

CAREER CLUSTER:
CAREER PATHWAY:
COURSE TITLE:

Government & Public Administration
JROTC – Air Force
28.01930 Drill Only

Air Force Junior ROTC Curriculum

The Georgia Standards of Excellence 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 Standards of Excellence. All AFJROTC courses were compared to the Georgia Standards of Excellence 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 cyber campus information. Georgia AFJROTC instructors should reference both the Georgia and McREL standards to meet both AFJROTC and Georgia student education requirements.

Course Description:

Drill and Ceremonies may be taught as a **stand-alone** course and may be counted toward the duplicated headcount, **only** if the following criteria are met: (1) all students enrolled in a drill-only class are concurrently enrolled in a regular AS/LE class; at 4x4 block scheduled schools, enrollment in a standard AS/LE class during the first block is prerequisite to enrollment in a stand-alone drill class during the second block, versus requiring cadets to be concurrently enrolled; (2) the drill-only class must be recognized for graduation credit by the school; and (3) must not detract from the overall AFJROTC program. Drill-only class enrollment does not count toward the AFJROTC Certificate of Completion. AFI 36-2203, Army Drill Manual 3-21.5 and Leadership 100 will be used to teach and evaluate drill.

Drill consists of certain movements by which the flight or squadron is moved in an orderly manner from one formation to another or from one place to another. Standards such as the 24-inch step, cadence of 100 to 120 steps per minute, distance and interval have been established to ensure movements are executed with order and precision. Each person has to learn these movements and execute each part exactly as described. Each individual also must learn to adapt their own movements to those of the group, everyone in the formation must move together on command.

Ceremonies are special, formal, group activities conducted by the Armed Forces to honor distinguished persons or recognize special events. They demonstrate the proficiency and training state of troops and are an extension of drill activities. The precision marching, promptness in responding to commands, and

teamwork developed on the drill field determine the appearance and performance of the group in ceremonies.

PS-AFDC-1. Students will state the importance of drill and ceremonies.

- a. List the symbols that represent the leaders of the flight and squadron.
- b. List all the basic military drill terms.
- c. Develop a drill routine that incorporates most of the basic military drill commands.

PS-AFDC-2. Students will identify the types of commands used during the basic military drill movements.

- a. Identify the necessary qualities of the command voice.
- b. Define cadence.

PS-AFDC-3. Students will execute various movements and positions of basic drill when commanded to do so.

- a. Correctly command and execute the various marching movements.
- b. Correctly execute proper military position and place prior to drill.
- c. Respond with proper military procedures for entire drill sequence.
- d. Correctly execute guidon bearer procedures.

PS-AFDC-4. Students will perform squadron, group and wing formations when given the command to do so.

- a. Define ceremony and parade.
- b. State the purpose of ceremonies and parades.
- c. Identify the different types of ceremonies and parades.
- d. Define reveille and retreat.
- e. State when it is appropriate to raise and lower the flag.
- f. Execute and command all formations through a designated drill sequence or event.

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

PS-AFLE5-3. Students will identify the component parts of the thinking process, recognize the standards of critical thinking, and explain the importance of learning to think and how to ask good questions.

- a. Diagram the thinking process
- b. Distinguish between thinking and reflection.
- c. Describe the impact of thinking on decision making and on problem solving.
- d. Name and evaluate three standards for critical thinking.

PS-AFLE5-6. Students will summarize the steps for preparing to speak (command), for organizing a presentation (drill routine), and the techniques for presenting a talk (commanding a routine).

They will apply the elements of effective speaking.

- a. Distinguish between the six steps for effective communication.
- b. Explain the importance of knowing the situation and audience.
- c. Diagram the three types of speaking and the three purposes of a speech.
- d. Distinguish between the four common methods of presentation.
- e. Outline a presentation and include an introduction, body, conclusion, transitions, and illustrations.
- f. Explain presentation skills and the importance of practicing your speech.
- g. Present a speech using the effective speaking format.

PS-AFLE5-9. Students will recognize the qualities of perseverance, courage, and patience in a leader.

- a. Explain the definition of a leader.
- b. Define perseverance, courage, and patience.
- c. Describe actions associated with perseverance, courage, and patience.
- d. In a story that illustrates leadership, identify examples of perseverance, courage, and patience.

PS-AFLE5-13. Students will work as a team while explaining the characteristics of effective teams.

They will explain the four stages of team development and how to plan for and run an effective meeting.

- a. Describe the purpose of team goals.
- b. Explain the importance of team roles.
- c. Select three common concerns of team members.
- d. Describe the advantages of defined goals
- e. Describe the assignment of clear roles.
- f. Select examples of team rules.
- g. Explain the need for clear and constructive communication.
- h. Describe the benefits of balanced participation.
- i. Diagram the four stages of team growth.
- j. Describe the feelings and behaviors associated with the four stages of team growth.
- k. Explain some important points to consider in planning and running meetings.

PS-AFLE5-14. Students will explain the dimensions of respect, the values of tolerance and understanding, and how to improve group effectiveness.

- a. Define mutual respect, personal dignity, prejudice, discrimination, and stereotyping.
- b. Describe ways to demonstrate mutual respect, and ways to work toward common goals.
- c. Distinguish between how people show tolerance and understanding toward one another.
- d. Explain reasons for prejudice, discrimination, and gender stereotypes.
- e. Explain the benefits of accepting differences
- f. Name ways to evaluate and measure group effectiveness.

PS-AFLE5-17. Students will explain common group problems, common indicators of group problems, and the six steps of problem solving.

- a. Name the types of groups that have problems.
- b. Define poor performance.
- c. Explain the common signs of troubled relationships.
- d. Explain the effects of low morale.
- e. Distinguish between the six steps of problem solving.
- f. Diagram ways to list and test possible solutions.

PS-AFLE5-18. 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

PS-AFLE5-19. Students will recognize and explain the basic elements of leadership, the Air Force Core Values, and reasons for recognizing the Core Values.

- a. Define leadership and name the two basic elements of leadership.
- b. Explain the three Air Force Core values.
- c. Define integrity and name three moral traits associated with integrity.
- d. Describe four behaviors that reflect the Core Values of service before self.
- e. Define excellence.
- f. Name five areas of excellence in performance.
- g. Describe four reasons for recognizing the Core Values.

PS-AFLE5-20. Students will recognize and explain the traits of effective leaders, the importance of competence and commitment in a leader.

- a. Name six leadership traits.
- b. Describe the six leadership traits.
- c. Define competence and commitment.
- d. Name two key components of competence in an effective leader.
- e. Distinguish between indicators of strong commitment.

PS-AFLE5-21. Students will summarize the key principles of leadership, the importance of setting the example, of caring for your people, and of accepting responsibility.

- a. Define leadership principles, setting the example, and caring for your people.
- b. Explain a situation in which a leader set the example for his or her followers, and demonstrates caring for his or her people.
- c. Explain the primary responsibility of a leader.
- d. Predict the effects on a team when a leader fails to accept responsibility.

PS-AFLE5-22. Students will explain two orientations to leadership behavior and summarize the four leadership styles and the primary factors of the leadership situation.

- a. Distinguish between orientation toward people and tasks.
- b. Label the components of the leadership grid.
- c. Explain the following leadership styles:
 - a. Telling
 - b. Selling
 - c. Participating
 - d. Delegating
- d. Explain environmental factors.

PS-AFLE5-23. Students will recognize the readiness factors of followers and effective ways to relate to leaders.

- a. Define followership.
- b. Describe:
 - a. The willingness of followers.
 - b. The ability of followers.
 - c. The confidence of followers.
- c. Name three actions to take in supporting leaders.

PS-AFLE5-24. Students will explain ways to prepare for leadership, the key elements of effective coaching and mentoring, and apply ways to practice leadership.

- a. Explain four actions to take in preparing to lead.
- b. Explain questions to ask in observing a leader.
- c. Explain coaching.
- d. Explain ways to build trust and opportunities to lead.
- e. Organize and execute a team project.
- f. Demonstrate ways to evaluate your experience.

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 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 books 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 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.

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