

CAREER CLUSTER:
CAREER PATHWAY:
COURSE TITLE:

Government & Public Administration
JROTC – Air Force
28.01940 Senior Project

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:

The Senior Honors Project may be taught **only** to seniors or exceptional eleventh grade students if the following criteria are met: (1) Cadets must have completed at least one and preferable two years in the AFJROTC program; (2) Cadets must have a minimum GPA in previous AFJROTC courses of 3.5. and a minimum overall GPA of 3.25; (3) Cadets must apply in writing and receive permission from the SASI; and (4) Cadets must provide documentation of completion of a minimum of twenty hours of community service outside of school hours for each year of previous AFJROTC activity.

The Senior Honors Project consists of three major components: (1) the research paper OR the physical project, (2) the portfolio, and (3) the Power Point presentation. The project must be completed in accordance with the AFJROTC Honors Manual found on the official AFJROTC Wings site. Additionally, students will prepare their project in accordance with the AFJROTC Honors ROTC Template, and instructors will evaluate the project according to the AFJROTC Honors Project Rubric.

PS-AFLE5-1. Students will identify the parts of the communication process and explain how the process works. Explain and summarize encoding and decoding, verbal and nonverbal communication cues, the importance of feedback, and barriers to effective communication.

- a. Diagram the communication process.
- b. Describe encoding and decoding.
- c. Select and list communication cues
- d. Name and give examples of three barriers to effective communication
- e. Explain the importance of feedback

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, for organizing a presentation, and the techniques for presenting a talk. 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-AFLEII-5. Students will recognize the elements of effective writing, and active voice in writing. They will summarize the three-part structure of a draft paper, the rules for the use of personal pronouns, the rules of subject-verb agreement, and the basics of e-mail protocol. The students will apply the elements of effective writing.

- a. Describe tone, clarity, and continuity.
- b. Distinguish between the three parts of a paper.
- c. Describe ways to structure paragraphs and write transitions.
- d. Label a topic sentence, sentences written in active and passive voice, and sentences with appropriate subject-verb agreement.
- e. Describe style and substance guidelines.
- f. Label the six rules of e-mail protocol.
- g. Construct a letter or article using the effective writing style.

PS-AFLEII-6. Students will summarize the steps for preparing to speak, for organizing a presentation, and the techniques for presenting a talk. 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.

AFJROTC Honors Project Rubric

CATEGORY	7	5	3	1
Preparedness	Brings needed materials to class and is always ready to work.	Almost always brings materials to class and is ready to work.	Almost always brings materials but sometimes needs to settle down and work	Often forgets needed materials or is rarely ready to get to work.
Attitude	Never is publicly critical of the project or the work of others. Always has a positive attitude about the task(s).	Rarely is publicly critical of the project or the work of others. Often has a positive attitude about the task(s).	Occasionally is publicly critical of the project or the work of other members of the group. Usually has a positive attitude about the task(s).	Often is publicly critical of the project or the work of other members of the group. Often has a negative attitude about the task(s).
Working with Others	Almost always listens to, shares with, and supports the efforts of others. Tries to keep people working well together.	Usually listens to, shares, with, and supports the efforts of others. Does not cause "waves" in the group.	Often listens to, shares with, and supports the efforts of others, but sometimes is not a good team member.	Rarely listens to, shares with, and supports the efforts of others. Often is not a good team player.
Focus on the task	Consistently stays focused on the task and what needs to be done. Very self-directed.	Focuses on the task and what needs to be done most of the time. Other group members can count on this person.	Focuses on the task & what needs to be done some of the time. Other group members must sometimes prod to keep this person on-task.	Rarely focuses on the task and what needs to be done. Let's others do the work.
Contributions	Routinely provides useful ideas when participating in the group and in classroom discussion. A definite leader who contributes a lot of effort.	Usually provides useful ideas when participating in the group and in classroom discussion. A strong group member who tries hard.	Sometimes provides useful ideas when participating in the group and in classroom discussion. A satisfactory group member who does what is required.	Rarely provides useful ideas when participating in the group and in classroom discussion. May refuse to participate.

Problem-solving	Actively looks for and suggests solutions to problems.	Refines solutions suggested by others.	Does not suggest or refine solutions, but is willing to try out solutions suggested by others.	Does not try to solve problems or help others solve problems. Let's others do the work.
Time-management	Routinely uses time well throughout the project to ensure things get done on time. Group does not have to adjust deadlines or work responsibilities because of this person's procrastination.	Usually uses time well throughout the project, but may have procrastinated on one thing. Group does not have to adjust deadlines or work responsibilities because of this person's procrastination.	Tends to procrastinate, but always gets things done by the deadlines. Group does not have to adjust deadlines or work responsibilities because of this person's procrastination.	Rarely gets things done by the deadlines AND group has to adjust deadlines or work responsibilities because of this person's inadequate time management.
Pride	Work reflects this student's best efforts.	Work reflects a strong effort from this student.	Work reflects some effort from this student.	Work reflects very little effort from this student.
Quality of Work	Provides work of the highest quality.	Provides high quality work.	Provides work that occasionally needs to be checked/redone by other group members to ensure quality.	Provides work that usually needs to be checked/redone by others to ensure quality.

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.