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Introduction

As a JROTC cadet you are embarking on one of the most interesting and valuable educational experiences of your high school career. In JROTC you will be given the chance to participate in your education and will learn to be a better citizen. The program provides you with tools and skills you can use to succeed in high school, but far more important, these tools and skills will be useful for the remainder of your life.

You will learn to:

- Appreciate the ethical values that underlie good citizenship. Citizenship, taught through a study of history and government, demonstrates the importance of commitment and strengthens your character and resolve as you grow. You will learn to make ethical decisions based on core values.
- Develop leadership potential and learn to live and work cooperatively with others. Teamwork and leadership, within teams and groups, are essential to the smooth operation of any organization. You will learn leadership to increase your skills, not only to lead, but to also work as a member of a team. Service, drills, challenges, and other competitions make learning teamwork and leadership challenging and fun.
- Think logically and communicate effectively both orally and in writing. You will learn important skills in writing, reading, and test taking that will allow you to excel in your classes outside JROTC. You will learn basic problem solving, financial planning, and conflict resolution life skills that will help you live in the modern world.
- Appreciate the importance of physical fitness in maintaining good health. Fitness, wellness, and good nutrition are necessary to perform as a citizen and a leader. JROTC will teach you what needs to be done to become fit and to maintain that fitness. Instruction will be provided on how your brain functions, how you can maximize your learning and effectiveness, and how to avoid pitfalls such as substance abuse.
- Understand ways to resist negative peer pressure and support others. It is one thing to know how to make better choices for yourself and another to teach others to do the same. Through service learning you will be able to help others to develop the positive strategies you have learned that will enhance their quality of life.
- Develop mental management abilities. You will be able to assess your skills and learn to make more logical, positive decisions and choices. You will learn how to set goals and develop an action plan that will help you to achieve those goals. As you become a better citizen, a better leader, and a better team member your self-esteem will fly. Your “Can Do” attitude will show beyond JROTC.
- Become familiar with military history as it relates to America’s culture and with the history, purpose, and structure of the military services. Learn not only about important events in our history, but also about their effect on our society. Discover the role the military services play in supporting the nation.
- Understand the importance of high school graduation to a successful future. Develop the means and motivation to graduate from high school and to pursue a meaningful life.
- Learn about college and other advanced educational and employment opportunities and develop the skills necessary to work effectively as a member of a team. You will learn about the many varied opportunities that are available to you upon graduation. The foundation and competency skills required to work effectively are ingrained throughout the curriculum.

Pledge of Allegiance

“I pledge allegiance to the flag of the United States of America and to the Republic for which it stands, one Nation under God, indivisible, with liberty and justice for all.”

The Star-Spangled Banner



*O say, can you see, by the dawn's early light,
What so proudly we hailed at the twilight's last gleaming,
Whose broad stripes and bright stars, through the perilous fight,
O'er the ramparts we watched were so gallantly streaming?
And the rockets' red glare, the bombs bursting in air
Gave proof through the night that our flag was still there,
O say, does that Star-Spangled Banner yet wave
O'er the land of the free and the home of the brave?*

*On the shore dimly seen through the mist of the deep,
Where the foe's haughty host in dread silence reposes,
What is that which the breeze, o'er the towering steep
As it fitfully blows, half conceals, half discloses?
Now it catches the gleam of the morning's first beam,
In full glory reflected now shines on the stream;
'Til the Star-Spangled Banner--O long may it wave
O'er the land of the free and the home of the brave.*

*O thus be it ever when free men shall stand
Between their loved homes and the war's desolation;
Blest with victory and peace, may the heaven rescued land
Praise the Power that has made and preserved us a nation.
Then conquer we must, when our cause it is just,
And this be our motto, "In God is our trust;"
And the Star-Spangled Banner in triumph shall wave
O'er the land of the free and the home of the brave.*

The Preamble to the United States Constitution

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

The Declaration of Independence



WHEN in the Course of Human Events, it becomes necessary for one People to dissolve the Political Bands which have connected them with another, and to assume among the Powers of the Earth, the separate and equal Station to which the Laws of Nature and of Nature's God entitle them, a decent Respect to the Opinions of Mankind requires that they should declare the causes which impel them to the Separation.

WE hold these Truths to be self-evident, that all Men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the Pursuit of Happiness -- That to secure these Rights, Governments are instituted among Men, deriving their just Powers from the Consent of the Governed, that whenever any Form of Government becomes destructive of these Ends, it is the Right of the People to alter or to abolish it, and to institute new Government, laying its Foundation on such Principles, and organizing its Powers in such Form, as to them shall seem most likely to effect their Safety and Happiness. Prudence, indeed, will dictate that Governments long established should not be changed for light and transient Causes; and accordingly all Experience hath shewn, that Mankind are more disposed to suffer, while Evils are sufferable, than to right themselves by abolishing the Forms to which they are accustomed. But when a long Train of Abuses and Usurpations, pursuing invariably the same Object, evinces a Design to reduce them under absolute Despotism, it is their Right, it is their Duty, to throw off such Government, and to provide new Guards for their future Security. Such has been the patient Sufferance of these Colonies; and such is now the Necessity which constrains them to alter their former Systems of Government. The History of the present King of Great-Britain is a History of repeated Injuries and Usurpations, all having in direct Object the Establishment of an absolute Tyranny over these States. To prove this, let Facts be submitted to a candid World.

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

HE has forbidden his Governors to pass Laws of immediate and pressing Importance, unless suspended in their Operation till his Assent should be obtained; and when so suspended, he has utterly neglected to attend to them.

HE has refused to pass other Laws for the Accommodation of large Districts of People, unless those People would relinquish the Right of Representation in the Legislature, a Right inestimable to them, and formidable to Tyrants only.

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

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

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

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

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

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

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

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

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

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

FOR quartering large Bodies of Armed Troops among us;

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

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

FOR imposing Taxes on us without our Consent:

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

FOR transporting us beyond Seas to be tried for pretended Offences:

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

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

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

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

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

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

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

HE has excited domestic Insurrections amongst us, and has endeavoured to bring on the Inhabitants of our Frontiers, the merciless Indian Savages, whose known Rule of Warfare, is an undistinguished Destruction, of all Ages, Sexes and Conditions.

IN every stage of these Oppressions we have Petitioned for Redress in the most humble Terms: Our repeated Petitions have been answered only by repeated Injury. A Prince, whose Character is thus marked by every act which may define a Tyrant, is unfit to be the Ruler of a free People.

NOR have we been wanting in Attentions to our British Brethren. We have warned them from Time to Time of Attempts by their Legislature to extend an unwarrantable Jurisdiction over us. We have reminded them of the Circumstances of our Emigration and Settlement here. We have appealed to their native Justice and Magnanimity, and we have conjured them by the Ties of our common Kindred to disavow these Usurpations, which, would inevitably interrupt our Connections and Correspondence. They too have been deaf to the Voice of Justice and of Consanguinity. We must, therefore, acquiesce in the Necessity, which denounces our Separation, and hold them, as we hold the rest of Mankind, Enemies in War, in Peace, Friends.

WE, therefore, the Representatives of the UNITED STATES OF AMERICA, in GENERAL CONGRESS, Assembled, appealing to the Supreme Judge of the World for the Rectitude of our Intentions, do, in the Name, and by Authority of the good People of these Colonies, solemnly Publish and Declare, That these United Colonies are, and of Right ought to be, FREE AND INDEPENDENT STATES; that they are absolved from all Allegiance to the British Crown, and that all political Connection between them and the State of Great-Britain, is and ought to be totally dissolved; and that as FREE AND INDEPENDENT STATES, they have full Power to levy War, conclude Peace, contract Alliances, establish Commerce, and to do all other Acts and Things which INDEPENDENT STATES may of right do. And for the support of this Declaration, with a firm Reliance on the Protection of divine Providence, we mutually pledge to each other our Lives, our Fortunes, and our sacred Honor.

John Hancock.

GEORGIA, Button Gwinnett, Lyman Hall, Geo. Walton.

NORTH-CAROLINA, Wm. Hooper, Joseph Hewes, John Penn.

SOUTH-CAROLINA, Edward Rutledge, Thos. Heyward, junr., Thomas Lynch, junr., Arthur Middleton.

MARYLAND, Samuel Chase, Wm. Paca, Thos. Stone, Charles Carroll, of Carrollton.

VIRGINIA, George Wythe, Richard Henry Lee, Ths. Jefferson, Benja. Harrison, Thos. Nelson, jr., Francis Lightfoot Lee, Carter Braxton.
PENNSYLVANIA, Robt. Morris, Benjamin Rush, Benja. Franklin, John Morton, Geo. Clymer, Jas. Smith, Geo. Taylor, James Wilson, Geo. Ross.

DELAWARE, Caesar Rodney, Geo. Read.

NEW-YORK, Wm. Floyd, Phil. Livingston, Frank Lewis, Lewis Morris.

NEW-JERSEY, Richd. Stockton, Jno. Witherspoon, Fras. Hopkinson, John Hart, Abra. Clark.

NEW-HAMPSHIRE, Josiah Bartlett, Wm. Whipple, Matthew Thornton.

MASSACHUSETTS-BAY, Saml. Adams, John Adams, Robt. Treat Paine, Elbridge Gerry.

RHODE-ISLAND AND PROVIDENCE, C. Step. Hopkins, William Ellery.

CONNECTICUT, Roger Sherman, Saml. Huntington, Wm. Williams, Oliver Wolcott.

IN CONGRESS, JANUARY 18, 1777.

United States Navy Core Values



Throughout its history, the Navy has successfully met all its challenges. America's naval service began during the American Revolution, when on Oct. 13, 1775, the Continental Congress authorized a few small ships. Creating the Continental Navy. Esek Hopkins was appointed commander in chief and 22 officers were commissioned, including John Paul Jones.

From those early days of naval service, certain bedrock principles or core values have carried on to today. They consist of three basic principles.

Honor: "I will bear true faith and allegiance ..."

Accordingly, we will: Conduct ourselves in the highest ethical manner in all relationships with peers, superiors and subordinates; Be honest and truthful in our dealings with each other, and with those outside the Navy; Be willing to make honest recommendations and accept those of junior personnel; Encourage new ideas and deliver the bad news, even when it is unpopular; Abide by an uncompromising code of integrity, taking responsibility for our actions and keeping our word; Fulfill or exceed our legal and ethical responsibilities in our public and personal lives twenty-four hours a day. Illegal or improper behavior or even the appearance of such behavior will not be tolerated. We are accountable for our professional and personal behavior. We will be mindful of the privilege to serve our fellow Americans.

Courage: "I will support and defend ..."

Accordingly, we will have: courage to meet the demands of our profession and the mission when it is hazardous, demanding, or otherwise difficult; Make decisions in the best interest of the navy and the nation, without regard to personal consequences; Meet these challenges while adhering to a higher standard of personal conduct and decency; Be loyal to our nation, ensuring the resources entrusted to us are used in an honest, careful, and efficient way. Courage is the value that gives us the moral and mental strength to do what is right, even in the face of personal or professional adversity.

Commitment: "I will obey the orders ..."

Accordingly, we will: Demand respect up and down the chain of command; Care for the safety, professional, personal and spiritual well-being of our people; Show respect toward all people without regard to race, religion, or gender; Treat each individual with human dignity; Be committed to positive change and constant improvement; Exhibit the highest degree of moral character, technical excellence, quality and competence in what we have been trained to do. The day-to-day duty of every Navy man and woman is to work together as a team to improve the quality of our work, our people and ourselves.

How to Fold the Flag

Step 1



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

Step 2



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

Step 3



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

Step 4



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

Step 5



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

Step 6



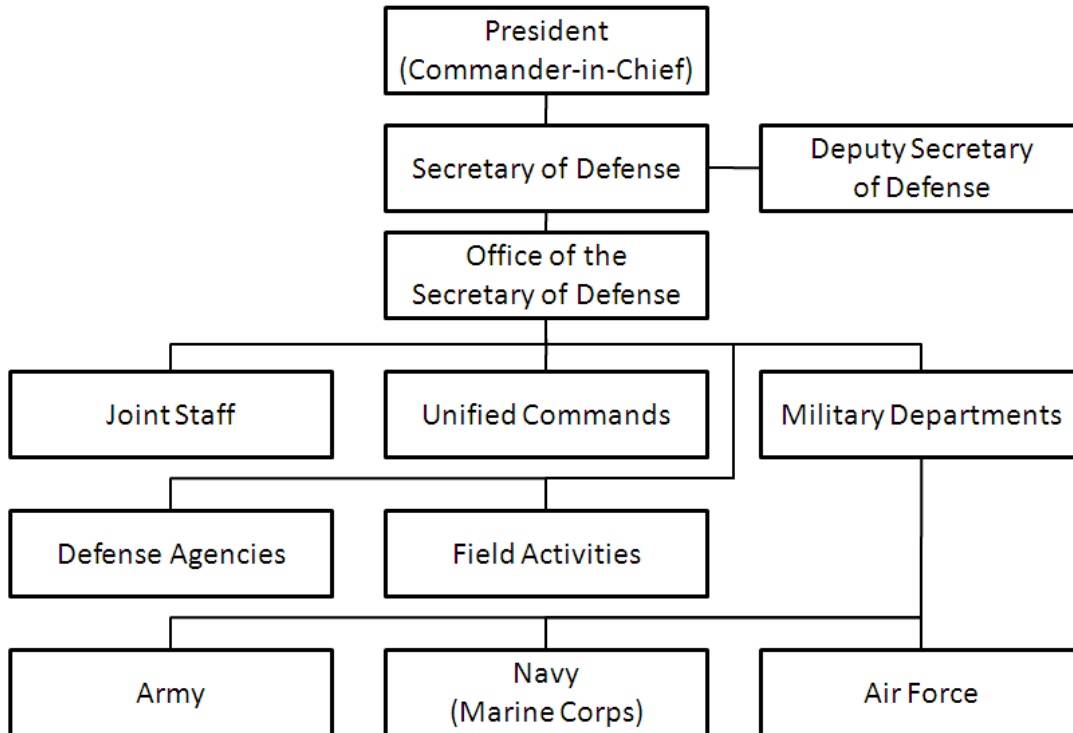
The triangular folding is continued until the entire length of the flag is folded in this manner.

Step 7



When the flag is completely folded, only a triangular blue field of stars should be visible.

Department of Defense (DoD) Chain of Command



Write the names for each position

President	_____
↓	
Secretary of Defense	_____
↓	
Secretary of the Navy	_____
↓	
Chief of Naval Operations	_____
↓	
Naval Education & Training Command	_____
↓	
Naval Service Training Command	_____
↓	
NJROTC Area Manager	_____

Proper Navy Forms of Address

<u>Title</u>	<u>How to Address</u>
Officers	
Admiral	<i>“Admiral”</i>
Vice Admiral	
Rear Admiral	
Captain	<i>“Captain”</i>
Commander	<i>“Commander”</i>
Lieutenant Commander	
Lieutenant	<i>“Lieutenant”</i>
Lieutenant Junior Grade	
Ensign	<i>“Ensign”</i>
Chief Warrant Officers	<i>“Chief Warrant Officer”</i>
Warrant Officer	<i>“Warrant Officer”</i>
Enlisted	
Master Chief Petty Officer	<i>“Master Chief”</i>
Senior Chief Petty Officer	<i>“Senior Chief”</i>
Chief Petty Officer	<i>“Chief”</i>
Petty Officer First Class	<i>“Petty Officer”</i>
Petty Officer Second Class	<i>“Petty Officer”</i>
Petty Officer Third Class	<i>“Petty Officer”</i>
Midshipman (male or female)	<i>“Midshipman” (male or female)</i>
Airman	<i>“Airman”</i>
Constructionman	<i>“Constructionman”</i>
Dentalman	<i>“Dentalman”</i>
Fireman	<i>“Fireman”</i>
Hospitalman	<i>“Hospitalman”</i>
Seaman	<i>“Seaman”</i>

Orders to the Sentry











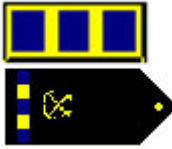



1. Take charge of this post and all government property in view.
2. Walk my post in a military manner, keeping always on the alert, and observing everything that takes place within sight or hearing.
3. Report all violations of orders I am instructed to enforce.
4. Repeat all calls from posts more distant from the guardhouse or the quarter-deck than my own.
5. Quit my post only when properly relieved.
6. Receive, obey, and pass on to the sentry who relieves me, all orders from the commanding officer, command duty officer, officer of the day, officer of the deck, and officers and petty officers of the watch only.
7. Talk to no one except in the line of duty.
8. Give the alarm in case of fire or disorder.
9. Call the corporal of the guard or officer of the deck in any case not covered by instructions.
10. Salute all officers and all colors and standards not cased.
11. Be especially watchful at night, and during the time for challenging, challenge all persons on or near my post, and to allow no one to pass without proper authority.












NOTE: All NJROTC cadets will sound off in a loud, clear voice when asked for a particular order as shown in the following example:

Commanding officer: “Cadet, what is the 5th order to the sentry?”






Cadet: “Sir/Ma’am, the 5th order to the sentry is: Quit my post only when properly relieved.”

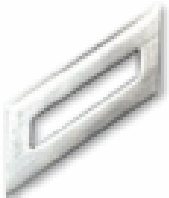







Navy Rank and Structure

Category	<i>Insignia of the United States Navy</i>			
ENLISTED	E-1	E-2	E-3	E-4
	No insignia Seaman Recruit	 Seaman Apprentice	 Seaman	 Petty Officer Third Class
	E-5	E-6	E-7	E-8
	 Petty Officer Second Class	 Petty Officer First Class	 Chief Petty Officer	 Senior Chief Petty Officer
	E-9			
	 Master Chief Petty Officer	 Master Chief Petty Officer of the Navy		
WARRANT OFFICER	*W-1 * The grade of Warrant Officer (W-1) is no longer in use.	W-2	W-3	
	 Warrant Officer 1	 Chief Warrant Officer 2	 Chief Warrant Officer 3	
	W-4	*W-5 * W-5 was established in the Navy in 2002.		
	 Chief Warrant Officer 4	 Chief Warrant Officer 5		

OFFICER	O-1	O-2	O-3	O-4
				
	Ensign O-5	Lieutenant Junior Grade O-6	Lieutenant O-7	Lieutenant Commander O-8
				
	Commander O-9	Captain O-10	Rear Admiral (lower half)	Rear Admiral (upper half) O-11
				
	Vice Admiral	Admiral	Fleet Admiral	

NJROTC Cadet Rank and Structure

CADET OFFICERS					
	<p>Cadet Ensign</p>	<p>Cadet Lieutenant JG (Junior Grade)</p>		<p>Cadet Lieutenant</p>	
					
	<p>Cadet Lieutenant Commander</p>		<p>Cadet Commander</p>		

CADET ENLISTED					
	<p>Cadet Seaman Apprentice</p>	<p>Cadet Seaman</p>	<p>Cadet Petty Officer 3rd Class</p>	<p>Cadet Petty Officer 2nd Class</p>	<p>Cadet Petty Officer 1st Class</p>
					
	<p>Cadet Chief Petty Officer</p>		<p>Cadet Senior Chief Petty Officer</p>		<p>Cadet Master Chief Petty Officer</p>

Ribbons and Awards



1. MERITORIOUS ACHIEVEMENT



2. DISTINGUISHED UNIT



3. DISTINGUISHED CADET



4. HONOR CADET



5. CADET ACHIEVEMENT



6. UNIT ACHIEVEMENT



7. APTITUDE



8. NS IV OUTSTANDING CADET



9. NS III OUTSTANDING CADET



10. NS II OUTSTANDING CADET



11. NS I OUTSTANDING CADET



12. EXEMPLARY CONDUCT



13. ACADEMIC AWARD



14. EXEMPLARY PERSONAL APPEARANCE



15. PHYSICAL FITNESS



16. PARTICIPATION



17. UNIT SERVICE



18. COMMUNITY SERVICE



19. DRILL TEAM



20. COLOR GUARD



21. RIFLE TEAM



22. ORIENTEERING



23. RECRUITING



24. BASIC LEADERSHIP TRAINING



25. SEA CRUISE

Badges and Devices



LAMP-BRONZE



LAMP-SILVER



LAMP-GOLD



TORCH-GOLD



ANCHOR-GOLD



STAR-BRONZE



STAR-SILVER



STAR-GOLD

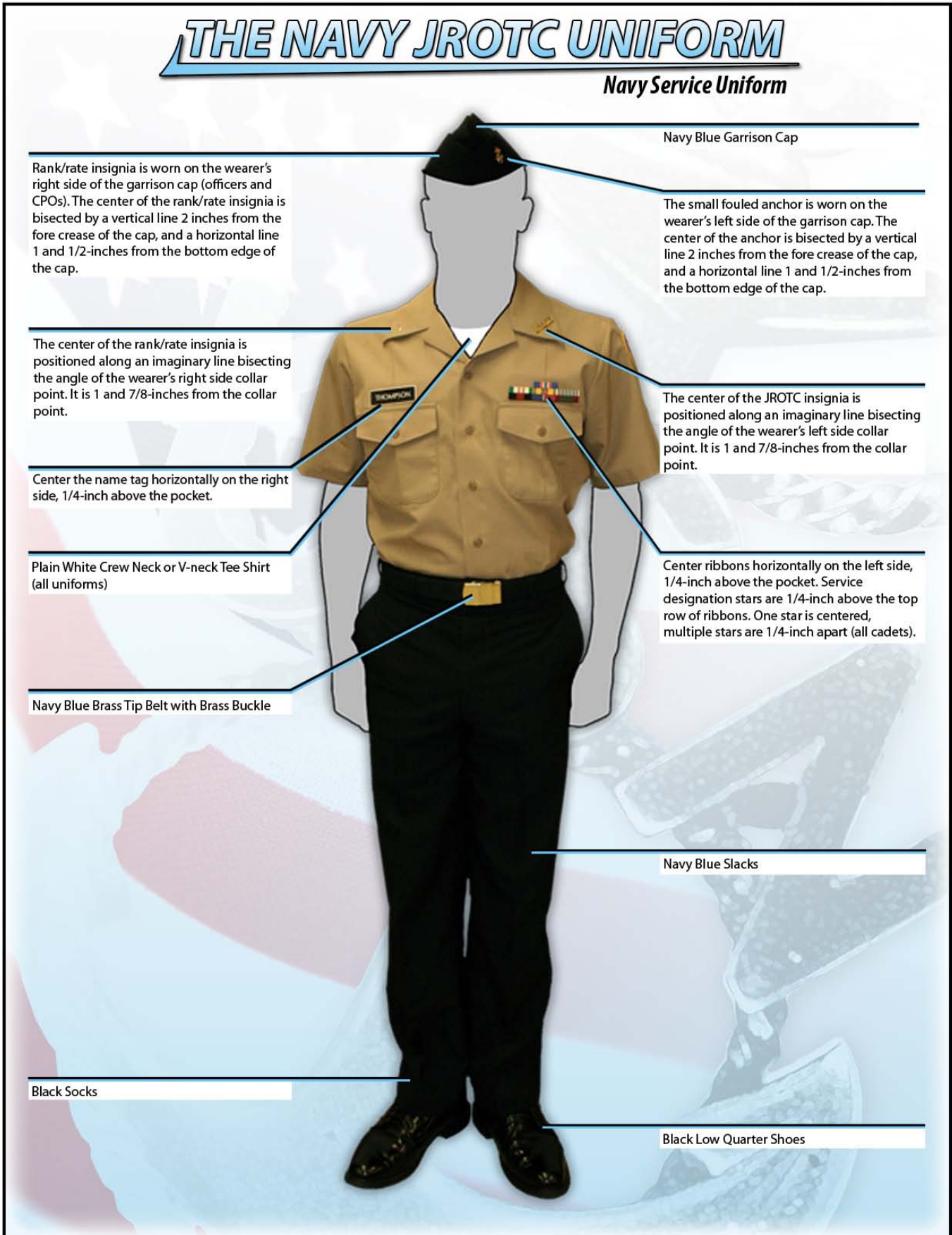
The Eleven Principles of Leadership

To help you be, know, and do; follow these eleven (11) principles of leadership taught to every member of our armed forces:

1. **Know yourself and seek self-improvement** – In order to know yourself, you have to understand your be, know, and do, attributes. Seeking self-improvement means continually strengthening your attributes. This can be accomplished through self-study, formal classes, reflection, and interacting with others.
2. **Be technically proficient** – As a leader, you must know your job and have a solid familiarity with your employees' tasks.
3. **Seek responsibility and take responsibility for your actions** – Search for ways to guide your organization to new heights. And when things go wrong, they always do sooner or later — do not blame others. Analyze the situation, take corrective action, and move on to the next challenge.
4. **Make sound and timely decisions** – Use good problem solving, decision making, and planning tools.
5. **Set the example** – Be a good role model for your employees. They must not only hear what they are expected to do, but also see. We must become the change we want to see – Mahatma Gandhi
6. **Know your people and look out for their well-being** – Know human nature and the importance of sincerely caring for your workers.
7. **Keep your workers informed** – Know how to communicate with not only them, but also seniors and other key people.
8. **Develop a sense of responsibility in your workers** – Help to develop good character traits that will help them carry out their professional responsibilities.
9. **Ensure that tasks are understood, supervised, and accomplished** – Communication is the key to this responsibility.
10. **Train as a team** – Although many so called leaders call their organization, department, section, etc. a team, they are not really teams...they are just a group of people doing their jobs.
11. **Use the full capabilities of your organization** – By developing a team spirit, you will be able to employ your organization, department, section, etc. to its fullest capabilities.

THE NAVY JROTC UNIFORM

Navy Service Uniform



Navy Blue Garrison Cap

Rank/rate insignia is worn on the wearer's right side of the garrison cap (officers and CPOs). The center of the rank/rate insignia is bisected by a vertical line 2 inches from the fore crease of the cap, and a horizontal line 1 and 1/2-inches from the bottom edge of the cap.

The small fouled anchor is worn on the wearer's left side of the garrison cap. The center of the anchor is bisected by a vertical line 2 inches from the fore crease of the cap, and a horizontal line 1 and 1/2-inches from the bottom edge of the cap.

The center of the rank/rate insignia is positioned along an imaginary line bisecting the angle of the wearer's right side collar point. It is 1 and 7/8-inches from the collar point.

The center of the JROTC insignia is positioned along an imaginary line bisecting the angle of the wearer's left side collar point. It is 1 and 7/8-inches from the collar point.

Center the name tag horizontally on the right side, 1/4-inch above the pocket.

Plain White Crew Neck or V-neck Tee Shirt (all uniforms)

Center ribbons horizontally on the left side, 1/4-inch above the pocket. Service designation stars are 1/4-inch above the top row of ribbons. One star is centered, multiple stars are 1/4-inch apart (all cadets).

Navy Blue Brass Tip Belt with Brass Buckle

Navy Blue Slacks

Black Socks

Black Low Quarter Shoes

THE NAVY JROTC UNIFORM

Navy Service Uniform

Navy Blue Garrison Cap

Rank/rate insignia is worn on the wearer's right side of the garrison cap (officers and CPOs). The center of the rank/rate insignia is bisected by a vertical line 2 inches from the fore crease of the cap, and a horizontal line 1 and 1/2-inches from the bottom edge of the cap.

The small fouled anchor is worn on the wearer's left side of the garrison cap. The center of the anchor is bisected by a vertical line 2 inches from the fore crease of the cap, and a horizontal line 1 and 1/2-inches from the bottom edge of the cap.

The center of the rank/rate insignia is positioned along an imaginary line bisecting the angle of the wearer's right side collar point. It is 1 and 7/8-inches from the collar point.

The center of the JROTC insignia is positioned along an imaginary line bisecting the angle of the wearer's left side collar point. It is 1 and 7/8-inches from the collar point.

Center the name tag horizontally over the front seam on the right side, 6 1/4 inches down from the intersection of the front and shoulder seams.

Khaki Long or Short Sleeve Shirt

Plain White Crew Neck or V-neck Tee Shirt (all uniforms)

Center ribbons horizontally over the front seam on the left side, 6 1/4 inches down from the intersection of the front and shoulder seams. Service designation stars are 1/4-inch above the top row of ribbons. One star is centered, multiple stars are 1/4-inch apart (all cadets).

Navy Blue Slacks

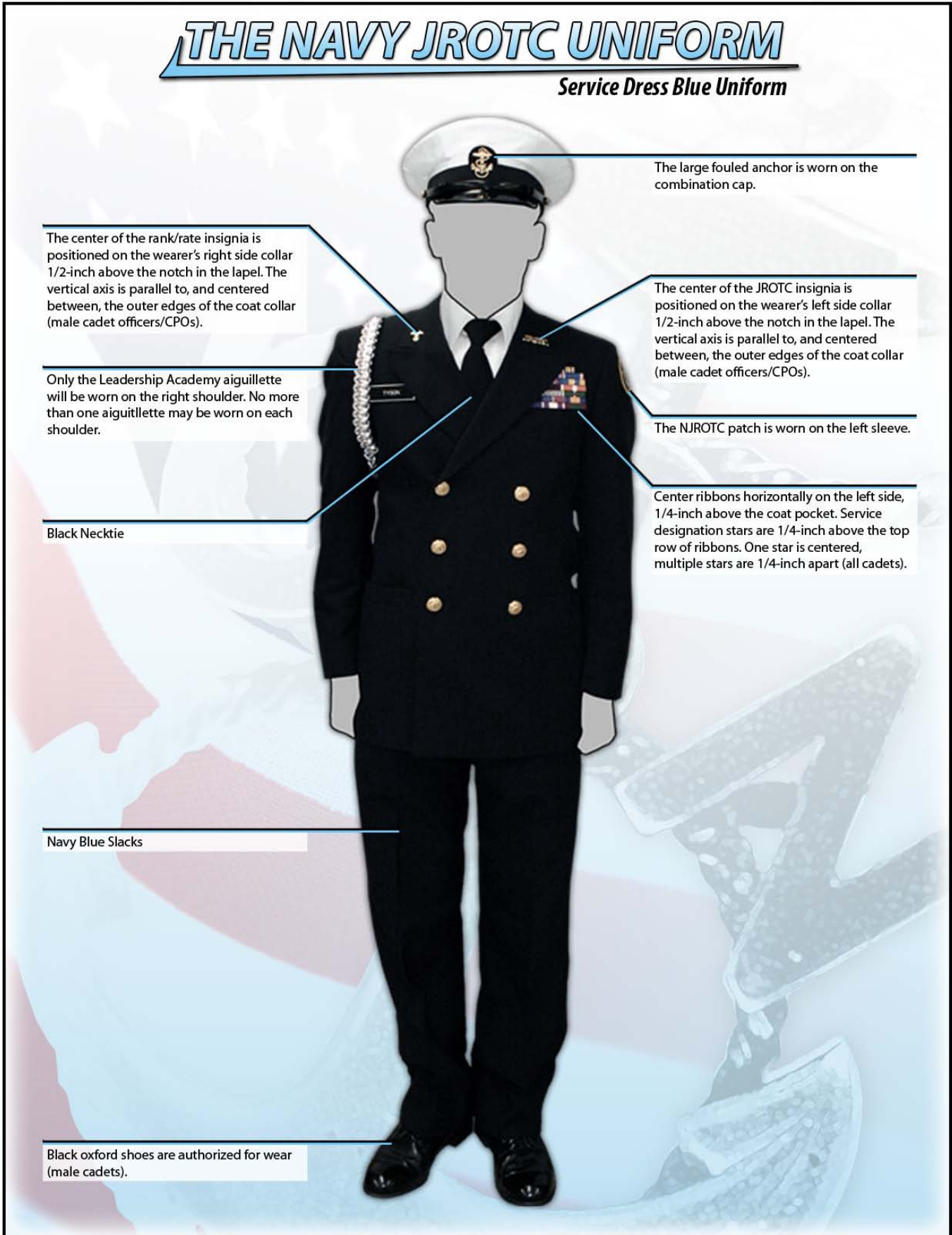
Black Low Quarter Shoes or Pumps

Black Socks



THE NAVY JROTC UNIFORM

Service Dress Blue Uniform



The large fouled anchor is worn on the combination cap.

The center of the rank/rate insignia is positioned on the wearer's right side collar 1/2-inch above the notch in the lapel. The vertical axis is parallel to, and centered between, the outer edges of the coat collar (male cadet officers/CPOs).

The center of the JROTC insignia is positioned on the wearer's left side collar 1/2-inch above the notch in the lapel. The vertical axis is parallel to, and centered between, the outer edges of the coat collar (male cadet officers/CPOs).

Only the Leadership Academy aiguillette will be worn on the right shoulder. No more than one aiguillette may be worn on each shoulder.

The NJROTC patch is worn on the left sleeve.

Black Necktie

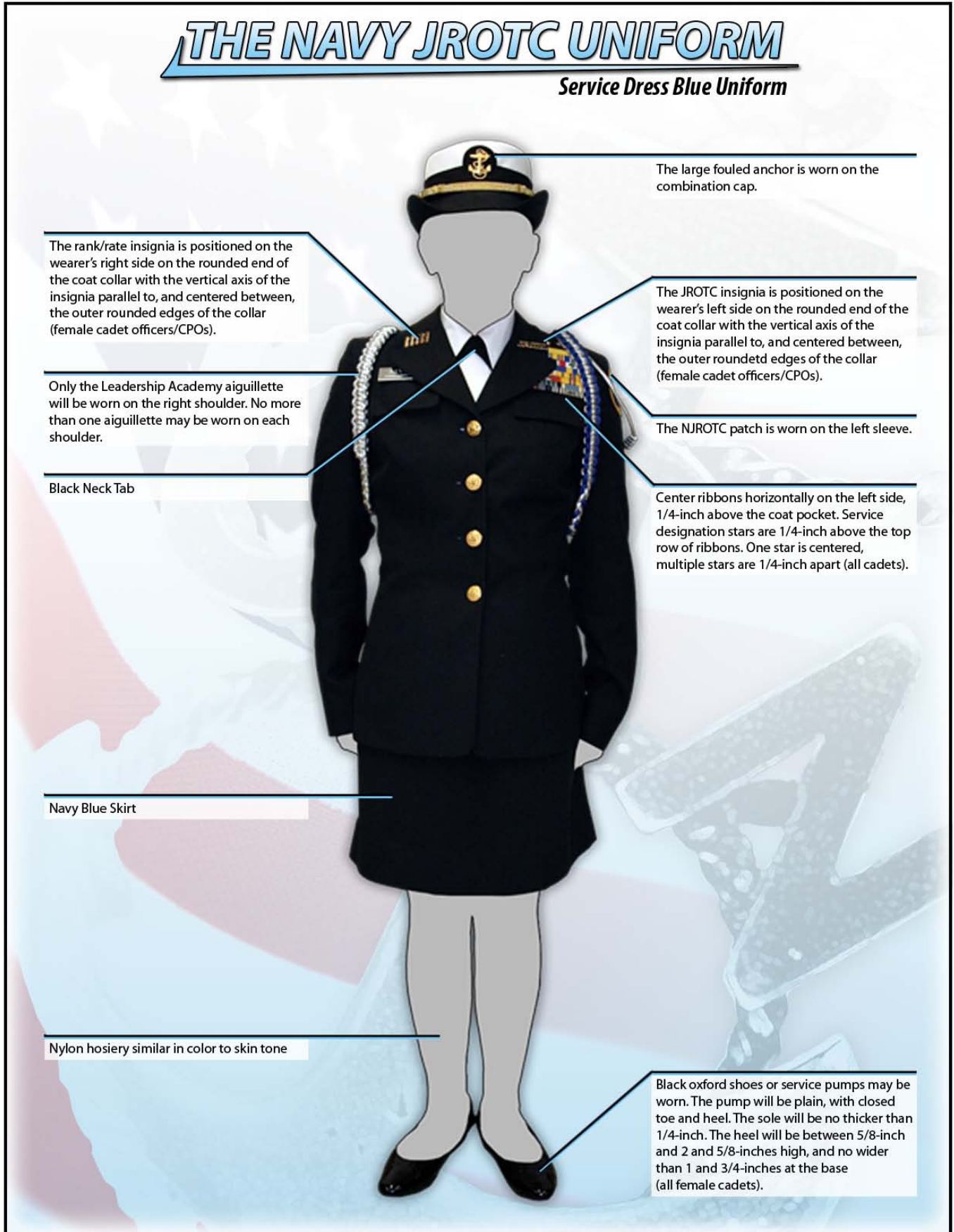
Center ribbons horizontally on the left side, 1/4-inch above the coat pocket. Service designation stars are 1/4-inch above the top row of ribbons. One star is centered, multiple stars are 1/4-inch apart (all cadets).

Navy Blue Slacks

Black oxford shoes are authorized for wear (male cadets).

THE NAVY JROTC UNIFORM

Service Dress Blue Uniform



The large fouled anchor is worn on the combination cap.

The rank/rate insignia is positioned on the wearer's right side on the rounded end of the coat collar with the vertical axis of the insignia parallel to, and centered between, the outer rounded edges of the collar (female cadet officers/CPOs).

The JROTC insignia is positioned on the wearer's left side on the rounded end of the coat collar with the vertical axis of the insignia parallel to, and centered between, the outer rounded edges of the collar (female cadet officers/CPOs).

Only the Leadership Academy aiguillette will be worn on the right shoulder. No more than one aiguillette may be worn on each shoulder.

The NJROTC patch is worn on the left sleeve.

Black Neck Tab

Center ribbons horizontally on the left side, 1/4-inch above the coat pocket. Service designation stars are 1/4-inch above the top row of ribbons. One star is centered, multiple stars are 1/4-inch apart (all cadets).

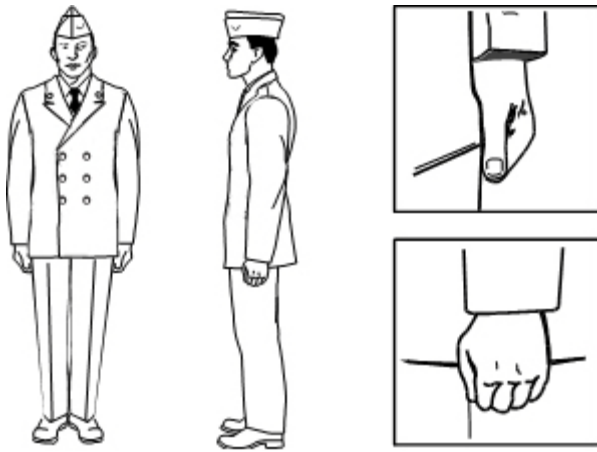
Navy Blue Skirt

Nylon hosiery similar in color to skin tone

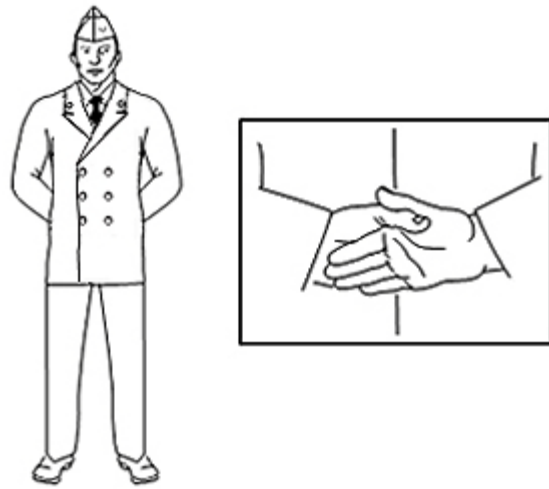
Black oxford shoes or service pumps may be worn. The pump will be plain, with closed toe and heel. The sole will be no thicker than 1/4-inch. The heel will be between 5/8-inch and 2 and 5/8-inches high, and no wider than 1 and 3/4-inches at the base (all female cadets).

Stationary Movements

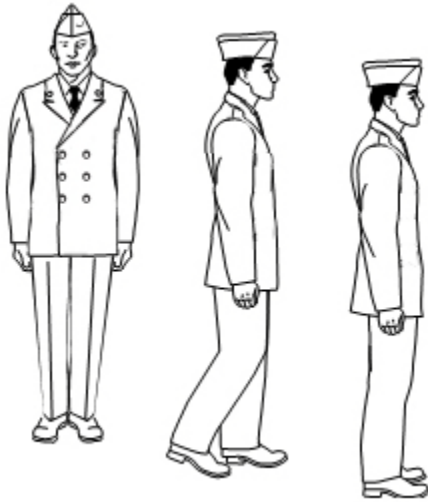
Position of Attention:



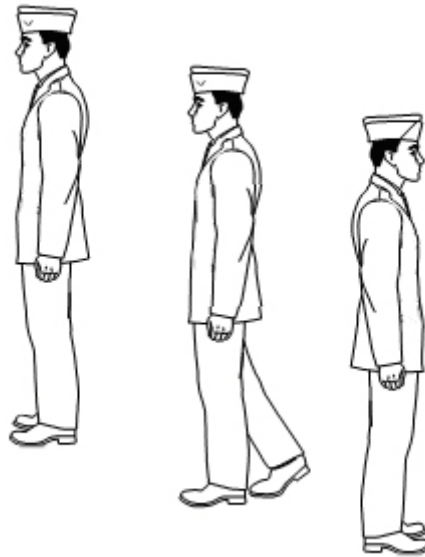
Parade Rest:



Facing Right or Left:

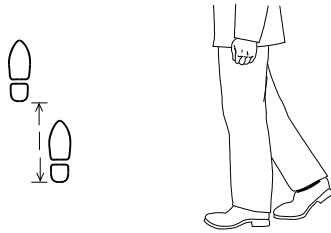


About Face:

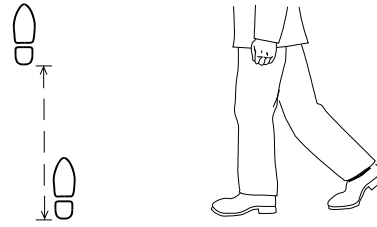


(Refer to FM 22-5, DTD 1986, for all executions of drill or stationary movements.)

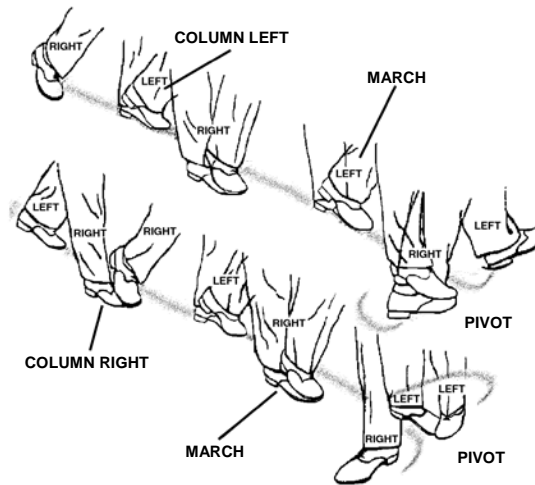
15-inch Step:



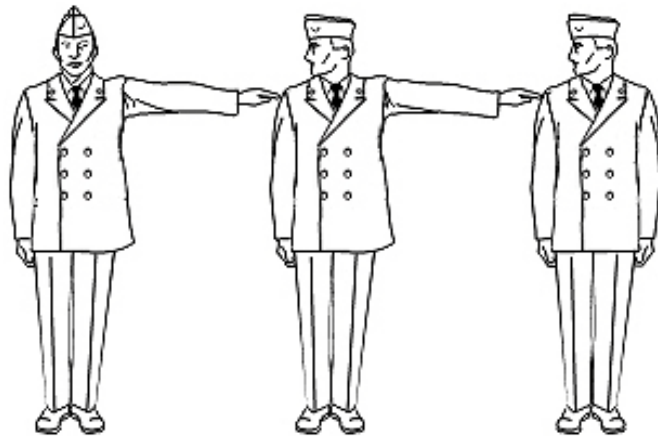
30-inch Step:



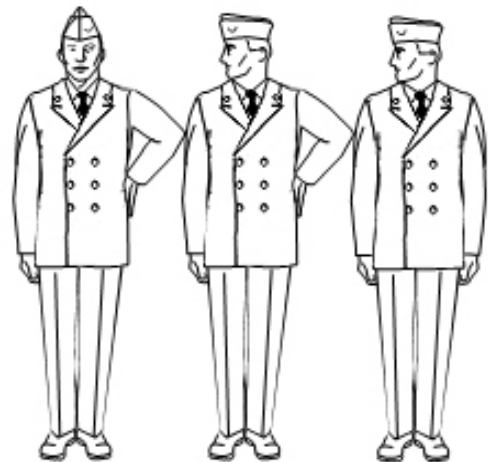
Changing Direction:



Normal Intervals:











Close Intervals:










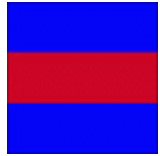



U.S. Navy Signal Flags




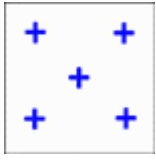
Flag	Name	Phonetic Pronunciation	Navy Meaning	International Meaning
	Alfa	AL-fah	I have a diver down; keep well clear at slow speed.	
	Bravo	BRAH-voh	I am taking in, discharging, or carrying dangerous cargo.	
	Charlie	CHAR-lee	"Yes" or "affirmative".	
	Delta	DELL-tah	I am maneuvering with difficulty; keep clear.	
	Echo	ECK-oh	I am directing my course to starboard.	
	Foxtrot	FOKS-trot	I am disabled; communicate with me. On aircraft carriers: Flight Operations underway	
	Golf	GOLF	I require a pilot.	
	Hotel	hoh-TELL	I have a pilot on board.	
	India	IN-dee-ah	Coming alongside.	I am directing my course to port.

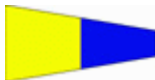

Flag	Name	Phonetic Pronunciation	Navy Meaning	International Meaning
	Juliet	JEW-lee-ett	I am on fire and have dangerous cargo; keep clear.	
	Kilo	KEY-loh	I wish to communicate with you.	
	Lima	LEE-mah	You should stop your vessel immediately.	
	Mike	MIKE	My vessel is stopped; making no way.	
	November	no-VEM-bur	No or negative.	
	Oscar	OSS-kur	Man overboard.	
	Papa	pah-PAH	All personnel return to ship; proceeding to sea (in port).	
	Quebec	kay-BECK	Boat recall; all boats return to ship.	Ship meets health regulations; request clearance into port.
	Romeo	ROH-me-oh	Preparing to replenish (At sea). Ready duty ship (in port).	None.

Flag	Name	Phonetic Pronunciation	Navy Meaning	International Meaning
	Sierra	see-AIR-ah	Conducting flag hoist drill.	Moving astern.
	Tango	TANG-go	Do not pass ahead of me.	Keep clear; engaged in trawling.
	Uniform	YOU-nee-form	You are running into danger.	
	Victor	VIK-tah	I require assistance.	
	Whiskey	WISS-kee	I require medical assistance.	
	Xray	ECKS-ray	Stop carrying out your intentions and watch for my signals.	
	Yankee	YANG-kee	Ship has visual communications duty.	I am dragging anchor.
	Zulu	ZOO-loo	I require a tug.	

	Code/Answer	Code or Answer	Flag that follows is from the International Code of Signals.	Message is understood. Also, numeric decimal point.
	First substitute	First sub	Absence of flag officer or unit commander (in port).	Substitute for the first flag in this hoist.
	Second substitute	Second sub	Absence of chief of staff (in port).	Substitute for the second flag in this hoist.
	Third substitute	Third sub	Absence of commanding officer (in port).	Substitute for the third flag in this hoist.
	Fourth substitute	Fourth sub	Absence of civil or military official whose flag is flying on this ship.	Substitute for the fourth flag in this hoist.

	One	WUN	Numeral one.	None.
	Two	TOO	Numeral two.	None.
	Three	TREE	Numeral three.	None.
	Four	FOW-er	Numeral four.	None.
	Five	FIFE	Numeral five.	None.
	Six	SICKS	Numeral six.	None.

	Seven	SEV-en	Numeral seven.	None.
	Eight	AIT	Numeral eight.	None.
	Nine	NIN-er	Numeral nine.	None.
	Zero	ZEE-roh	Numeral zero.	None.

	Pennant one	PEN-ant WUN	Pennant one.	Numeral one.
	Pennant two	PEN-ant TOO	Pennant two.	Numeral two.
	Pennant three	PEN-ant TREE	Pennant three.	Numeral three.
	Pennant four	PEN-ant FOW-er	Pennant four.	Numeral four.
	Pennant five	PEN-ant FIFE	Pennant five.	Numeral five.
	Pennant six	PEN-ant SICKS	Pennant six.	Numeral six.
	Pennant seven	PEN-ant SEV-en	Pennant seven.	Numeral seven.
	Pennant eight	PEN-ant AIT	Pennant eight.	Numeral eight
	Pennant Nine	PEN-ant NIN-er	Pennant nine.	Numeral nine
	Pennant zero	PEN-ant ZEE-roh	Pennant zero.	Numeral zero

Sample Resume

Norma L. Cadet

394 N. Anywhere St. • Any Town, FL 24509 • (123) 456-7890 • cadet@anytown.com

OBJECTIVE

To obtain a Graphic Designer position in the print/web industry utilizing creative and artistic talents.

EDUCATION

Sandy Beach High School, Cape Coral, FL

- Graduated in May 2010 with emphasis in art and business
- Courses included: Computers, Typing, NJROTC, Marketing, Public Speaking
- Honors Student, GPA: 3.5 on a 4.0 scale

EXPERIENCE

2008-2010 **PRINT WORKS STATIONARY**
Sales Representative

Any Town, FL

- Sold custom-printed stationary and print products.
- Organized computerized filing system to keep client base.
- Illustrated design ideas and custom logos for clientele.
- Designed web site for company and created a corporate image.
- Edited marketing video for company to send to corporate clients.

2006-2008 **GOLF & BEACH RESORT**
Lifeguard & Gift Shop Sales

Any Town, FL

- Completed Lifeguard Training and received certifications in CPR and First Aid.
- Worked cash register in the resort gift shop.

SKILLS

- | | | |
|---|---|--|
| <ul style="list-style-type: none"> • Windows systems • Illustration • HTML | <ul style="list-style-type: none"> • Macintosh systems • Color Management • JavaScript | <ul style="list-style-type: none"> • Video Editing • Animation • 3-D Modeling |
|---|---|--|

ACTIVITIES/SERVICE

- | | | |
|---|--|--|
| <ul style="list-style-type: none"> • National Honors Society • Recycling Club | <ul style="list-style-type: none"> • Navy JROTC • Junior Achievement | <ul style="list-style-type: none"> • Swim Team • Student Council |
|---|--|--|

References available upon request.

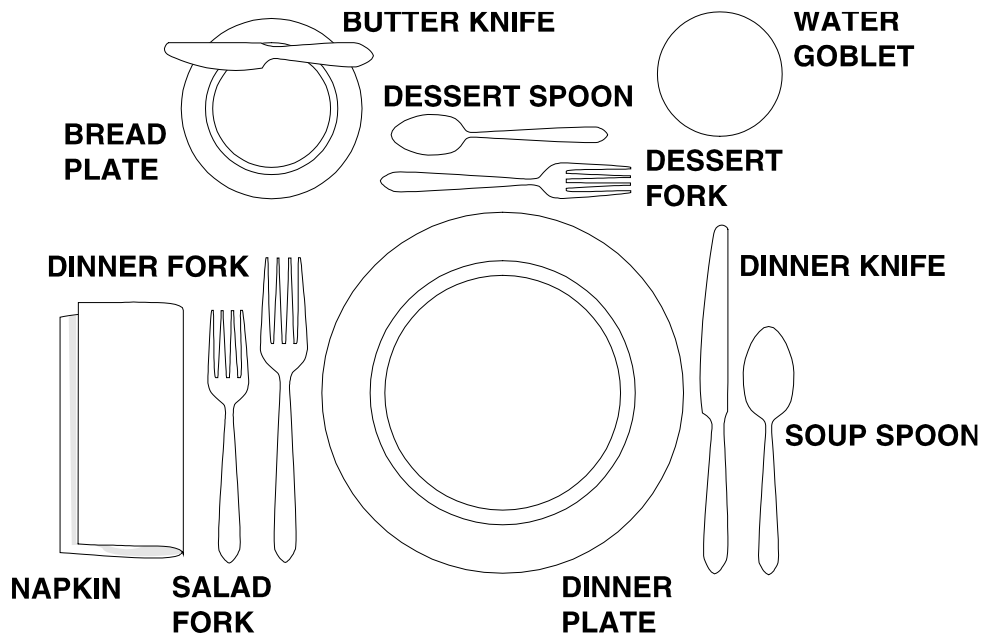
Social Skills and Etiquette

As a JROTC cadet you will have the opportunity to participate in many ceremonies, functions and social events. All events and ceremonies have rules much like an athletic contest or event. Etiquette refers to the manners and rules that are established and acceptable for social relations in a profession or at official functions.

As a JROTC cadet you are expected to know and adhere to the etiquette of the military services. The social highlight of the year for many JROTC cadets is the Military Ball. It is normally a semi-formal event featuring a receiving line, dinner and dance. In addition, the Military Ball may also have unique ceremonies including posting of the colors, a POW/MIA ceremony, toasts, an honor guard and a guest speaker.

Cadets should comport themselves in a manner that reflects an understanding of social etiquette to include proper table manners. You should familiarize yourself with the basics of military protocol and etiquette.

Proper Place Setting



Cadet Challenge

Cadet Challenge individual event scores are entered into JUMS where an overall score determines the level of award and recognition.

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



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



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



At the command “ready, go,” start the cadets running the one-mile distance. Although walking is permitted, encourage cadets to cover the distance in the shortest time possible. Scoring should be to the nearest second.

Awards for Completing the Cadet Challenge

- a.** Cadets that successfully complete all events will receive a participation certificate signed by the unit Naval Science instructor.
- b.** The President's Physical Fitness Award recognizes students who achieve an outstanding level of physical fitness. Students who score at or above the 85th percentile on all events are eligible for this award. Awards may be requested by accessing the President's Challenge web site at http://www.presidentschallenge.org/educators/program_details.aspx.
- c.** The NJROTC Physical Fitness Ribbon will be presented to cadets who attain satisfactory rating or better in each of the three events of the Cadet Challenge program. Overall scoring is determined by JUMS entries.
- d.** The National Physical Fitness Award recognizes students who demonstrate a basic, yet challenging level of physical fitness. Students who score above 50% percentile on all five events of the President's Challenge are eligible for this award.

NJROTC Physical Fitness Test Ribbon

The NJROTC Physical Fitness Test (PFT) ribbon will be awarded on different levels, with only the most recent Cadet Challenge PFT cycle counting toward lamps worn on the ribbon. In order to earn a ribbon, a cadet must achieve an overall point score as determined by JUMS at a level of “**satisfactory**” or better and achieve the minimum requirement of “**satisfactory**” in every event. The award levels are as follows:

1. Ribbon. Achieve an overall score of “**satisfactory**” and achieve the minimum requirements to be satisfactory in each event.
2. Ribbon with **bronze lamp**. Achieve and overall score of “**good**” (60%) and achieve the minimum requirements to be satisfactory in each event.
3. Ribbon with **silver lamp**. Achieve and overall score of “**excellent**” (70%) and achieve the minimum requirements to be satisfactory in each event.
4. Ribbon with **gold lamp**. Achieve and overall score of “**outstanding**” (85%) and achieve the minimum requirements to be satisfactory in each event.

CADET CHALLENGE CHART

Curl Ups

	FEMALE						MALE				
	13	14	15	16	17+		13	14	15	16	17+
Outstanding	46	47	48	45	44	GOLD	53	56	57	56	55
Excellent	42	42	41	40	38	SILVER	48	51	51	50	50
Good	40	40	39	37	36	BRONZE	45	48	49	48	46
Satisfactory	33	34	32	32	30	RIBBON	39	41	41	40	40

Push-Ups

	FEMALE						MALE				
	13	14	15	16	17+		13	14	15	16	17+
Outstanding	21	20	20	24	25	GOLD	39	40	42	44	53
Excellent	15	12	18	19	19	SILVER	31	30	35	36	44
Good	13	10	16	15	17	BRONZE	28	25	32	32	41
Satisfactory	8	5	11	11	14	RIBBON	20	20	25	25	30

1 Mile Run

	FEMALE						MALE				
	13	14	15	16	17+		13	14	15	16	17+
Outstanding	8:13	7:59	8:08	8:23	8:15	GOLD	6:50	6:26	6:20	6:08	6:06
Excellent	9:09	8:50	8:55	9:11	9:15	SILVER	7:20	6:59	6:48	6:33	6:32
Good	9:50	9:27	9:23	9:48	9:51	BRONZE	7:41	7:19	7:06	6:50	6:50
Satisfactory	11:40	11:10	11:00	11:44	11:20	RIBBON	8:54	8:30	8:08	7:53	7:35

Keeping Track of Your Progress on “The Cadet Challenge”

Directions: At least five times prior to the date set by your instructor for the Cadet Challenge, complete the exercises that make up the Cadet Challenge. Try to achieve the 85th percentile standards listed in this unit. Record the dates you complete the exercises and your scores on the chart on the bottom of the page.

Since you are practicing these events on your own, the following guidelines will help:

- For the one-mile run/walk and shuttle run, try to run on a track -- many already have distances marked. If not, choose a location where you will be able to measure and mark these distances. Make sure the running surface is smooth and that there is little pedestrian, bicycle, or automobile traffic, so you will not be slowed down or distracted.

Detach and turn in

EXERCISE 1: KEEPING TRACK OF YOUR PROGRESS ON “THE CHALLENGE”

SCHOOL _____

STUDENT’S NAME _____ AGE _____ WEIGHT _____

SCORES

	DATE	ONE-MILE RUN/WALK	PUSH UPS	CURL UPS
1				
2				
3				
4				
5				

Exercise Program and Schedule

Directions:

- Look at the sample “Weekly Physical Fitness Training Schedule” in your text. Use it as a suggestion for how you might build your own program.
- Start your daily exercise program on Monday. Enter the dates in the ‘Date’ column next to the appropriate day of the week.
- For each day, list the exercises/activities you plan to do in the appropriate block/cell of the table. On the day you do each exercise/activity, record the number of minutes you participated in that type of exercise/activity.

Day of Week	Date	Warm-up/Stretching (slow walking, mild stretching or calisthenics lasting 5 – 7 minutes)	Total Minutes warm-up	Conditioning Exercises to include Strength Training (generally lasting 20 minutes)	Total Minutes conditioning exercises	Aerobic Conditioning Activities (jogging, brisk walking, rollerblading, dancing, bicycling, & swimming)	Total Minutes aerobic conditioning	Cool-down/Stretching (slow walking, simple calisthenics, mild stretching lasting 4 – 6 minutes)	Total Minutes for cool-down
Mon									
Tue									
Wed									
Thu									
Fri									
Sat									
Sun									

Estimating Your Body Fat Content

Directions: Use the method created by Jack H. Willmore, an exercise physiologist at the University of Texas at Austin, to measure your body fat. Your fat content is acceptable, good, athletic, or needs help. Finally, write out the required information in the space provided:

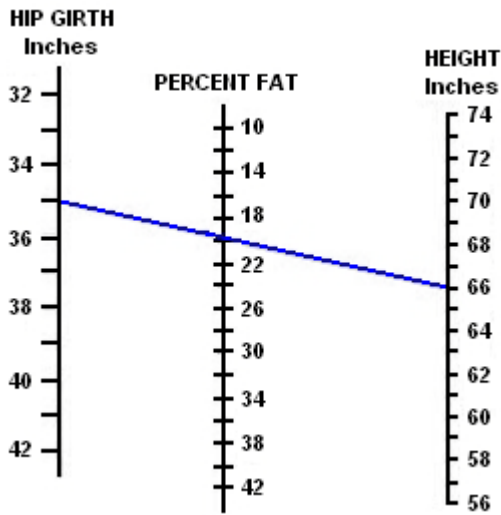
1. What are your height and hip measurements (ladies) OR your weight and waist measurements (gentlemen).
2. According to the graph, what is your percentage of fat? According to the chart, is your fat percentage acceptable, good, athletic, or in need of help? Choose a diet plan you think you can manage to maintain, increase, or decrease your percentage of body fat.
3. What, if anything, will you do differently the next time you sit down for a meal or snack?

<p>The plans listed below are lifetime guidelines for healthy eating. The two plans that best enhance healthy eating are #2 and #3.</p>			
Plan #1 (Average American Diet)		<u>Plan #3 (The Lifetime Eating Plan)</u>	
Fat	37 – 42%	Fat	10%
Saturated Fat	12 – 15%	Saturated Fat	Low
Protein	10 – 15%	Protein	10 – 15%
Carbohydrates	40 – 45%	Carbohydrates	75 – 80%
<u>Plan #2 (The New American Diet)</u>		Plan #4 (U.S. Dietary Guidelines)	
Fat	20%	Fat	30%
Saturated Fat	6%	Saturated Fat	10%
Protein	10 – 15%	Protein	10%
Carbohydrates	60 – 65%	Carbohydrates	60%

<p>Ratings of Body Fat Percentages by Age and Gender</p>	
Males ages 18 to 30:	
Athletes	6 – 10%
Good	11 – 14%
Acceptable	15 – 17%
Possibly needs help (Obese/Overfat)	18% and over
Females ages 18 to 30:	
Athletes	10 – 15%
Good	16 – 19%
Acceptable	20 – 24%
Possibly needs help (Obese/Overfat)	25% and over

For the ladies...
In the space provided, please write the following:

1. Write your height and hip measurement.
2. Write your percentage of fat and if your fat is acceptable, good, athletic, or needs help. Write the diet plan you chose to follow.
3. What, if anything, will you do differently the next time you sit down for a meal or snack?



Please include reasons for why you will behave/act differently the next time you sit down for a meal or snack. The reasons must directly relate to what you have learned about controlling fat in your diet.

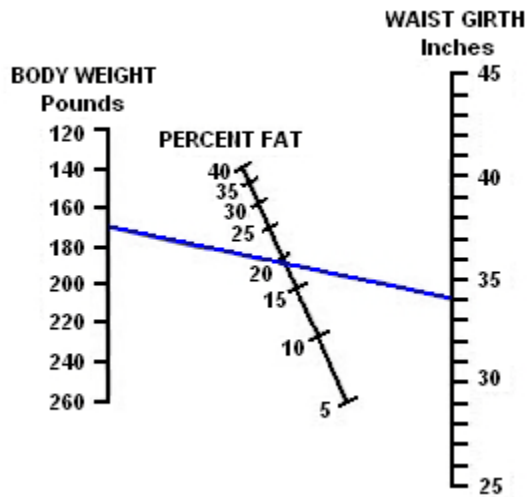
Also, please include your choices of food for meal and snacks, i.e., what you might choose to eat or not to eat. Finally, please also address whether or not you will begin to take/continue to take vitamins and minerals and how much water you plan to drink on a daily basis.

Directions: Ladies, measure the circumference of your hips at the widest point, and plot that measurement and your height on the chart. Then, using a straight edge, draw a line connecting the two plots. Your body fat percentage is where the line crosses the percent fat column. Refer to the appropriate section of the chart **Ratings of Body Fat Percentages** to see if your fat content is acceptable, good, athletic, or needs help.

If you need more room to write, please use the back of this sheet.

For the gentlemen...
 In the space provided, please write the following:

1. Write your weight and waist measurement.
2. Write your percentage of fat and if your fat is acceptable, good, athletic, or needs help. Write the diet plan you chose to follow.
3. What, if anything, will you do differently the next time you sit down for a meal or snack?



Please include reasons for why you will behave/act differently the next time you sit down for a meal or snack. The reasons must directly relate to what you have learned about controlling fat in your diet.

Also, please include your choices of food for meal and snacks, i.e., what you might choose to eat or not to eat. Finally, please also address whether or not you will begin to take/continue to take vitamins and minerals and how much water you plan to drink on a daily basis.

If you need more room to write, please use the back of this sheet.

Directions: Gentlemen, measure the circumference of your waist at the exact level of the belly button, making sure to keep the tape perfectly horizontal. Plot that measurement and your weight on the chart at the left. Then, using a straight edge, draw a line connecting the two plots. Your body fat percentage is where the line crosses the percent fat column. Refer to the appropriate section of the chart **Ratings of Body Fat Percentages** to see if your fat content is acceptable, good, athletic, or needs help.

Healthy Diet

What is a "Healthy Diet"? The US Department of Agriculture (USDA) Dietary Guidelines describe a healthy diet as one that:

- Emphasizes fruits, vegetables, whole grains, and fat-free or low-fat milk and milk products
- Includes lean meats, poultry, fish, beans, eggs, and nuts
- Is low in saturated fats, trans fats, cholesterol, salt (sodium), and added sugars.

Think of MyPyramid as a roadmap to guide you on the path to a healthier weight. MyPyramid helps individuals use the Dietary Guidelines to:

- Make smart choices from every food group.
- Find balance between food and physical activity.
- Get the most nutrition out of calories.
- Stay within daily calorie needs.



Food Groups



Want to know the amount of each food group you need daily? To receive a customized MyPyramid food plan, go to <http://www.mypyramid.gov/mypyramid/index.aspx>.

Sample Customized Food Plan



Based on the information you provided, this is your daily recommended amount from each food group.

<p>GRAINS 6 ounces</p> <p>Make half your grains whole</p> <p>Aim for at least 3 ounces of whole grains a day</p>	<p>VEGETABLES 2 1/2 cups</p> <p>Vary your veggies Aim for these amounts each week:</p> <p>Dark green veggies = 3 cups</p> <p>Orange veggies = 2 cups</p> <p>Dry beans & peas = 3 cups</p> <p>Starchy veggies = 3 cups</p> <p>Other veggies = 6 1/2 cups</p>	<p>FRUITS 2 cups</p> <p>Focus on fruits</p> <p>Eat a variety of fruit</p> <p>Go easy on fruit juices</p>	<p>MILK 3 cups</p> <p>Get your calcium-rich foods</p> <p>Go low-fat or fat-free when you choose milk, yogurt, or cheese</p>	<p>MEAT & BEANS 5 1/2 ounces</p> <p>Go lean with protein</p> <p>Choose low-fat or lean meats and poultry</p> <p>Vary your protein routine—choose more fish, beans, peas, nuts, and seeds</p>
<p>Find your balance between food and physical activity</p> <p>Be physically active for at least 30 minutes most days of the week.</p>		<p>Know your limits on fats, sugars, and sodium</p> <p>Your allowance for oils is 6 teaspoons a day.</p> <p>Limit extras—solid fats and sugars—to 265 calories a day.</p>		

Your results are based on a 2000 calorie pattern.

This calorie level is only an estimate of your needs. Monitor your body weight to see if you need to adjust your calorie intake.

Name: _____

Daily Food Intake Record

Directions: Record the various food items you eat each day. Also record the food group, the number of servings, and the number of calories for each food item.

Day	Meal	Food Item	Food Group	# of Servings	Calories
	Breakfast				
	Morning Snack				
	Lunch				
	Afternoon Snack				
	Dinner				
	Evening Snack				
	Total Daily Calories				
	Breakfast				
	Morning Snack				
	Lunch				
	Afternoon Snack				
	Dinner				
	Evening Snack				
	Total Daily Calories				
	Breakfast				
	Morning Snack				
	Lunch				
	Afternoon Snack				
	Dinner				
	Evening Snack				
	Total Daily Calories				