

Student Learning Plan

Unit 1: Citizenship in Action

The Past and Purpose of Army JROTC [U1C1L2]



Why this is important:

The JROTC program is designed to teach high school students the value of citizenship, leadership, service to the community, personal responsibility, and a sense of accomplishment, while instilling in them self-esteem, teamwork, and self-discipline. This learning plan will review the birth of the JROTC program and its purpose, allowing cadets to explore how JROTC can help them meet their goals for success.



What you will learn to do:

(Competency)

Analyze the purpose of the Army JROTC program

Linked Core Abilities

Apply critical thinking techniques



How you will know when you are succeeding:

You will show that you have learned the target knowledge and skills:

- by writing a short paper on why JROTC is an important high school elective
- by creating a Multi-Flow Map showing how the JROTC Leadership Education and Training (LET) program can help you meet your own goals for success

Your performance will be successful when:

- Paper uses three key points about why JROTC is an important high school elective
- Paper uses an example of how military training may have impacted an historical event in the United States
- Paper uses proper spelling, grammar and punctuation
- Multi-Flow Map shows how three JROTC Leadership Education and Training (LET) goals can help you meet three of your own goals for success



Knowledge and skills you will learn along the way:

(Learning Objectives)

- a. Describe the U.S. congressional act that created JROTC
- b. Identify the JROTC program outcomes
- c. Explain significant historical events that combined military training and education
- d. Define key words: conflict resolution, cultural diversity, National Defense Act, leadership



Learning Activities:

These learning activities are designed to help you learn the target skills and knowledge for this lesson. Your instructor may assign additional or alternative learning activities.

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- ____ 1. PREVIEW the information in the Student Learning Plan including the competency, core abilities, learning objectives, performance standards, key words, learning activities and assessment activities. THINK ABOUT the relationship between the military and education and how war and historical events have impacted the world. [Work independently] RESEARCH a famous battle or event in the United States and what events indicate that leadership training and military education may have been important. ILLUSTRATE how these particular events and the relevant people involved may have been impacted by specific training or education. CREATE a Double-Bubble Map (or Venn Diagram) comparing and contrasting the JROTC Purpose of military education and leadership training to the education or training required during the event chosen. [Work in a team of 3-6 cadets] RECORD RESPONSES to the reflection questions into your Cadet Notebook. [Work independently]
- ____ 2. [SELF-PACED OPTION] RESEARCH and TAKE NOTES on the historical influences of military training on school classrooms or one of the topics provided by your instructor. SUMMARIZE the research in a short paper. RECORD responses to the reflection questions into your Cadet Notebook.
- ____ 3. READ Section 2: The Purpose of Army JROTC from Chapter 1 of the student text. ANSWER the section review questions. IDENTIFY five key points about Army JROTC and ILLUSTRATE them in a visual tool (Thinking Map® or Graphic Organizer) of your choice. SHARE your illustrations with other teams. ROTC. PREPARE a quiz and answer key of five questions and EXCHANGE with other teams. [Work in a team of 3-6 cadets] RECORD responses to the reflection questions into your Cadet Notebook.
- ____ 4. [SELF-PACED OPTION] READ Section 2: The Purpose of Army JROTC from Chapter 1 of the student text. ANSWER the section review questions. ADD the answers to the section review questions and the reflection questions into your Cadet Notebook.
- ____ 5. PREPARE for a debate on a provided topic. SELECT an “affirmative” or “negative” position. IDENTIFY key points supporting your position. PARTICIPATE in a debate using the guidelines established by your instructor. TRADE debate partners and positions throughout the activity. [Work with partner] RECORD responses to reflection questions into your Cadet Notebook. [Work independently]
- ____ 6. [SELF-PACED OPTION] SELECT one of the topics from “Direct Cadet Focus” and WRITE a short position paper, either “affirmative” or “negative” on the topic. ADD the paper and answers to the reflection question into your Cadet Notebook.
- ____ 7. THINK ABOUT the military’s influence on cadets, society and education. DEVELOP a role play, rap, ballad, or product to teach others about Army JROTC and its purpose. PRESENT the project to others in the class. [Work with a team of 3-6 cadets] ADD responses to reflection questions into your Cadet Notebook. OBTAIN the Purpose of Army JROTC Assessment Task from your instructor. [Work independently]
- ____ 8. [SELF-PACED OPTION] DEVELOP a rap, ballad, role play or product to describe the key points about Army JROTC and its purpose in education. ADD your product and responses to the reflection questions into your Cadet Notebook. OBTAIN the Purpose of Army JROTC Assessment Task from your instructor.



Assessment Activities:

These assessment activities will enable you to show that you have learned the target skills and knowledge for this lesson. Your instructor may assign additional or alternative assessment activities.

- ____ 1. COMPLETE the Purpose of Army JROTC Assessment Task. USE the scoring guide to self-assess your work. SUBMIT your completed assessment task to your instructor for evaluation.
- ____ 2. [SELF-PACED OPTION] Same as above.