

**Government and Public Administration Cluster
Aerospace Science: Senior Project
Course Number 28.01940**

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.

Course Standard 1

GPA-AFSP-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.

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

Nonverbal Communication	Written Communication	Speaking	Applications and Effective Résumés
Communicating Nonverbally	Writing Documents	Using Language Carefully	Completing a Job Application
Reading Body Language and Mixed Messages	Constructive Criticism in Writing	One-on-One Conversations	Writing a Cover Letter
Matching Verbal and Nonverbal communication		Small Group Communication	Things to Include in a Résumé

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Improving Nonverbal Indicators		Large Group Communication	Selling Yourself in a Résumé
Nonverbal Feedback		Making Speeches	Terms to Use in a Résumé
Showing Confidence Nonverbally		Involving the Audience	Describing Your Job Strengths
Showing Assertiveness		Answering Questions	Organizing Your Résumé
		Visual and Media Aids	Writing an Electronic Résumé
		Errors in Presentation	Dressing Up Your Résumé

1.2 Demonstrate creativity by asking challenging questions and applying innovative procedures and methods.

Teamwork and Problem Solving	Meeting Etiquette
Thinking Creatively	Preparation and Participation in Meetings
Taking Risks	Conducting Two-Person or Large Group Meetings
Building Team Communication	Inviting and Introducing Speakers
	Facilitating Discussions and Closing
	Preparing Visual Aids
	Virtual Meetings

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

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

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

Workplace Ethics	Personal Characteristics	Employer Expectations	Business Etiquette	Communicating at Work
Demonstrating Good Work Ethic	Demonstrating a Good Attitude	Behaviors Employers Expect	Language and Behavior	Handling Anger
Behaving Appropriately	Gaining and Showing Respect	Objectionable Behaviors	Keeping Information Confidential	Dealing with Difficult Coworkers
Maintaining Honesty	Demonstrating Responsibility	Establishing Credibility	Avoiding Gossip	Dealing with a Difficult Boss
Playing Fair	Showing Dependability	Demonstrating Your Skills	Appropriate Work Email	Dealing with Difficult Customers
Using Ethical Language	Being Courteous	Building Work Relationships	Cell Phone Etiquette	Dealing with Conflict

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Showing Responsibility	Gaining Coworkers' Trust		Appropriate Work Texting	
Reducing Harassment	Persevering		Understanding Copyright	
Respecting Diversity	Handling Criticism		Social Networking	
Making Truthfulness a Habit	Showing Professionalism			
Leaving a Job Ethically				

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.

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

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

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

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-AFSP-2

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.

- 2.1 Diagram the communication process.
- 2.2 Describe encoding and decoding.
- 2.3 Select and list communication cues.
- 2.4 Name and give examples of three barriers to effective communication.
- 2.5 Explain the importance of feedback.

Course Standard 3

GPA-AFSP-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.

- 3.1 Diagram the thinking process.
- 3.2 Distinguish between thinking and reflection.
- 3.3 Describe the impact of thinking on decision making and on problem solving.
- 3.4 Name and evaluate three standards for critical thinking.

Course Standard 4

GPA-AFSP-4

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.

- 4.1 Distinguish between the six steps for effective communication.
- 4.2 Explain the importance of knowing the situation and audience.
- 4.3 Diagram the three types of speaking and the three purposes of a speech.
- 4.4 Distinguish between the four common methods of presentation.
- 4.5 Outline a presentation and include an introduction, body, conclusion, transitions, and illustrations.
- 4.6 Explain presentation skills and the importance of practicing your speech.
- 4.7 Present a speech using the effective speaking format.

Course Standard 5

GPA-AFSP-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.

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

Course Standard 6

GPA-AFSP-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.

- 6.1 Distinguish between the six steps for effective communication.
- 6.2 Explain the importance of knowing the situation and audience.
- 6.3 Diagram the three types of speaking and the three purposes of a speech.
- 6.4 Distinguish between the four common methods of presentation.
- 6.5 Outline a presentation and include an introduction, body, conclusion, transitions, and illustrations.
- 6.6 Explain presentation skills and the importance of practicing your speech.
- 6.7 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.