

Unit 1: Leadership, Education and Training (LET 1) – The Emerging Leader

Chapter 1: JROTC Foundations

Lesson 1: Introducing JROTC

Time: Total Classroom time is 90 minutes for Parts 1 – 2

Administrator Lesson Guide:

Lesson Competency: Describe how the Army JROTC program promotes personal success and citizenship

Linked ELA Common Core: **READING: INFORMATIONAL TEXT** RI.9-10.1., **WRITING** W.9-10.1., W.9-10.10., W.9-10.4., **SPEAKING & LISTENING** SL.9-10.1., **LANGUAGE** L.9-10.1., L.9-10.4.

Linked JROTC Program Outcomes: Value the role of the military and other service organizations

Linked JROTC Core Abilities: Build your capacity for life-long learning

Thinking Processes

- ☐ Defining in Context – **Circle Map*** (Alt. = Mind or Concept Map, Sunshine Wheel)
- ☐ Describing Qualities – **Bubble Map*** (Alt. = Star Diagram, Brainstorming Web)
- ☐ Comparing/Contrasting – **Double Bubble Map*** (Alt. = Venn Diagram)
- ☐ Classifying – **Tree Map*** (Alt. = Matrix, KWL, T-Chart, Double T, P-M-I)
- ☐ Part-Whole – **Brace Map*** (Alt. = Pie Chart)
- ☐ Sequencing – **Flow Map*** (Alt. = Flow Chart, Linear String)
- ☐ Cause and Effect – **Multi-Flow Map*** (Alt. = Fishbone)
- ☐ Seeing Analogies – **Bridge Map*** (Alt. = Analogy/Simile Chart)

* Thinking Map®

Learning Objectives

- Describe** the origin of the Army JROTC program
- Describe** activities you'll participate in as a Cadet
- Identify** the program outcomes of the Army JROTC program
- Explain** the mission and benefits of the Army JROTC program
- State** the Army JROTC Cadet Creed
- Describe** the core curriculum of the Army JROTC program
- Define** key words: Cadet, challenges, JROTC, leadership, mantle, mission, motivate, National Defense Act, opportunities, unique

Multiple Intelligences

- ☐ Bodily/Kinesthetic
- ☐ Visual/Spatial
- ☐ Logical/Mathematical
- ☒ Verbal/Linguistic
- ☐ Musical/Rhythmical
- ☐ Naturalist
- ☒ Interpersonal
- ☒ Intrapersonal

Bloom's Taxonomy

- ☐ Remember
- ☐ Understand
- ☒ Apply
- ☐ Analyze
- ☐ Evaluate
- ☐ Create

Structured Reflection

- ☐ Metacognition
- ☒ What?
So What?
Now What?
- ☐ Socratic Dialog
- ☒ E-I-A-G

Authentic Assessment

- ☒ Observation Checklist
- ☐ Portfolio
- ☐ Rubric
- ☐ Test and Quizzes
- ☐ Thinking Map®
- ☐ Graphic Organizer
- ☐ Notebook Entries
- ☐ Logs
- ☐ Performance
- ☐ Project

Lesson Preview:

Part 1:

Quick Write: Cadets write their responses to the Essential Question as they come into class.

Inquire: Cadets introduce themselves and state one thing they know about JROTC and one way they think they'll benefit from the program.

Gather 1: Cadets listen to a presentation about the JROTC program and its history. Cadets take notes on the presentation.

Process 1: Cadets view the JROTC Today video. Cadets complete Exercise #1 – JROTC Today, answering questions on the video. Cadets reflect on learning by answering the Reflection Question(s).

Part 2:

Gather 2: Cadets listen to a presentation about the Cadet Creed. Cadets read about the JROTC curriculum and community service projects.

Process 2: Cadets complete Exercise #2 – My Cadet Creed, describing what the creed means to them. Cadets reflect on learning by answering the Reflection Question(s).

Apply: Cadets complete the Introducing JROTC Performance Assessment Task, Exercise #3 – Who's a Cadet, and complete the key words review. Cadets reflect on the learning by re-addressing the lesson's Essential Question.

Unit 1: Leadership, Education and Training (LET 1) – The Emerging Leader**Chapter 1: JROTC Foundations****Lesson 1: Introducing JROTC****Time:** Total Classroom time is 90 minutes for Parts 1 – 2**Instructor Lesson Plan:*****Why is this lesson important?***

This lesson introduces you to the U.S. Army Junior Reserve Officers' Training Corps (JROTC) Program, its mission, and curriculum for this first level of your instruction. You'll learn about JROTC opportunities, leadership, and challenges. You'll also learn about the history of JROTC and its purpose. This lesson provides a foundation for what you'll be learning about JROTC in the months ahead.

Essential Question

How will JROTC help you become a better citizen?

What will Cadets accomplish in this lesson?**Lesson Competency**

Describe how the Army JROTC program promotes personal success and citizenship

What will Cadets learn in this lesson?**Learning Objectives**

- a. **Describe** the origin of the Army JROTC program
- b. **Describe** activities you'll participate in as a Cadet
- c. **Identify** the program outcomes of the Army JROTC program
- d. **Explain** the mission and benefits of the Army JROTC program
- e. **State** the Army JROTC Cadet Creed
- f. **Describe** the core curriculum of the Army JROTC program
- g. **Define** key words: Cadet, challenges, JROTC, leadership, mantle, mission, motivate, National Defense Act, opportunities, unique

When will your Cadets have successfully met this lesson's purpose?**Performance Standards**

- by identifying how the Army JROTC program can make people better citizens and more successful in life
- when they complete a scenario activity identifying Cadets and which parts of the JROTC program supports the skills needed in the scenario

Part 1: 45 minutes

Phase 1 -- Inquire:

Lesson Delivery Setup:

1. Make sure Curriculum Manager is installed and response devices are prepared. Distribute response devices to Cadets.
2. Display the first slide of the PowerPoint Presentation as Cadets begin to enter the classroom.
3. Prepare to deliver the Quick Write Essential Question.
4. Ensure that Cadets have access to the Student Learning Plan.
5. Prepare to show all Inquire Phase slides from the Lesson PowerPoint Presentation and start with the Focusing Question.
6. Prepare to call on Cadets at random, using a randomizing method such as:
 - Use the clicker system
 - Use a koosh ball and toss it to a Cadet at random
 - Write Cadet names on popsicle sticks and select names at random
7. Prepare to display the Learning Objectives.
8. Ensure Cadets have their Cadet Notebooks for use throughout this lesson.
9. Ensure that your computer's speakers are on and volume is turned up.

Student Learning Activity	Teaching Notes
	<u>Quick Write:</u> Direct Cadets to think about the Essential Question on the first presentation slide and Quick Write their thoughts about the question in their Cadet Notebooks.
	<u>Direct Cadet Focus:</u> Ask Cadets to think about what they know about JROTC. The Inquire Phase of the lesson is to set Cadets up to begin thinking about what they already know about this subject area.
1. Think about what you know about JROTC. Prepare for this lesson by discussing <i>What you will accomplish in this lesson; What you will learn in this lesson; Why this lesson is important; and When you will have successfully met this lesson's purpose.</i>	Display the Focusing Question on the PowerPoint Presentation. Allow time for discussion. Review the Student Learning Plan. Ask Cadets to find the answers to the following questions on their plans: <i>What will you accomplish in this lesson; What will you learn in this lesson; Why the lesson is important; When will you have successfully met the lesson's purpose.</i> Show the learning objectives slide. Remind Cadets that learning objectives tell them 'what' they will learn about in this 90-minute lesson. Explain that key words are vocabulary words. They will appear throughout the lesson. Suggest that Cadets write down on paper or circle any words that they are not familiar with. Remind them that you may be checking their comprehension of the words later in the lesson.

2. **Introduce yourself. Stand up and say your name, one thing you know about JROTC, and one way you think you'll benefit from the program.**

Call on Cadets at random to introduce themselves, state one thing they know about JROTC, and one way they think they'll benefit.

Use this activity both as an opportunity for the class to get to know each other and to dispel myths Cadets may have about JROTC.

Conclude this phase of learning by summarizing the purpose of the activity and informing them that they will now learn some new information about what really happens in JROTC.

Total Time: 20 minutes

Self-paced Option: Instruct self-paced learning Cadets to complete the Inquire Phase learning activities for this phase of learning. Modify activities as necessary for your Cadet.

Phase 2 -- Gather 1:

Lesson Delivery Setup:

1. Prepare to show all Gather Phase slides from the Lesson PowerPoint Presentation.
2. Provide access to the student text for this lesson.
3. Be prepared to launch Reinforcing Question(s).

Student Learning Activity	Teaching Notes
	<p><u>Direct Cadet Focus:</u> Ask Cadets to think about what they'll do in JROTC.</p> <p>The Gather Phase introduces Cadets to the learning objectives by providing new information or content through the activities provided. Cadets begin to build on any previous knowledge or experiences.</p>
3. Listen to a presentation about what you'll do in JROTC and the history of the program. Use your Cadet Notebook to take notes.	Use the presentation slides to brief Cadets about the JROTC program, its history, program outcomes, and mission. Direct Cadets to take notes on the briefing.
4. Answer the reinforcing question(s).	Display the reinforcing question(s). Review the correct answers with the class and instruct Cadets to take notes on the questions and answers.
	Conclude this phase of learning by summarizing the purpose of the activity(ies) and informing them that they will now 'do' something with the new information or skill they were introduced to.

Total Time: 15 minutes

Self-paced Option: Instruct self-paced learning Cadets to complete the Gather Phase learning activities for this phase of learning. Modify activities as necessary for your Cadet.

Phase 3 -- Process 1:

Lesson Delivery Setup:

1. Prepare to show all Process Phase slides from the Lesson PowerPoint Presentation.
2. Provide access to the student text for this lesson.
3. Prepare to direct Cadets to access Exercise #1 – JROTC Today.

Student Learning Activity	Teaching Notes
	<p>Direct Cadet Focus: Ask Cadets to think about what it will be like to belong to JROTC.</p> <p>This phase of the lesson allows Cadets to practice using the new skill or knowledge.</p>
5. Read Exercise #1 – JROTC Today. Watch the JROTC Today video. As you watch, answer the questions in Exercise #1 – JROTC Today.	<p>Reference Exercise #1 – JROTC Today and direct Cadets to read it. Display the JROTC Today video in the presentation. Tell Cadets to answer the questions in Exercise #1 – JROTC Today as they watch the video.</p> <p>If time allows, call on random Cadets to share their answers to Exercise #1 – JROTC Today.</p>
6. Reflect on what you've learned about JROTC. Answer the Reflection Question(s) presented by your instructor.	<p>Use the Reflection Question(s) as tools to focus Cadet discussion, reflection on learning, and note taking as you feel appropriate for your Cadet population.</p> <ul style="list-style-type: none"> • From what you've learned so far, how do you think JROTC will benefit you? • What part of JROTC do you think will be the most challenging?
	<p>Conclude this phase of learning by summarizing the purpose of the activity and informing Cadets that they will move on to the Gather Phase.</p>

Total Time: 10 minutes

Self-paced Option: Instruct self-paced learning Cadets to complete the Process Phase learning activities for this phase of learning. Modify activities as necessary for your Cadet.

Part 2: 45 minutes

Phase 2 -- Gather 2:

Lesson Delivery Setup:

1. Prepare to show all Gather Phase slides from the Lesson PowerPoint Presentation.
2. Provide access to the student text for this lesson.
3. Be prepared to launch Reinforcing Question(s).

Student Learning Activity	Teaching Notes
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	<p>Direct Cadet Focus: Ask Cadets to think about what they'll learn in JROTC.</p> <p>The Gather Phase introduces Cadets to the learning objectives by providing new information or content through the activities provided. Cadets begin to build on any previous knowledge or experiences.</p>
7. Listen to a presentation about the Cadet Creed.	Brief Cadets on the meaning of the Cadet Creed. Let them know that they will be expected to learn the creed from memory. Cadets should also develop an understanding of how it helps them become better citizens.
8. Read the "JROTC Curriculum" and "Community Service" sections in your student text.	Direct Cadets to read the "JROTC Curriculum" and "Community Service" sections in their student text.
9. Answer the reinforcing question(s).	Display the reinforcing question(s). Review the correct answers with the class and instruct Cadets to take notes on the questions and answers.
	Conclude this phase of learning by summarizing the purpose of the activity(ies) and informing them that they will now 'do' something with the new information or skill they were introduced to.

Total Time: 15 minutes

Self-paced Option: Instruct self-paced learning Cadets to complete the Gather Phase learning activities for this phase of learning. Modify activities as necessary for your Cadet.

Phase 3 -- Process 2:

Lesson Delivery Setup:

1. Prepare to show all Process Phase slides from the Lesson PowerPoint Presentation.
2. Provide access to the student text for this lesson.
3. Prepare to direct Cadets to access Exercise #2 – My Cadet Creed.

Student Learning Activity	Teaching Notes
	<p>Direct Cadet Focus: Ask Cadets to think about how the Cadet Creed applies to them.</p> <p>This phase of the lesson allows Cadets to practice using the new skill or knowledge.</p>
10. Complete Exercise #2 – My Cadet Creed. Be prepared to share your answers with your class.	<p>Reference Exercise #2 – My Cadet Creed and instruct Cadets to complete it.</p> <p>The purpose of this activity is to prompt Cadets to think more deeply about the meaning of the creed. Call on Cadets at random to share their answers as time allows.</p>
11. Reflect on what parts of JROTC you are most looking forward to. Answer the Reflection Question(s) presented by your instructor.	Use the Reflection Question(s) as tools to focus Cadet discussion, reflection on learning, and note taking as you feel appropriate for your Cadet population.

	<ul style="list-style-type: none"> • <i>From what you've learned so far, what part of JROTC do you think you'll like the most?</i> • <i>Do you think JROTC will change the way you think about yourself? The way your family thinks about you?</i> • <i>What are some of the ways JROTC connects with citizenship?</i>
	Conclude this phase of learning by summarizing the purpose of the activity and informing Cadets that they will move on to the Apply Phase.

Total Time: 10 minutes

Self-paced Option: Instruct self-paced learning Cadets to complete the Process Phase learning activities for this phase of learning. Modify activities as necessary for your Cadet.

Phase 4 -- Apply:

Lesson Delivery Setup:

1. Prepare to show all Apply Phase slides from the Lesson PowerPoint Presentation.
2. Reference the Introducing JROTC Performance Assessment Task.
3. Prepare to direct Cadets to access Exercise #3 – Who's a Cadet.
4. Determine how you will review the key words from this lesson.
5. Prepare to re-address the lesson's Essential Question.
6. Prepare to use the Digital Timer application in your Curriculum Manager for use with Key Words.

Student Learning Activity	Teaching Notes
	<p><u>Direct Cadet Focus:</u> Ask Cadets to think about how Cadets behave in real world situations.</p> <p>This phase of learning will help Cadets transfer past knowledge and experience to new knowledge and skills introduced and practiced during this lesson. Prompt Cadets by asking them how this lesson can be used beyond this classroom experience.</p>
12. Complete the Introducing JROTC Performance Assessment Task and Exercise #3 – Who's a Cadet. Submit your completed performance assessment task to your instructor for feedback and a grade.	<p>Instruct Cadets to complete the Introducing JROTC Performance Assessment Task and Exercise #3 – Who's a Cadet and submit it for a grade.</p> <p>If time allows, use the Exercise #3 Key – Who's a Cadet to review Cadet responses.</p>
13. Review the key words of this lesson.	<p>Key words connect concepts and principles introduced in the text and learning activities. After activities are complete, Cadets should be able to complete a quick check on each word and define it properly.</p> <p>Remind Cadets that key words were introduced throughout various learning activities and should not be 'new' to them.</p>

	<p>Instruct Cadets that you are going to see how well they remember the key word meanings and launch the automated response slides or one of several animated games.</p> <p>Remember to use your digital timer in Curriculum Manager to set a reasonable time limit for this activity.</p>
14. Review this lesson's Essential Question.	<p>Can Cadets answer the Essential Question(s) now: <i>How will JROTC help you become a better citizen?</i></p> <p>If time allows, Cadets may share their answers with others in the class.</p>
Total Time: 20 minutes	
Self-paced Option: Instruct self-paced learning Cadets to complete the Apply Phase learning activities for this phase of learning. Modify activities as necessary for your Cadet.	
Additional Information:	
<p>Homework:</p> <p>Cadets may need more time to complete the Introducing JROTC Performance Assessment Task. The Lesson Check-up questions in the student textbook are available for additional instructional use.</p>	
<p>Note on Cadet Portfolios:</p> <p>As Cadets work through the lessons in this chapter, remind them to add completed documents to their Cadet Portfolio. Portfolios can be arranged by topic, chapter, or LET depending on your requirements. Refer to the Cadet Portfolio Assessment Task in your JROTC Instructor Handbook for ideas on setting up and evaluating Cadet Portfolios.</p>	