**Course Description:**
The Leadership 100 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.

**Course Standard 1**

**GPA-AFLC1-1**
The following standard is included in all CTAE courses adopted for the Career Cluster/Pathways. Teachers should incorporate the elements of this standard into lesson plans during the course. The topics listed for each element of the standard may be addressed in differentiated instruction matching the content of each course. These elements may also be addressed with specific lessons from a variety of resources. This content is not to be treated as a unit or separate body of knowledge but rather integrated into class activities as applications of the concept.

**Standard: Demonstrate employability skills required by business and industry.**
The following elements should be integrated throughout the content of this course.

1.1 Communicate effectively through writing, speaking, listening, reading, and interpersonal abilities.

<table>
<thead>
<tr>
<th>Person-to-Person Etiquette</th>
<th>Telephone and Email Etiquette</th>
<th>Cell Phone and Internet Etiquette</th>
<th>Communicating At Work</th>
<th>Listening</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interacting with Your Boss</td>
<td>Telephone Conversations</td>
<td>Using Blogs</td>
<td>Improving Communication Skills</td>
<td>Reasons, Benefits, and Barriers</td>
</tr>
<tr>
<td>Interacting with Subordinates</td>
<td>Barriers to Phone conversations</td>
<td>Using Social Media</td>
<td>Effective Oral Communication</td>
<td>Listening Strategies</td>
</tr>
<tr>
<td>Interacting with Co-workers</td>
<td>Making and Returning Calls</td>
<td>Effective Written Communication</td>
<td>Ways We Filter What We Hear</td>
<td></td>
</tr>
<tr>
<td>Interacting with Suppliers</td>
<td>Making Cold Calls</td>
<td>Effective Nonverbal Skills</td>
<td>Developing a Listening Attitude</td>
<td></td>
</tr>
<tr>
<td>Handling Conference Calls</td>
<td>Effective Word Use</td>
<td>Giving and Receiving Feedback</td>
<td>Asking Questions</td>
<td></td>
</tr>
<tr>
<td>Handling Unsolicited Calls</td>
<td></td>
<td>Getting Others to Listen</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Nonverbal Communication</th>
<th>Written Communication</th>
<th>Speaking</th>
<th>Applications and Effective Résumés</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicating Nonverbally</td>
<td>Writing Documents</td>
<td>Using Language Carefully</td>
<td>Completing a Job Application</td>
</tr>
<tr>
<td>Reading Body Language and Mixed Messages</td>
<td>Constructive Criticism in Writing</td>
<td>One-on-One Conversations</td>
<td>Writing a Cover Letter</td>
</tr>
<tr>
<td>Matching Verbal and Nonverbal communication</td>
<td></td>
<td>Small Group Communication</td>
<td>Things to Include in a Résumé</td>
</tr>
<tr>
<td>Improving Nonverbal Indicators</td>
<td></td>
<td>Large Group Communication</td>
<td>Selling Yourself in a Résumé</td>
</tr>
<tr>
<td>Nonverbal Feedback</td>
<td></td>
<td>Making Speeches</td>
<td>Terms to Use in a Résumé</td>
</tr>
<tr>
<td>Showing Confidence Nonverbally</td>
<td></td>
<td>Involving the Audience</td>
<td>Describing Your Job Strengths</td>
</tr>
<tr>
<td>Showing Assertiveness</td>
<td></td>
<td>Answering Questions</td>
<td>Organizing Your Résumé</td>
</tr>
</tbody>
</table>
1.2 Demonstrate creativity by asking challenging questions and applying innovative procedures and methods.

<table>
<thead>
<tr>
<th>Teamwork and Problem Solving</th>
<th>Meeting Etiquette</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thinking Creatively</td>
<td>Preparation and Participation in Meetings</td>
</tr>
<tr>
<td>Taking Risks</td>
<td>Conducting Two-Person or Large Group Meetings</td>
</tr>
<tr>
<td>Building Team Communication</td>
<td>Inviting and Introducing Speakers</td>
</tr>
<tr>
<td></td>
<td>Facilitating Discussions and Closing</td>
</tr>
<tr>
<td></td>
<td>Preparing Visual Aids</td>
</tr>
<tr>
<td></td>
<td>Virtual Meetings</td>
</tr>
</tbody>
</table>

1.3 Exhibit critical thinking and problem solving skills to locate, analyze and apply information in career planning and employment situations.

<table>
<thead>
<tr>
<th>Problem Solving</th>
<th>Customer Service</th>
<th>The Application Process</th>
<th>Interviewing Skills</th>
<th>Finding the Right Job</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transferable Job Skills</td>
<td>Gaining Trust and Interacting with Customers</td>
<td>Providing Information, Accuracy and Double Checking</td>
<td>Preparing for an Interview</td>
<td>Locating Jobs and Networking</td>
</tr>
<tr>
<td>Becoming a Problem Solver</td>
<td>Learning and Giving Customers What They Want</td>
<td>Online Application Process</td>
<td>Questions to Ask in an Interview</td>
<td>Job Shopping Online</td>
</tr>
<tr>
<td>Identifying a Problem</td>
<td>Keeping Customers Coming Back</td>
<td>Following Up After Submitting an Application</td>
<td>Things to Include in a Career Portfolio</td>
<td>Job Search Websites</td>
</tr>
<tr>
<td>Becoming a Critical Thinker</td>
<td>Seeing the Customer’s Point</td>
<td>Effective Résumés:</td>
<td>Traits Employers are Seeking</td>
<td>Participation in Job Fairs</td>
</tr>
<tr>
<td>Managing</td>
<td>Selling Yourself and the Company</td>
<td>Matching Your Talents to a Job</td>
<td>Considerations Before Taking a Job</td>
<td>Searching the Classified Ads</td>
</tr>
<tr>
<td>Handling Customer Complaints</td>
<td>When a Résumé Should be Used</td>
<td>Using Employment Agencies</td>
<td>Landing an Internship</td>
<td>Staying Motivated to Search</td>
</tr>
</tbody>
</table>

1.4 Model work readiness traits required for success in the workplace including integrity, honesty, accountability, punctuality, time management, and respect for diversity.

<table>
<thead>
<tr>
<th>Workplace Ethics</th>
<th>Personal Characteristics</th>
<th>Employer Expectations</th>
<th>Business Etiquette</th>
<th>Communicating at Work</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrating Good Work Ethic</td>
<td>Demonstrating a Good Attitude</td>
<td>Behaviors Employers Expect</td>
<td>Language and Behavior</td>
<td>Handling Anger</td>
</tr>
<tr>
<td>Behaving Appropriately</td>
<td>Gaining and Showing Respect</td>
<td>Objectionable Behaviors</td>
<td>Keeping Information Confidential</td>
<td>Dealing with Difficult Coworkers</td>
</tr>
<tr>
<td>Maintaining Honesty</td>
<td>Demonstrating Responsibility</td>
<td>Establishing Credibility</td>
<td>Avoiding Gossip</td>
<td>Dealing with a Difficult Boss</td>
</tr>
<tr>
<td>Playing Fair</td>
<td>Showing Dependability</td>
<td>Demonstrating Your Skills</td>
<td>Appropriate Work Email</td>
<td>Dealing with Difficult Customers</td>
</tr>
<tr>
<td>Using Ethical Language</td>
<td>Being Courteous</td>
<td>Building Work Relationships</td>
<td>Cell Phone Etiquette</td>
<td>Dealing with Conflict</td>
</tr>
<tr>
<td>Showing Responsibility</td>
<td>Gaining Coworkers’ Trust</td>
<td></td>
<td>Appropriate Work Texting</td>
<td></td>
</tr>
<tr>
<td>Reducing Harassment</td>
<td>Persevering</td>
<td></td>
<td>Understanding Copyright</td>
<td></td>
</tr>
<tr>
<td>Respecting Diversity</td>
<td>Handling Criticism</td>
<td></td>
<td>Social Networking</td>
<td></td>
</tr>
</tbody>
</table>
1.5 Apply the appropriate skill sets to be productive in a changing, technological, diverse workplace to be able to work independently and apply team work skills.

<table>
<thead>
<tr>
<th>Expected Work Traits</th>
<th>Teamwork</th>
<th>Time Management</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrating Responsibility</td>
<td>Teamwork Skills</td>
<td>Managing Time</td>
</tr>
<tr>
<td>Dealing with Information Overload</td>
<td>Reasons Companies Use Teams</td>
<td>Putting First Things First</td>
</tr>
<tr>
<td>Transferable Job Skills</td>
<td>Decisions Teams Make</td>
<td>Juggling Many Priorities</td>
</tr>
<tr>
<td>Managing Change</td>
<td>Team Responsibilities</td>
<td>Overcoming Procrastination</td>
</tr>
<tr>
<td>Adopting a New Technology</td>
<td>Problems That Affect Teams</td>
<td>Organizing Workspace and Tasks</td>
</tr>
<tr>
<td></td>
<td>Expressing Yourself on a Team</td>
<td>Staying Organized</td>
</tr>
<tr>
<td></td>
<td>Giving and Receiving Constructive</td>
<td>Finding More Time</td>
</tr>
<tr>
<td></td>
<td>Criticism</td>
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<tr>
<td></td>
<td></td>
<td>Managing Projects</td>
</tr>
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<td></td>
<td></td>
<td>Prioritizing Personal and Work Life</td>
</tr>
</tbody>
</table>

1.6 Present a professional image through appearance, behavior and language.

<table>
<thead>
<tr>
<th>On-the-Job Etiquette</th>
<th>Person-to-Person Etiquette</th>
<th>Communication Etiquette</th>
<th>Presenting Yourself</th>
</tr>
</thead>
<tbody>
<tr>
<td>Using Professional Manners</td>
<td>Meeting Business Acquaintances</td>
<td>Creating a Good Impression</td>
<td>Looking Professional</td>
</tr>
<tr>
<td>Introducing People</td>
<td>Meeting People for the First Time</td>
<td>Keeping Phone Calls Professional</td>
<td>Dressing for Success</td>
</tr>
<tr>
<td>Appropriate Dress</td>
<td>Showing Politeness</td>
<td>Proper Use of Work Email</td>
<td>Showing a Professional Attitude</td>
</tr>
<tr>
<td>Business Meal Functions</td>
<td>Proper Use of Cell Phone</td>
<td>Proper Use in Texting</td>
<td>Presenting Yourself to Associates</td>
</tr>
<tr>
<td>Behavior at Work Parties</td>
<td></td>
<td></td>
<td>Accepting Criticism</td>
</tr>
<tr>
<td>Behavior at Conventions</td>
<td></td>
<td></td>
<td>Demonstrating Leadership</td>
</tr>
<tr>
<td>International Etiquette</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cross-Cultural Etiquette</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Working in a Cubicle</td>
<td></td>
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</tr>
</tbody>
</table>

Support of CTAE Foundation Course Standards and Georgia Standards of Excellence L9-10RST 1-10 and L9-10WHST 1-10

Georgia Standards of Excellence ELA/Literacy standards have been written specifically for technical subjects and have been adopted as part of the official standards for all CTAE courses.

Course Standard 2

GPA-AFLC1-2
Students will explain the history of AFJROTC, the selection of commander and staff positions and describe the cadet organization.

2.1 Define the purpose and mission of AFJROTC.
2.2 Explain the process for the selection of commanders and staff positions.
2.3 Diagram the organizational chart for the cadet organization.

Course Standard 3

GPA-AFLC1-3
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.

3.1 Explain the origins of the military uniform.
3.2 Distinguish between the various insignia.
3.3 Describe appearance and grooming standards.
Course Standard 4

GPA-AFLC1-4
Students will explain historic customs and courtesies, when and how to salute and the use of correct military titles.

4.1 Describe the difference between a custom and a courtesy.
4.2 Demonstrate how to salute.
4.3 Describe when and whom to salute.
4.4 Explain the importance of military titles.

Course Standard 5

GPA-AFLC1-5
Students will summarize the meaning and purpose of attitude, discipline, respect, and integrity in AFJROTC.

5.1 Describe the importance of a positive attitude.
5.2 Describe the importance of discipline.
5.3 Explain the role of respect and integrity.
5.4 Explain how drill helps instill discipline.

Course Standard 6

GPA-AFLC1-6
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.

6.1 Describe the four basic rules of ethics and ethical traits.
6.2 Describe how to make ethical decisions.
6.3 Name the four types of values.
6.4 Select the qualities of effective leadership.

Course Standard 7

GPA-AFLC1-7
Students will summarize and apply rules of etiquette and explain how to maintain appropriate personal hygiene and grooming.

7.1 Demonstrate how to make introductions.
7.2 Explain dining etiquette requirements.
7.3 Explain the handling of social invitations.
7.4 Demonstrate the writing of thank-you notes.
7.5 Describe appropriate hygiene and grooming practices.

Course Standard 8

GPA-AFLC1-8
Students will explain the main causes of stress and how to manage stress.

8.1 Distinguish between positive and negative stress.
8.2 Explain the causes of stress.
8.3 Predict the effects of stress on the body.
8.4 Describe ways to manage stress.

Course Standard 9

GPA-AFLC1-9
Students will explain suicide risk factors and signs, and when and how to seek professional mental health care.

9.1 Describe the types of mental and emotional problems.
9.2 Name ways to recognize when a person is seriously depressed.
9.3 Select the warning signs of suicide.
9.4 Explain how to know if you need professional help for a mental or emotional problem.
9.5 Describe the kinds of treatment available.

### Course Standard 10

**GPA-AFLC1-10**  
Students will recognize how to predict and prevent violence, and how to protect themselves from violence.

10.1 Select factors that contribute to teen violence.  
10.2 Select policies to prevent violence in school.  
10.3 Describe ways to protect themselves from violence.

### Course Standard 11

**GPA-AFLC1-11**  
Students will explain why and how to seek preventive health care services and identify the roles of various health organizations, including government agencies.

11.1 Distinguish between people who provide health care services.  
11.2 Explain why teens need regular checkups.  
11.3 Distinguish between the health services provided state and local agencies.  
11.4 Explain the role and services of non-governmental health organizations.

### Course Standard 12

**GPA-AFLC1-12**  
Students will explain how to choose and maintain a healthful diet and use resources to make healthful dietary decisions.

12.1 Explain why the body needs nutritious food.  
12.2 Predict what influences food choices.  
12.3 Explain the difference between appetite and hunger.  
12.4 List the six types of nutrients and explain how the body uses them.  
12.5 Select the sources of different nutrients.  
12.6 Explain the daily need for water and fiber.  
12.7 Explain the substances in food that should be limited.  
12.8 Describe resources that can help you make wise food choices.  
12.9 Explain why it is important to have a balanced diet.

### Course Standard 13

**GPA-AFLC1-13**  
Students will explain how to prepare for and what to do in a medical emergency.

13.1 Select ways to prepare for an emergency situation.  
13.2 Describe universal precautions for first-aid providers.  
13.3 Outline the basic steps to take in an emergency.  
13.4 Explain how to recognize and evaluate common emergencies.  
13.5 Describe first-aid treatments for common emergencies.  
13.6 Explain when to call for medical assistance.  
13.7 Explain how to deal with life-threatening emergencies.

### Course Standard 14

**GPA-AFLC1-14**  
Students will explain the importance of physical fitness, the measures of physical fitness demonstrate how to plan and execute physical fitness plan.

14.1 Define physical fitness and explain the difference between physical activity and exercise.  
14.2 Predict the benefits of physical activity.  
14.3 Describe how to increase levels of fitness.  
14.4 Explain heart and lung endurance and how it can be measured.  
14.5 Describe muscle strength and endurance and how each can be measured.  
14.6 Explain how to improve body composition.
14.7 Define flexibility and describe how it can be measured.
14.8 Explain how to set and achieve fitness goals.
14.9 Describe how to prepare an activity plan.
14.10 Label the three stages of an exercise session.
14.11 Explain how to check fitness progress.

**Course Standard 15**

GPA-AFLC1-15

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

15.1 Explain the relationships between weight, growth, and health.
15.2 Explain how eating and physical activity habits affect weight.
15.3 Describe ways to maintain a healthy weight.
15.4 Explain why some people develop eating disorders.
15.5 Distinguish between anorexia nervosa, bulimia, binge eating disorders, and describe the health risks.
15.6 associated with each disorder.
15.7 Name organizations/facilities where a teen with an eating disorder can get help.

**Course Standard 16**

GPA-AFLC1-16

*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.*

16.1 Explain how medicines differ from drugs.
16.2 Define the various types of medicines.
16.3 Explain how medicines affect the body.
16.4 Explain the difference between drug misuse and drug abuse.
16.5 Distinguish between the effects of narcotics, stimulants, and depressants on the body.
16.6 Define narcotics, stimulants, and depressants.
16.7 Explain the dangers of hallucinogens and the risks of using marijuana.
16.8 Describe how inhalants affect the body and explain the risks of using club drugs and steroids.
16.9 Name places where people who abuse drugs can get help.
16.10 Describe alternatives to using drugs.

**Course Standard 17**

GPA-AFLC1-17

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

17.1 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.
17.2 Explain why some teens start using tobacco.
17.3 Select strategies for avoiding tobacco use.
17.4 Explain ways smokers can quit.

**Course Standard 18**

GPA-AFLC1-18

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

18.1 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.
18.2 Name the special problems alcohol causes in teens.
18.3 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.

18.4 Explain why teens use alcohol and ways they can refuse alcohol.

Course Standard 19

GPA-AFLC1-19
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.

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

Course Standard 20

GPA-AFLC1-20
Students will summarize the role and functions of government, citizenship and naturalization process and the duties and responsibilities of citizenship.

20.1 Define civics.
20.2 Explain the need for government, the functions of government, including security and public services.
20.3 Diagram the different levels of government and democracy.
20.4 Distinguish between citizenship and the naturalization process.
20.5 Describe aliens in America.
20.6 Select duties and responsibilities of citizenship, including volunteerism.

Course Standard 21

GPA-AFLC1-21
Students will recognize the content of the United States Constitution and explain how it is amended and interpreted.

21.1 Label the parts of the Constitution and explain what they mean.
21.2 Describe the process of amending the constitution.
21.3 Explain how the Constitution is interpreted.

Course Standard 22

GPA-AFLC1-22
Students will recognize the content of the Bill of Rights and summarize how citizens can protect their rights and freedoms.

22.1 Explain the amendments in the Bill of Rights.
22.2 Name ways to protect our rights and freedom as American citizens.
22.3 Label key people who have upheld American rights and freedoms.
**Course Standard 23**

GPA-AFLC1-23

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.

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

**Course Standard 24**

GPA-AFLC1-24

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.

- **24.1** Define authoritarian governments, including monarchies, dictatorships, and totalitarianism.
- **24.2** 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
- **24.3** Describe communism in Cuba.
- **24.4** Describe the collapse of Soviet communism.
- **24.5** Describe democratic governments.
- **24.6** Explain presidential and parliamentary systems.