

Student Learning Plan

Unit 1: Citizenship in Action

Moving Up In Army JROTC-Rank and Structure [U1C1L3]



Why this is important:

Army JROTC has a well-defined organizational structure. Each person in the unit has an individual job that is part of a larger task, which is part of a much larger mission. This lesson introduces you to the major concepts of command within the military and the various U.S. Army and Army JROTC enlisted and officer ranks, as well as the typical organizational structure for a JROTC cadet battalion.



What you will learn to do:

(Competency)

Illustrate the rank and structure of Army JROTC

Linked Core Abilities

Communicate using verbal, non-verbal, visual, and written techniques



How you will know when you are succeeding:

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

- by illustrating the organizational structure of your school's cadet battalion
- by summarizing how specific roles you desire to achieve within JROTC can help you attain your personal goals for success

Your performance will be successful when:

- Illustration features your school's JROTC battalion organizational chart
- Illustration includes properly labeled positions
- Illustration includes names of people currently serving in those positions
- Written summary includes positions you desire to achieve throughout your involvement in Army JROTC
- Written summary includes explanation of how serving in various positions of the battalion can help you achieve personal goals for success
- Written summary is neatly presented including proper spelling, grammar and punctuation



Knowledge and skills you will learn along the way:

(Learning Objectives)

- a. Identify Army JROTC enlisted and officer insignia
- b. Correlate cadet ranks to positions on the JROTC cadet battalion organization diagram
- c. Correlate duties and responsibilities with positions in an Army JROTC cadet battalion
- d. Evaluate how the organization supports the operation of the Army
- e. Define key words: battalion, company, enlisted, platoons, specialists, squads, subordinate, succession, team(s)



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.

- ____ 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 process you go through to complete a team project. [Work independently] PARTICIPATE in a team project to build and develop plans for building a house. COMPARE and CONTRAST the processes and people needed to build and develop the plan for building a house. [Work in a team of 3-6 cadets] RECORD RESPONSES to the reflection questions into your Cadet Notebook. [Work independently]
- ____ 2. [SELF-PACED OPTION] CONSIDER the process involved in building a house. WRITE DOWN all processes you can think of and reconfirm the order of their list upon completion. SUMMARIZE how building a house as a team is like any other team project. INCLUDE the house building processes, team players and summary in Cadet Notebook. RECORD RESPONSES to the reflection questions into your Cadet Notebook.
- ____ 3. READ an assigned topic from Section 3: Moving Up in the Army JROTC (Rank and Structure) in Chapter 1 of the student text. CREATE a Triple T-chart and PRESENT your section of the chart to the rest of the class. RECOGNIZE the relationship between the pyramid of authority, the rank structure, and the battalion organization chart to specific responsibilities. COMPLETE Exercises 1 and 2 to check your comprehension of material. [Work in a team of 3-6 cadets] RECORD RESPONSES to the section review questions and reflection questions into your Cadet Notebook.
- ____ 4. [SELF-PACED OPTION] READ Section 3: Moving Up In Army JROTC (Rank and Structure) from Chapter 1 of the student text. ANSWER section review questions to check comprehension of material. CREATE a Tree Map classifying the Battalion Organization. INCLUDE your Tree Map and reflection question responses into your Cadet Notebook.
- ____ 5. DISCUSS what cadet ranks should be attached to each responsibility noted on the T-Chart from Learning Activity 3. CONSIDER what would be an equivalent position in the school structure and IDENTIFY what you would consider staff positions. [Work with a team of 3-6 cadets] RECORD RESPONSES to the reflection questions into your Cadet Notebook. [Work independently]
- ____ 6. [SELF-PACED OPTION] DRAW a rough organization chart of the school structure and the relationships to the Battalion Organization Chart. CREATE a ranking ladder showing all of the ranks in the cadet battalion at your school. DRAW a rough organization chart of the school structure and the relationships to the Battalion Organization Chart. COMPARE your charts to the evaluation chart provided by your instructor. INCLUDE charts and responses to reflection questions into your Cadet Notebook.
- ____ 7. PARTICIPATE in a battalion organization structure activity. [Work with a large group] COMPLETE Exercise 3: Matching and Exercise 4: Multiple-Choice before obtaining the assessment task for this lesson. [Work in a team of 3-6 cadets] RECORD RESPONSES to the reflection questions into your Cadet Notebook.
- ____ 8. [SELF-PACED OPTION] DRAW an organizational chart illustrating the structure of your cadet battalion. LABEL each of the blocks accurately. INCLUDE battalion chart and recorded responses to reflection questions into your Cadet Notebook. OBTAIN the Moving Up In 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 Moving Up In JROTC Assessment Task. USE the attached scoring guide to self-assess your work. SUBMIT your completed assessment task to your instructor for evaluation.
- ____ 2. [SELF-PACED OPTION] Same as above.