develops, so does discipline and team building. This is demonstrated regularly in drill and ceremony activities.

**Chapter 4: Decision Making** uses the model for making good choices and decisions in situations that involve bullying and violence. Cadet leaders take a stance against bullying and encourage others to make those same choices.

**Chapter 5: Health and Fitness** focuses on nutrition, body image, and the elements of good health. In this learning module, Cadets learn how to use decision-making and goal-setting in their plans for lifelong health. Cadets strive for physical fitness goals through the Cadet Challenge and regular program exercises.

**Chapter 6: Service Learning** is a required element of the AJROTC program. It allows LET 1 Cadets to learn the features and benefits of service learning for the community, one's self, and the JROTC program

### **3. LET 2 CORE COURSE OUTLINE:**

**Unit 2: Leadership Education and Training (LET) 2 – Developing Leader** builds upon the mastery of LET 1 skills and abilities, providing Cadets with new and more challenging opportunities in leadership development.

**Chapter 1: Leadership** introduces Cadets to the elements of leadership, encouraging the analysis of personal leadership attributes and their relationship to program goals. Cadets also examine their leadership styles and competencies as well as the role they play in teams.

**Chapter 2: Personal Growth and Behaviors** focuses on communication. Good leaders are effective communicators. Writing, listening, and speaking are essential outcomes in this learning module. Communication also supports personal confidence, and Cadets will begin to see how their strengths relate to their vocational interests as they begin to explore post-secondary options. Finally, Cadets examine the role ethics plays in leadership and how core values affect their personal code of conduct.

**Chapter 3: Team Building** introduces new challenges and opportunities for team and squad leaders. As leadership develops, so does discipline and team building. This is demonstrated regularly in drill and ceremony activities.

**Chapter 4: First Aid** exposes Cadets to the citizen's role in helping others during an emergency. This learning module helps Cadets identify emergency situations as well as the universal precautions to address them. Additionally, Cadets will explain first aid responses to common and severe emergencies, and may have the opportunity to act out real-world first aid scenarios.

**Chapter 5: Decision Making** uses the model for making good choices and decisions in situations that involve bullying and violence. Cadet leaders take a stance against bullying and encourage others to make those same choices.

**Chapter 6: Health and Fitness** focuses on nutrition, body image, and the elements of good health. In this learning module, Cadets learn how to use decision-making and goal-setting in their plans for lifelong health. Cadets strive for physical fitness goals through the Cadet Challenge and regular program exercises.

**Chapter 7: Service Learning** provides LET 2 Cadets an opportunity to participate, but also evaluates the effectiveness of a service-learning project. Participating in after-action reviews with teams and making decisions toward continuous improvement of service to others are hallmarks of this unit.

**Chapter 8: Citizenship and Government** introduces Cadets to the purpose of government and the role of the U.S. Constitution in democracy and the rights of its citizens.

#### **4. LET 3 CORE COURSE OUTLINE:**

**Unit 3: Leadership Education and Training (LET) 3 - Supervising Leader** builds upon the mastery of LET 1 and 2 skills and abilities, providing Cadets with new and more challenging opportunities as a leader by overseeing planning, project implementation, and team personnel. Cadets at this level can acquire battalion staff positions and responsibilities and help integrate improvements in the local JROTC program and community.

**Chapter 1: Leadership** looks at the command and staff roles and their relationship to leadership in the battalion and with battalion projects. Cadets evaluate their personal management skills and help prepare and lead meetings and continuous improvement plans as supervisors.

**Chapter 2: Personal Growth and Behaviors** focuses on personal planning and management, looking at opportunities after high school and making plans for college, military, or workplace. Career action planning occurs in this learning module, and Cadets develop a career portfolio to showcase their JROTC program and academic achievements.

**Chapter 3: Team Building** provides Cadets an opportunity to take responsibilities and duties of a platoon leader or sergeant and execute platoon drill.

**Chapter 4: Decision Making** provides Cadets leadership development opportunity to use strategies for neutralizing prejudice in relationships and negotiating an agreement.

**Chapter 5: Health and Fitness** takes a hard look at the effects of substance use and abuse on health. While examining the influences that impact teen culture today, Cadets take a leadership stance on their response to the prevention of substances such as tobacco, alcohol, and narcotics. In this course, Cadets explore response strategies for substance abuse situations.

**Chapter 6: Service-Learning** projects often lie in the hands of upper-class Cadets to lead service-learning initiatives for the JROTC program. In this learning module, Cadets will create a service-learning plan, helping to organize teams and their roles in the project schedule.

**Chapter 7: Citizenship and Government** will look deeper at the citizen's role in society as a contribution to a strong community.

## **5. LET 4 CORE COURSE OUTLINE:**

**Unit 4: Leadership Education and Training (LET) 4 - Managing Leader** provides Cadets multiple opportunities to manage and lead in the battalion, in the school, and their respective communities. The LET 4 Cadet is ready to assume responsibilities and manage him or herself and others whom they work with or oversee as a Cadet manager.

**Chapter 1: Leadership** looks closely at the leadership role in battalion continuous improvement, recognizing team attitudes that contribute to achieving personal and battalion goals. LET 4 Cadets are mentors and leaders to younger Cadets and work with Instructors and other Cadets on lesson development and delivery. Leaders encourage feedback from their subordinates and teammates.

**Chapter 2: Personal Growth and Behaviors** encourages the LET 4 Cadet to look beyond high school into adulthood. Cadets are challenged to identify personal management and accountability strategies and develop a 10-year plan for professional and personal success.

**Chapter 3: Team Building** provides LET 4 Cadets an opportunity to apply motivation strategies to teams and use effective communication models to provide feedback to others for encouragement and improvement. Drill leadership opportunities include executing company and battalion drills.

**Chapter 4: Service Learning** provides LET 4 Cadets an opportunity to manage a service learning project, using several project management tools.

**Chapter 5: Citizenship and Government** will examine how competing principles and values challenge the fundamental principles of society. Cadets develop solutions for future challenges to citizen rights.

## **6. California High School Content Standards**

Overarching Standard 1: *Students demonstrate knowledge of and competency in motor skills, movement patterns, and strategies needed to perform a variety of physical activities.*

Overarching Standard 2: *Students achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies.*

Overarching Standard 3: *Students demonstrate knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of the physical activity.*

**A. Physical Fitness Testing (FitnessGram):** The primary goal of the FitnessGram battery of tests is to assist students in establishing lifelong habits of regular physical activity. The FitnessGram is conducted annually in November (underclassmen only) and March. Students will be pretested to establish baseline fitness levels and set personal goals. The FitnessGram tests six main fitness areas that represent five components of fitness: aerobic capacity, muscular strength, muscular endurance, flexibility, and body composition. Students who do not achieve five out of six “Healthy Fitness Zones” must continue taking physical education or JROTC courses until an overall passing score is obtained. Since FitnessGram is a state-mandated test, cadets’ scores will **not** be computed as part of their academic grade. The six FitnessGram required test areas are:

- a. Aerobic Capacity (PACER, One Mile Run, or Walk Test)
- b. Abdominal Strength and Endurance (Curl-Ups)
- c. Trunk Extensor Strength and Flexibility (Trunk Lift)
- d. Upper Body Strength (Push-Ups, Modified Pull-Ups, Flexed Arm Hang)
- e. Flexibility (Back-Saver Sit and Reach, Shoulder Stretch)
- f. Body Composition (Body Mass Index [height and weight])

PE grades will include cadets’ preparation (i.e., coming to class ready to learn), attendance, participation in class, cooperation, leadership, etc. Since cadets earn both a PE and elective credit for this class, there will also be an emphasis on dressing for physical education in appropriate Physical Education attire and actively participating in the physical fitness exercises. The academic grade (learning-focused) is based on the degree to which each cadet meets or exceeds the three overarching *California Model Content Standards* and corresponding performance standards.

**B. Medical Excuse:** A written note from a parent or guardian is required to excuse or modify a cadet’s participation in class due to a current medical condition. A note from a physician is required for any cadet who is not able to participate for three days or more. Any time that a cadet is unable to participate in class activities (due to medical reasons or excused absences), they are still required to suit up to receive credit if they are present during the class period.

## Kearny Army JROTC 2025 - 2026

**7. UNIFORMS:** Cadets are issued an Army JROTC uniform consisting of a blouse, white undershirt, trousers, footwear, headgear, socks, belt, and awards and decorations earned by cadets at no cost on a loan basis. Cadets are responsible for the condition of these items and for the proper return of all items at the end of the year or when they leave the Army JROTC program. Students will be issued a copy of a hand receipt stating each item that they have been issued, and are responsible for paying for damaged or lost items. **Cadets are required to wear the cadet uniform two days every month** (normally on Tuesdays, with make-ups for an excused absence on Thursdays).

Wear of the uniform must be in accordance with the Department of the Army standards (to include hair length and grooming standards) is mandatory. Participation in after-school or off-campus activities may require the wearing of the uniform. **On uniform days, cadets will wear the uniform throughout the entire school day, including to and from school, unless specifically excused by one of the instructors.** Cadets are responsible for the proper wear and maintenance of their issued uniform. During physical fitness days (normally Mondays, Wednesdays, and Fridays), cadets must suit up for physical training (PT) in their program-issued PT shirt, shorts, or the AJROTC shirt and shorts (If purchased on our student store), and tennis/athletic shoes. **Cadets' daily grade points will be deducted by 50 points if they are a Non-suit for physical education days and 50 points for Non-participation.** Not suiting up or not participating will likely result in failing the AJROTC course and require the student to retake it in a follow semester.

**8. GRADES:** We encourage parents to obtain a PowerSchool account from their child's small school counseling office in order to track their progress, as well as visit the program website at [www.kearnyjrotc.com](http://www.kearnyjrotc.com). The instructors' goal is to record grades in PowerSchool within 48 hours so both cadets and parents/guardians of cadets can access up-to-date information on assignment grades.

- a. **Academic Grading Policy:** Academic grades are determined by a combination of practical/hands-on performance, written examinations, wear of the uniform, suiting up for physical training, participation in class, attendance of mandatory events, and ability to perform tasks.

Item	Percentage
Uniform Wear, Inspection, and Drill & Ceremony	45%
Physical Education and Participation	30%
Exams & Quizzes	10%
Service Learning Reflection	10%
Memorization & Recitation of the Cadet Creed	5%

A	B	C	D	F
90-100%	80-89%	70-79%	60-69%	59% and Below

## Kearny Army JROTC 2025 - 2026

- b. **Citizenship:** Citizenship grades are determined by attendance, behavior, and participation.  
Note: Final citizenship grade is the lowest score.

Non-Suits					
	Excellent	Good	Satisfactory	Needs Improvement	Unsatisfactory
Third		X			
Fourth			X		
Fifth				X	
Sixth or more					X

Tardies					
	Excellent	Good	Satisfactory	Needs Improvement	Unsatisfactory
Second		X			
Third			X		
Fourth				X	
Sixth or More					X

Unexcused Absences/Truancy					
U = Unexcused    W = >30 Minutes Tardy    A = Unverified Absence    Z = Truancy					
	Excellent	Good	Satisfactory	Needs Improvement	Unsatisfactory
Second		X			
Third			X		
Fourth or More				X	

Behavior/Participation Rubric				
Excellent	Good	Satisfactory	Needs Improvement	Unsatisfactory
- Never disruptive - Always prepared	- Almost never disruptive - Almost always prepared	- Rarely displays disruptive behavior - Usually prepared for class	- Occasionally displays disruptive behavior - Rarely prepared for class	- Almost always displays disruptive behavior - Almost never prepared for class



**10. INTEGRATED CURRICULAR ACTIVITIES:** Kearny AJROTC provides cadets with opportunities to participate in numerous before/after school and weekend activities. These include but are not limited to: community support, volunteer events, Teams (Academics, Aerial Drones, Archery, Armed Exhibition Drill, Armed Regulation, Color Guard, Drum Corps, Flag Detail, Raiders (Physical Fitness), Robotics, Unarmed Exhibition Drill, Unarmed Regulation), as well as joining the Battalion Staff Team! All cadets are encouraged to participate in our activities before school from 0740-0845 each morning and our after-school team practice and events from 1530-1700. Academically, cadets must maintain an overall 2.0 Academic GPA and must have a B in their current AJROTC class for the current quarter in order to participate in integrated curricular activities.

**11. SCHEDULE:** The normal weekly schedule for Army JROTC is:

Monday	Tuesday	Wednesday	Thursday	Friday
Physical Training	Uniform Wear and Drill and Ceremonies	Physical Training	Academics	Physical Training

Weekly schedules may change due to special circumstances or events.

**12. LESSON PLANS:** A weekly training schedule produced by the Cadet Battalion S-3 (Operations Officer) will be posted in the Army JROTC classrooms and on the website ([kearnyjrotc.com](http://kearnyjrotc.com)) for cadet use. Cadets are responsible for being prepared for class, checking the website, and making up any work missed due to absence from a scheduled class. Training schedules will detail the lessons taught in the class, as well as D&C and PT information.

**13. CADET LEADERSHIP POSITIONS/PROMOTIONS:** Cadets must maintain a minimum GPA of 2.0 for the current academic quarter and have a B in their current AJROTC class to be considered for promotion and must maintain a minimum GPA of 3.0 for the current academic quarter and have an A in the current AJROTC class to be selected for/stay in any leadership position. Information on promotions and leadership opportunities can be found in the Kearny AJROTC SOP and is located on our website: [kearnyjrotc.com](http://kearnyjrotc.com).

**14. STANDARD OPERATING PROCEDURES (SOP):** The Komet Battalion Army JROTC SOP will be reviewed with all cadets at the beginning of and throughout each school year and is available on the Kearny Army JROTC website ([kearnyjrotc.com](http://kearnyjrotc.com)).

**15. EXTRA CREDIT EVENTS FOR CADETS:** Through the school year, Cadets have the opportunity to attend extra credit events that can boost their grade and make them eligible to gain more leadership roles and experience. The amount of extra credit given per event is determined by the Senior Army Instructor during the school year. These events include, but are not limited to:

- Basic Cadet Training (BCT is a 10-day after-school leadership program designed to streamline Cadets' progress in the program, and teach basic knowledge about the program)
- Volunteer Events and Fundraisers
- Cadet Ball (Brigade's annual military ball)
- Kearny's Annual Awards Banquet and Ceremony
- Participation in morning Flag Detail and Teams can provide extra credit!

**16. LATE WORK POLICY:** With the exception of a few assignments determined by the instructor, you will be given 1 week to finish assigned classwork and homework. Classwork will typically be assigned on Thursday during class and will be due the following Thursday before the class starts. After the assignment closes, no late work will be accepted, and the cadet will receive a zero for the missed assignment.

**17. MANDATED EVENTS FOR CADETS:** Through the school year, Cadets are required to attend Brigade events, service learning events, and community events. These events are counted in the *Physical Education and Participation* category, and are worth 30% of the Cadet's grade. All mandatory events will have transport from Kearny to the event location. All events and details will be posted on our website at [kearnyjrotc.com](http://kearnyjrotc.com). Mandatory events and dates are listed below:

- Cadet Picnic (13 Sept 25)
- Change of Command (19 Dec 25)
- JPA Inspection (11 Mar 26)
- JPA In Ranks (During School)
- Linda Vista Parade (TBD 25 Apr 26)
- Service Learning Project ( TBD)
- Pass In Review (02 May 26)

**18. NEW CALIFORNIA PHONE POLICY:** At the beginning of each class period, students are required to place their cell phones in a secure box located at the front of the classroom. Cell phone use is strictly prohibited unless explicitly approved by an Army Instructor for instructional purposes.

Students found using their phones without permission will first receive a verbal warning and be instructed to place the phone in the box. If the student fails to comply, the phone will be confiscated and turned in to the appropriate school office. A parent or guardian will then be required to pick it up at the end of the school day.

## **TO BE RETURNED**

### **STUDENT**

I, \_\_\_\_\_  
(Print Name) (Small School) (Class Period)

have read and understand the Course Syllabus for AJROTC. I am aware I must wear the Cadet Uniform on the required uniform twice a month and that I am required to “suit up” for PT days in the Kearny AJROTC T-Shirt and PT shorts or Army Shirt and PT shorts, and tennis/athletic shoes. Wearing street clothes/non-issued PT clothes or non-athletic shoes during PT days does not count for credit. I have accessed the Kearny AJROTC website at [www.kearnyjrotc.com](http://www.kearnyjrotc.com).

\_\_\_\_\_  
(Student Signature)

### **PARENT/GUARDIAN**

I, \_\_\_\_\_  
(Print Name) (Relationship to Student)

\_\_\_\_\_  
(Phone Number)

\_\_\_\_\_  
(Email)

have reviewed the Course Syllabus with my student and understand the requirements set forth for the student to succeed in this course, and understand that I may be responsible for taking my student to mandatory events as aforementioned.

\_\_\_\_\_  
(Parent/Guardian Signature)