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PROGRAM CONCENTRATION: Government & Public Safety
CAREER PATHWAY: JROTC – Air Force
COURSE TITLE: Aerospace Science: A Journey Into Aviation History

Air Force Junior ROTC Curriculum

The Georgia Performance Standards for the Air Force Junior ROTC curriculum are designed to provide students with the knowledge and skills necessary to “develop citizens of character dedicated to serving their community and nation.” **McREL** Standards and Benchmarks were used for all AFJROTC courses except Astronomy, Survival, and Global and Cultural Studies. Supported by contracts with the U.S. Education Department, Office of Educational Research and Improvement, **McREL** is one of ten Regional Educational Laboratories at the forefront of research, practice, and evaluation related to standards-based education and it has been awarded standards-based classroom instruction as its national leadership area within the regional educational laboratory network. Global and Cultural Studies used the **National Council on Social Studies** (NCSS) correlation, a nationally recognized source for social studies standards. Astronomy and Survival were correlated to the Georgia Performance Standards. All AFJROTC courses were compared to the **Georgia Performance Standards** for Social Studies, Math, Language Arts, and Science, and specific correlations were listed following each AFJROTC standard where applicable. Technology is infused into all AFJROTC curriculum.

All McREL Standards and Benchmarks are available for AFJROTC instructors and authorized users at https://owa.afjrotc.net/cybercampus_prod/default.aspx in the Library under Curriculum, McRel Standards and Benchmarks. Additional national education standards are referenced in this copyrighted cybercampus information. Georgia AFJROTC instructors should reference both the Georgia and McREL standards to meet both AFJROTC and Georgia student education requirements.

Aviation History content and process skills on the AFJROTC Cybercampus have been correlated to *Project 2061: Benchmarks for Science Literacy* by the American Association for the Advancement of Science, National Assessment of Educational Progress (NAEP): 1990 Science Objectives, National Research Council (NRC) (functioning under the auspices of the National Academy of Sciences): National Science Education Standards, and National Center for History in the Schools (NCHS): World History.

Course Description:

The aviation history course provides students a background of the development of flight from early myths to the present as part of an historical overview of American warfare. Students will focus on aviation issues, objectives, strategy, technology, scientific advances, forces, milestones, and assessments. Students examine major figures in aviation history while investigating the heritage of flight, the development of air power

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through the use of scientific knowledge, the historic role of airpower during wartime, aerospace aviation technological advances, and contemporary aviation.

PS-AFAH-1. Students will understand historical continuity and change related to mankind’s early attempts to fly from ancient times, starting with the Chinese and going to DaVinci.

- a. Describe the early Chinese kites and rockets
- b. Identify Leonard DaVinci’s contributions to flight
- c. Explain the principle of bird flight, how man tried to mimic birds in flight, and why man and machines do not fly the way bird fly.

Academic Standard(s):

SSWH9 The student will analyze the change and continuity in the Renaissance and Reformation.

PS-AFAH-2. Students will investigate the development of lighter-than-air flight.

- a. Compare and contrast the use of balloons during the US Civil War and the Spanish American War.
- b. Explain the manufacturing advancements and scientific discoveries during the development of heavier-than-air aircraft from DaVinci to the Wright brothers.
- c. Explore the lives and contributions of all the inventors listed in the text who contributed to flight from DaVinci to the Wright brothers.

Academic Standard(s):

SSWH9 The student will analyze the change and continuity in the Renaissance and Reformation.

NCHS: Basic Edition, p. 101. Understands military events that influenced the outcome of the Civil War.

NCHS: U.S. History, Expanded Edition, p. 125. Understands military events that influenced the outcome of the Civil War.

PS-AFAH-3. Students will analyze the specific ideas and beliefs that lead to the success of the Wright brothers in achieving heavier-than-air flight.

- a. Analyze the effect of “chance events” and specify how these events led to the Wright brothers’ success.
- b. List the principles of air flight.
- c. Explain how the consequences of human intentions were influenced by the means of carrying them out in examining the contributions of the early aviation pioneers.
- d. Identify the anatomy of the early aircraft.

Academic Standard:

SCSh7 Students will analyze how scientific knowledge is developed. Students will recognize that:

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PS-AFAH-4. Students will analyze the specific ideas and beliefs that lead to the success of other pilots and inventors following the Wright brothers in 1903 until World War I.

- a. Explain how the consequences of human intentions were influenced by the means of carrying them out in examining the contributions of the early aviation pioneers.
- b. Identify the early aircraft by name and explain the significance of each.
- c. List the various pilots/inventors who contributed to flight during this period as well as their contributions and their personal information including what drove them to fly.

Academic Standard:

SCSh7 Students will analyze how scientific knowledge is developed. Students will recognize that:

PS-AFAH-5. Students will explain the contributions aircraft and pilots had during WWI and how the aircraft revolutionized war.

- a. Identify the contributions military pilots made to flight during WWI and explain the long lasting implications of each contribution.
- b. List the various roles the aircraft played during WWI and how they revolutionized war tactics.
- c. Explain all the new developments in aviation during WWI and analyze why these developments were intensified during the war.

Academic Standard(s):

SCSh7 Students will analyze how scientific knowledge is developed. Students will recognize that:

NCHS: Basic Edition, p. 113. Understand influences on the outcome of World War I.

NCHS: U.S. History, Expanded Edition, pp 174, 176-177. Understand influences on the outcome of World War I.

PS-AFAH-6. Students will identify the significance of and major contributions of the barnstormers after WWI.

- a. Create a timeline identifying the major milestones and aviation pioneers who achieved those milestones between WWI and WWII.
- b. Explain how public sentiment and awareness was awakened by the barnstormers and has continued to influence development of flight.

Academic Standard(s):

SSUSH16 The student will identify key developments in the aftermath of WW I.

NCHS: Basic Edition, p. 113. Understand influences on the outcome of World War I.

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NCHS: U.S. History, Expanded Edition, pp 174, 176-177. Understand influences on the outcome of World War I. Understands arguments and theories regarding the causes of World War I.

PS-AFAH-7. Students will identify the significance of trans-Atlantic flight and the contributions of Charles Lindberg and Amelia Earhart to flying.

- a. Explain the concept of a milestone flight and identify the various milestones that occurred from the Wright brothers to Charles Lindberg and Amelia Earhart.
- b. Describe mainstream and determine why flight became mainstream during this period.
- c. Identify the aircraft involved in the first aerial refueling and detail how this feat was accomplished.

Academic Standard(s):

SSUSH16 The student will identify key developments in the aftermath of WW I.

NCHS: Basic Edition, p. 113. Understand influences on the outcome of World War I.

NCHS: U.S. History, Expanded Edition, pp 174, 176-177. Understand influences on the outcome of World War I. Understands arguments and theories regarding the causes of World War I.

PS-AFAH-8. Students will identify the significance of the further development of commercial aircraft.

- a. Describe the various steps and personnel involved in the early development of commercial aircraft, including the aviation research developments, and identify the varied uses of the commercial aircraft.
- b. Examine the development and use of helicopters including the personnel involved, the problems they encountered, and how the early helicopters were employed.
- c. Identify governmental involvement and controls that were put in place as commercial flights were developed.

Academic Standard:

SSUSH16 The student will identify key developments in the aftermath of WW I.

PS-AFAH-9. Students will learn the history of the Air Corps and the resultant organizations that preceded the Air Force.

- a. Create a timeline identifying the major milestones involved in the creation of the Army Air Corps and the subsequent Army Air Service.
- b. Identify significant contributions the Army Air Corps/Service made to aviation and defense.
- c. Compare and contrast the rationale of both the advocates and the opponents of a separate Air Force.

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PS-AFAH-10. Students will identify the significant developments of airpower as the flying force evolved during WWII.

- a. Explain the strategic role of aircraft during WWII including the aircraft, missions, scientific advances, and personnel involved.
- b. Identify the significance of airpower during D-Day and in both the European and Pacific theaters during WWII.
- c. Explain how pattern bombing and combat functions evolved and changed during the war, paying attention to the reasons for these changes and the results of these changes to mankind, aircraft, and the overall status of war.
- d. Describe the development of aircraft (bombers, fighters, transports) during WWII, explaining the scientific and technological advancements that were made as a result of those developments.

Academic Standard(s):

SSUSH19 The student will identify the origins, major developments, and the domestic impact of World War II, especially the growth of the federal government.

SSWH18 The student will demonstrate an understanding of the global political, economic and social impact of World War II.

North Carolina Computer Standards, p. 174. Know the role of technology in a variety of careers [aviation].

NCHS: Basic Edition, p 200. Understands President Roosevelt's ideas and policies during World War II.

NCHS: Basic Edition, p 200. Understands how World War II influenced the home front.

NCHS: World History, expanded edition, pp 253, 255, 267, 269. Understands the overall effect of World War II on various facets of society. Understands the climax and moral implications of World War II.

NCHS: U.S. History, Expanded Edition, pp. 179-180. Know that science and technology are pursued for different purposes.

Texas Technology Education/Industrial Technology Education, p. 42c11C. Know ways in which social and economic forces influence which technologies will be developed and used.

PS-AFAH-11. Students will describe the history of commercial aircraft and the key developments in aircraft and use that occurred through the years.

- a. Identify key contributors to commercial flight and list contributions of each.
- b. List period commercial aircraft and explain the difference from one aircraft to another.

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- c. Explain the various commercial airlines that operated over the years and how they evolved into the current companies.
- d. Identify the pros and cons of commercial travel.
- e. Describe the jet engine components and how these components make the jet engine work.

Academic Standard(s):

NCHS: Basic Edition, 66. Understands how past events are affected by the irrational and the accidental.

PS-AFAH-12. Students will identify the significance of a separate Air Force and the major defense contributions made by the Air Force during the first sixty years it existed.

- a. Describe the National Security Act of 1947 and the reasoning behind this Act.
- b. Identify personnel who were crucial to the development of the Air Force, including the significant Air Force leaders.
- c. Create a timeline that identifies the beginning and end of the Cold War, including all the critical components of that War.
- d. Explain the USAF contributions during the Berlin Airlift, the Korean War, the Vietnamese Conflict, the Cuban Missile Crisis, the Cold War, the Gulf War, Operation Enduring Freedom, and Operation Iraqi Freedom.
- e. Identify aircraft, missile, and nuclear developments that occurred during this time.
- f. Describe the purpose and membership in the North Atlantic Treaty Organization.

Academic Standard(s):

SSWH20 The student will examine change and continuity in the world since the 1960s.

NCHS: Basic Edition, p. 209. Understands the impact of relations between the United State and the Soviet Union during the Cold War.

NCHS: World History, expanded edition, pp. 270-272. . Understands the impact of independence movements in various countries and whether they were successful.

PS-AFAH-13. Students will understand the significance of space exploration.

- a. Identify the current structure and composition of our solar system.
- b. Identify the scientists who have added to our knowledge of the space system and their contributions.
- c. Explain how early rocketry made the current space program possible.
- d. Describe the beginning of the space race including the rivals, the missions, and the scientific advances of each mission.

Academic Standard(s):

SES1 Students will investigate the composition and formation of Earth systems, including the Earth's relationship to the solar system.

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NRC: National Science Education Standards, pp 175-176, 192-193, 200-201, 204.

Understand that individuals and teams contribute to science and engineering at different levels of complexity.

Project 2061: Benchmarks for Science Literacy, p 8, 19, 47. Understand how scientific knowledge changes and accumulates over time.

NAEP: 1990 Science Objectives, p 26. Know that conceptual principles and knowledge guide scientific inquiries; historical and current scientific knowledge influence the design and interpretation of investigations and the evaluation of proposed explanations made by other scientists.

PS-AFAH-14. Students will identify the significant scientific and technological developments of the space race.

- a. Describe rocketry developments from the Chinese to Goddard to the present and the significance of each development.
- b. Explain the principles of rocketry.
- c. Create a timeline to identify significant development in the US space program, including the development of NASA, the use of the space shuttle, and other significant milestones.
- d. Compare and contrast expendable and reusable rockets.
- e. Identify current and anticipated developments in manned air vehicles, unmanned systems, and cyber warfare.
- f. Describe NASA's Orion spacecraft and Ares launch vehicle and their plans for the future.

Academic Standard(s):

TE Texas Technology Education/Industrial Technology Education, p. 44c33C; p. 44c8C. Know different requirements for structural design.

NRC: National Science Education Standards, pp 175-176, 192-193, 200-201, 204.

Understands how scientific knowledge changes and accumulates over time.

Project 2061: Benchmarks for Science Literacy, p 8, 19, 47. Know that scientists conduct investigations for a variety of reasons.

NAEP: 1990 Science Objectives, p 26. Understands how scientific knowledge changes and accumulates over time.

Reading Across the Curriculum

Reading Standard Comment

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After the elementary years, students engage in reading for learning. This process sweeps across all disciplinary domains, extending even to the area of personal learning. Students encounter a variety of informational as well as fictional texts, and they experience text in all genres and modes of discourse. In the study of various disciplines of learning (language arts, mathematics, science, social studies), students must learn through reading the communities of discourse of each of those disciplines. Each subject has its own specific vocabulary, and for students to excel in all subjects, they must learn the specific vocabulary of those subject areas in context.

Beginning with middle grades years, students begin to self-select reading materials based on personal interest established through classroom learning. Students become curious about science, mathematics, history, and literature as they form contexts for those subjects related to their personal and classroom experiences. As students explore academic areas through reading, they develop favorite subjects and become confident in their verbal discourse about those subjects.

Reading across curriculum content develops both academic and personal interests in students. As students read, they develop both content and contextual vocabulary. They also build good habits for reading, research, and learning. The Reading Across the Curriculum standard focuses on the academic and personal skills students acquire as they read in all areas of learning.

Students will enhance reading in all curriculum areas by:

- a. Reading in all curriculum areas
 - Read a minimum of 25 grade-level appropriate books per year from a variety of subject disciplines and participate in discussions related to curricular learning in all areas.
 - Read both informational and fictional texts in a variety of genres and modes of discourse.
 - Read technical texts related to various subject areas.
- b. Discussing books
 - Discuss messages and themes from nooks in all subject area.
 - Respond to a variety of texts in multiple modes of discourse.
 - Relate messages and themes from one subject area to messages and themes in another area.
 - Evaluate the merit of texts in every subject discipline.
 - Examine author's purpose in writing.
 - Recognize the features of disciplinary texts.
- c. Building vocabulary knowledge
 - Demonstrate an understanding of contextual vocabulary in various subjects.
 - Use content vocabulary in writing and speaking.
 - Explore understanding of new words found in subject area texts.
- d. Establishing content

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- Explore life experiences related to subject area content.
- Discuss in both writing and speaking how certain words are subject area related.
- Determine strategies for finding content and contextual meaning for unknown words.

CTAE Foundation Skills

The Foundation Skills for Career, Technical and Agricultural Education (CTAE) are critical competencies that student pursuing any career pathway should exhibit to be successful. As core standards for all career pathways in all program concentrations, these skills link career, technical and agricultural education to the state's academic performance standards.

The CTAE Foundation Skills are aligned to the foundation of the U. S. Department of Education's 16 Career Clusters. Endorsed by the National Career Technical Career Technical Education Consortium (NASDCTEc), the foundation skills were developed from an analysis of all pathways in the sixteen occupational areas. These standards were identified and validated by a national advisory group of employers, secondary and post secondary educators, labor associations, and other stakeholders. The Knowledge and Skills provide learners a broad foundation for managing lifelong learning and career transitions in a rapidly changing economy.

CTAE-FS-1 Technical Skills: Learners achieve technical content skills necessary to pursue the full range of career for all pathways in the program concentration

CTAE-FS-2 Academic Foundations: Learners achieve state academic standards at or above grade level.

CTAE-FS-3 Communications: Learners use various communication skills in expressing and interpreting information.

CTAE-FS-4 Problem Solving and Critical Thinking: Learners define and solve problems, and use problem-solving and improvement methods and tools.

CTAE-FS-5 Information Technology Applications: Learners use multiple information technology devices to access, organize, process, transmit, and communicate information.

CTAE-FS-6 Systems: Learners understand a variety of organizational structures and functions.

CTAE-FS-7 Safety, Health and Environment: Learners employ safety, health and environmental management systems in corporations and comprehend their importance to organizational performance and regulatory compliance.

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CTAE-FS-8 Leadership and Teamwork: Learners apply leadership and teamwork skills in collaborating with others to accomplish organizational goals and objectives.

CTAE-FS-9 Ethics and Legal Responsibilities: Learners commit to work ethics, behavior, and legal responsibilities in the workplace.

CTAE-FS-10 Career Development: Learners plan and manage academic-career plans and employment relations.

CTAE-FS-11 Entrepreneurship: Learners demonstrate understanding of concepts, processes, and behaviors associated with successful entrepreneurial performance.

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PROGRAM CONCENTRATION:

Government & Public Safety

CAREER PATHWAY:

JROTC – Air Force

COURSE TITLE:

Leadership Education I

Air Force Junior ROTC Curriculum

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Leadership I, Citizenship, Character, and Air Force Tradition content and process skills on the AFJROTC Cybercampus have been correlated with The Project 2061’s *Benchmarks for Science Literacy*, National Council for Social Studies: Curriculum Standards for Social Studies, Center for Civic Education: National Standards for Civics and Government, National Standards for Business Education, National Assessment of Educational Progress: National Civics Consensus Project, and Quigley’s *Civitas*, A Framework for Civics Education.

Course Description:

The Leadership Education I (LE-I) textbook introduces cadets to the Air Force Junior Reserve Officer Training Corps (AFJROTC) program, providing a basis for progression through the rest of the AFJROTC program while instilling elements of good citizenship. It contains sections on cadet and Air Force organizational structure; uniform wear; customs, courtesies, and other military traditions; health and wellness; fitness; individual self-control; and citizenship.

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PS-AFLEI-1. Students will explain the history of AFJROTC, the selection of commander and staff positions and describe the cadet organization.

- a. Define the purpose and mission of AFJROTC
- b. Explain the process for the selection of commanders and staff positions
- c. Diagram the organizational chart for the cadet organization

PS-AFLEI-2. Students will summarize the history of the military uniform, recognize Air Force and AFJROTC insignia, and explain the dress and personal appearance standards required when wearing the uniform

- a. Explain the origins of the military uniform
- b. Distinguish between the various insignia
- c. Describe appearance and grooming standards

PS-AFLEI-3. Students will explain historic customs and courtesies, when and how to salute and the use of correct military titles

- a. Describe the difference between a custom and a courtesy
- b. Demonstrate how to salute
- c. Describe when and whom to salute
- d. Explain the importance of military titles

PS-AFLEI-4. Students will summarize the meaning and purpose of attitude, discipline, respect and integrity in AFJROTC

- a. Describe the importance of a positive attitude
- b. Describe the importance of discipline
- c. Explain the role of respect and integrity
- d. Explain how drill helps instill discipline
- e.

PS-AFLEI-5. Students will explain how values and ethics are formed, how they affect both individuals and society, how to make ethical decisions and be able to recognize the USAF core values

- a. Describe the four basic rule of ethics and ethical traits
- b. Describe how to make ethical decisions
- c. Name the four types of values
- d. Select the qualities of effective leadership

PS-AFLEI-6. Students will summarize and apply rules of etiquette and explain how to maintain appropriate personal hygiene and grooming

- a. Demonstrate how to make introductions
- b. Explain dining etiquette requirements
- c. Explain the handling of social invitations
- d. Demonstrate the writing of thank-you notes
- e. Describe appropriate hygiene and grooming practices

Academic Standard(s):

ELA11W2. The student demonstrates competence in a variety of genres.

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PS-AFLEI-7. Students will explain the main causes of stress and how to manage stress.

- a. Distinguish between positive and negative stress
- b. Explain the causes of stress
- c. Predict the effects of stress on the body
- d. Describe ways to manage stress

PS-AFLEI-8. Students will explain suicide risk factors and signs, and when and how to seek professional mental health care

- a. Describe the types of mental and emotional problems
- b. Name ways to recognize when a person is seriously depressed
- c. Select the warning signs of suicide
- d. Explain how to know if you need professional help for a mental or emotional problem
- e. Describe the kinds of treatment available

PS-AFLEI-9. Students will recognize how to predict and prevent violence, and how to protect themselves from violence

- a. Select factors that contribute to teen violence
- b. Select policies to prevent violence in school
- c. Describe ways to protect themselves from violence

Academic Standard(s):

SSCG21 The student will demonstrate knowledge of criminal activity.

PS-AFLEI-10. Students will explain why and how to seek preventive health care services and identify the roles of various health organizations, including government agencies.

- a. Distinguish between people who provide health care services
- b. Explain why teens need regular checkups
- c. Distinguish between the health services provided state and local agencies
- d. Explain the role and services of non-governmental health organizations

PS-AFLEI-11. Students will explain how to choose and maintain a healthful diet and use resources to make healthful dietary decisions.

- a. Explain why the body needs nutritious food.
- b. Predict what influences food choices
- c. Explain the difference between appetite and hunger.
- d. List the six types of nutrients and explain how the body uses them.
- e. Select the sources of different nutrients.
- f. Explain the daily need for water and fiber.
- g. Explain the substances in food that should be limited.
- h. Describe resources that can help you make wise food choices
- i. Explain why it is important to have a balanced diet.

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PS-AFLEI-12. Students will explain how to prepare for and what to do in a medical emergency.

- a. Select ways to prepare for an emergency situation
- b. Describe universal precautions for first-aid providers
- c. Outline the basic steps to take in an emergency.
- d. Explain how to recognize and evaluate common emergencies.
- e. Describe first-aid treatments for common emergencies.
- f. Explain when to call for medical assistance.
- g. Explain how to deal with life-threatening emergencies.

PS-AFLEI-13. Students will explain the importance of physical fitness, the measures of physical fitness demonstrate how to plan and execute physical fitness plan.

- a. Define physical fitness and explain the difference between physical activity and exercise.
- b. Predict the benefits of physical activity.
- c. Describe how to increase levels of fitness.
- d. Explain heart and lung endurance and how it can be measured.
- e. Describe muscle strength and endurance and how each can be measured.
- f. Explain how to improve body composition.
- g. Define flexibility and describe how it can be measured.
- h. Explain how to set and achieve fitness goals.
- i. Describe how to prepare an activity plan.
- j. Label the three stages of an exercise session.
- k. Explain how to check fitness progress.

PS-AFLEI-14. Students will explain how to eat healthfully, the health risks of eating disorders, and how to seek help for an eating disorder.

- a. Explain the relationships between weight, growth, and health.
- b. Explain how eating and physical activity habits affect weight.
- c. Describe ways to maintain a healthy weight.
- d. Explain why some people develop eating disorders.
- e. Distinguish between anorexia nervosa, bulimia, binge eating disorders, and describe the health risks associated with each disorder.
- f. Name organizations/facilities where a teen with an eating disorder can get help.

PS-AFLEI-15. Students will describe the difference between medicine and drugs. The student will be able to explain the dangers of drug abuse, how to avoid drugs, and when and how to seek help for drug-related issues.

- a. Explain how medicines differ from drugs.
- b. Define the various type of medicines
- c. Explain how medicines affect the body.
- d. Explain the difference between drug misuse and drug abuse.

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- e. Distinguish between the effects of narcotics, stimulants, and depressants on the body.
- f. Define narcotics, stimulants, and depressants.
- g. Explain the dangers of hallucinogens and the risks of using marijuana.
- h. Describe how inhalants affect the body and explain the risks of using club drugs and steroids.
- i. Name places where people who abuse drugs can get help.
- j. Describe alternatives to using drugs.

PS-AFLEI-16. Students will describe the dangers of tobacco, how to avoid using it and how to seek help in quitting tobacco use.

- a. Generate a document describing several forms of tobacco, the harmful substances in tobacco, the harmful effects of tobacco on the body, the harmful effects of secondhand smoke on nonsmokers, and negative effects that tobacco may have on appearance and the cost of tobacco on society.
- b. Explain why some teens start using tobacco.
- c. Select strategies for avoiding tobacco use.
- d. Explain ways smokers can quit.

PS-AFLEI-17. Students will explain the dangers of alcohol, ways to avoid using alcohol, and when and how to seek help for alcohol-related issues

- a. Construct a document describing the effects of alcohol on the body, the fetus, why it affects each individual differently, and the serious dangers of drinking.
- b. Name the special problems alcohol causes in teens.
- c. Generate a document describing the three stages of alcoholism, how alcoholics can recover, support groups that help alcohol-dependent persons and their family members, how the media influences our view of alcohol, and alternatives to alcohol for fun and relaxation.
- d. Explain why teens use alcohol and ways they can refuse alcohol.

PS-AFLEI-18. Students will summarize the history and courtesies rendered to the flag of the United States and the National Anthem. They will be able to explain the history of the Great Seal of the United States, the Air force Seal, the Pledge of Allegiance and the American's Creed.

- a. Outline the history of the flag of the United States, and when and how to display the US flag.
- b. Explain the courtesies rendered to the US flag.
- c. List the courtesies rendered to the National Anthem.
- d. Describe the:
 - a. Pledge of Allegiance
 - b. The American's Creed
 - c. The Great Seal of the United States
 - d. The Air Force Seal

Academic Standard(s):

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ELAALRL1 The student demonstrates comprehension by identifying evidence (e.g., diction, imagery, point of view, figurative language, symbolism, plot events and main ideas) in a variety of texts representative of different genres (e.g., poetry, prose [short story, novel, essay, editorial, biography], and drama) and using this evidence as the basis for interpretation.

PS-AFLEI-19. Students will summarize the role and functions of government, the citizenship and naturalization process and the duties and responsibilities of citizenship.

- a. Define civics
- b. Explain the need for government, the functions of government, including security and public services.
- c. Diagram the different levels of government and democracy
- d. Distinguish between citizenship and the naturalization process.
- e. Describe aliens in America.
- f. Select duties and responsibilities of citizenship, including volunteerism.

Academic Standard(s):

SSCG5 The student will demonstrate knowledge of the federal system of government described in the United States Constitution.

- a. Explain the relationship of state governments to the national government.
- b. Define the difference between enumerated and implied powers.
- c. Describe the extent to which power is shared.
- d. Identify powers denied to state and national governments.
- e. Analyze the ongoing debate that focuses on the balance of power between state and national governments.
- f. Analyze the supremacy clause found in Article VI and the role of the U.S. Constitution as the “supreme law of the land.”

*SSCG6 The student will demonstrate knowledge of civil liberties and civil **rights**.*

- a. Examine the Bill of Rights with emphasis on First Amendment freedoms.
- b. Analyze due process law expressed in the 5th and 14th Amendments.
- c. Explain selective incorporation of the Bill of Rights.
- d. Explain how government seeks to maintain the balance between individual liberties and the public interest.
- e. Explain every citizen’s right to be treated equally under the law.

SSCG7 The student will describe how thoughtful and effective participation in civic life is characterized by obeying the law, paying taxes, serving on a jury, participating in the political process, performing public service, registering for military duty, being informed about current issues, and respecting differing opinions.

PS-AFLEI-20. Students will recognize the content of the United States Constitution and explain how it is amended and interpreted.

- a. Label the parts of the Constitution and explain what they mean.

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- b. Describe the process of amending the Constitution.
- c. Explain how the Constitution is interpreted.

Academic Standard(s):

SSCG3. The student will demonstrate knowledge of the United States Constitution.

PS-AFLEI-21. Students will recognize the content of the Bill of Rights and summarize how citizens can protect their rights and freedoms.

- a. Explain the amendments in the Bill of Rights.
- b. Name ways to protect our rights and freedom as American citizens.
- c. Label key people who have upheld American rights and freedoms.

Academic Standard(s):

SSCG6 The student will demonstrate knowledge of civil liberties and civil rights.

SSUSH5 The student will explain specific events and key ideas that brought about the adoption and implementation of the United States Constitution.

PS-AFLEI-22. Students will recognize the structure of the three branches of government and name and summarize the duties and responsibilities of the three branches of government.

- a. Describe the functions of the legislative branch of the U. S. Congress, including the House of Representatives, the Senate, and congressional leaders.
- b. Construct a document outlining the qualifications for becoming president, the process of election, the presidential term of office, and the order of presidential succession.
- c. Distinguish between federal, state, and district courts and their functions.
- d. Explain the roles of federal judges and Supreme Court justices.

Academic Standard(s):

SSCG4. The student will demonstrate knowledge of the organization and powers of the national government.

SSCG5 The student will demonstrate knowledge of the federal system of government described in the United States Constitution.

SSCG13 The student will describe the qualifications for becoming President of the United States.

SSCG16 The student will demonstrate knowledge of the operation of the federal judiciary.

PS-AFLEI-23. Students will recognize and remember the defining characteristics of authoritarian governments, the salient features of current non-democratic governments and nations, and the characteristics of democratic governments.

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- a. Define authoritarian governments, including monarchies, dictatorships, and totalitarianism.
- b. Describe the government of:
 - a. The People's Republic of China
 - b. The Republic of Iran
 - c. The Republic of Iraq
 - d. The Democratic People's Republic of Korea
 - e. Russia
- c. Describe communism in Cuba.
- d. Describe the collapse of Soviet communism.
- e. Describe democratic governments.
- f. Explain presidential and parliamentary systems.

Academic Standard(s):

SSCG19 The student will compare and contrast governments that are unitary, confederal, and federal governments; unitary, oligarchic and democratic governments; and presidential and parliamentary governments.

SSWG5 The student will describe the interaction of physical and human systems that have shaped contemporary South Asia, Southeastern Asia, and Eastern Asia.

SSWH19 The student will demonstrate an understanding of the global social, economic and political impact of the Cold War and decolonization from 1945 to 1989.

SSWH20 The student will examine change and continuity in the world since the 1960s.

SSUSH25 The student will describe changes in national politics since 1968.

Reading Across the Curriculum

Reading Standard Comment

After the elementary years, students engage in reading for learning. This process sweeps across all disciplinary domains, extending even to the area of personal learning. Students encounter a variety of informational as well as fictional texts, and they experience text in all genres and modes of discourse. In the study of various disciplines of learning (language arts, mathematics, science, social studies), students must learn through reading the communities of discourse of each of those disciplines. Each subject has its own specific vocabulary, and for students to excel in all subjects, they must learn the specific vocabulary of those subject areas in context.

Beginning with middle grades years, students begin to self-select reading materials based on personal interest established through classroom learning. Students become curious about science, mathematics, history, and literature as they form contexts for those

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subjects related to their personal and classroom experiences. As students explore academic areas through reading, they develop favorite subjects and become confident in their verbal discourse about those subjects.

Reading across curriculum content develops both academic and personal interests in students. As students read, they develop both content and contextual vocabulary. They also build good habits for reading, research, and learning. The Reading Across the Curriculum standard focuses on the academic and personal skills students acquire as they read in all areas of learning.

Students will enhance reading in all curriculum areas by:

- a. Reading in all curriculum areas
 - Read a minimum of 25 grade-level appropriate books per year from a variety of subject disciplines and participate in discussions related to curricular learning in all areas.
 - Read both informational and fictional texts in a variety of genres and modes of discourse.
 - Read technical texts related to various subject areas.
- b. Discussing books
 - Discuss messages and themes from nooks in all subject area.
 - Respond to a variety of texts in multiple modes of discourse.
 - Relate messages and themes from one subject area to messages and themes in another area.
 - Evaluate the merit of texts in every subject discipline.
 - Examine author's purpose in writing.
 - Recognize the features of disciplinary texts.
- c. Building vocabulary knowledge
 - Demonstrate an understanding of contextual vocabulary in various subjects.
 - Use content vocabulary in writing and speaking.
 - Explore understanding of new words found in subject area texts.
- d. Establishing content
 - Explore life experiences related to subject area content.
 - Discuss in both writing and speaking how certain words are subject area related.
 - Determine strategies for finding content and contextual meaning for unknown words.

CTAE Foundation Skills

The Foundation Skills for Career, Technical and Agricultural Education (CTAE) are critical competencies that student pursuing any career pathway should exhibit to be successful. As core standards for all career pathways in all program concentrations, these

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skills link career, technical and agricultural education to the state's academic performance standards.

The CTAE Foundation Skills are aligned to the foundation of the U. S. Department of Education's 16 Career Clusters. Endorsed by the National Career Technical Education Consortium (NASDCTEC), the foundation skills were developed from an analysis of all pathways in the sixteen occupational areas. These standards were identified and validated by a national advisory group of employers, secondary and post secondary educators, labor associations, and other stakeholders. The Knowledge and Skills provide learners a broad foundation for managing lifelong learning and career transitions in a rapidly changing economy.

CTAE-FS-1 Technical Skills: Learners achieve technical content skills necessary to pursue the full range of career for all pathways in the program concentration

CTAE-FS-2 Academic Foundations: Learners achieve state academic standards at or above grade level.

CTAE-FS-3 Communications: Learners use various communication skills in expressing and interpreting information.

CTAE-FS-4 Problem Solving and Critical Thinking: Learners define and solve problems, and use problem-solving and improvement methods and tools.

CTAE-FS-5 Information Technology Applications: Learners use multiple information technology devices to access, organize, process, transmit, and communicate information.

CTAE-FS-6 Systems: Learners understand a variety of organizational structures and functions.

CTAE-FS-7 Safety, Health and Environment: Learners employ safety, health and environmental management systems in corporations and comprehend their importance to organizational performance and regulatory compliance.

CTAE-FS-8 Leadership and Teamwork: Learners apply leadership and teamwork skills in collaborating with others to accomplish organizational goals and objectives.

CTAE-FS-9 Ethics and Legal Responsibilities: Learners commit to work ethics, behavior, and legal responsibilities in the workplace.

CTAE-FS-10 Career Development: Learners plan and manage academic-career plans and employment relations.

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CTAE-FS-11 Entrepreneurship: Learners demonstrate understanding of concepts, processes, and behaviors associated with successful entrepreneurial performance.