PROGRAM CONCENTRATION: **Government & Public Safety**
CAREER PATHWAY: **JROTC – Air Force**
COURSE TITLE: **28.01300 Cultural Studies**

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 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:

Cultural studies is a customized course that introduces students to the world's cultures through the study of world affairs, regional studies, and cultural awareness. The course delves into history, geography, religions, languages, culture, political systems, social issues, economics, environmental concerns, and human rights. It looks at major events and significant figures who have shaped each region. An underlying theme of the course emphasizes the impact that cultural perspectives have on interactions between people.

National Geography Standards, Geography for Life

The World in Spatial Terms

1. Use maps and other geographic representations, tools, and technologies to acquire, process, and report information from a spatial perspective
2. Use mental maps to organize information about people, places, and environments in a spatial context
3. Analyze the spatial organization of people, places, and environments on Earth's surface

Places and Regions

4. Understand the physical and human characteristics of place
5. Understand that people create regions in order to interpret Earth's complexity
6. Understand how culture and experience influence people's perception of places and regions

Physical Systems

7. Understand the physical processes that shape the patterns of Earth's surface
8. Understand the characteristics and spatial distribution of ecosystems on Earth's surface

Human Systems

9. Understand the characteristics, distribution, and migration of human populations on Earth's surface

Earth's surface

10. Understand the characteristics, distribution, and complexity of Earth's cultural mosaics
11. Understand the patterns and networks of economic interdependence on Earth's surface
12. Understand the processes, patterns, and functions of human settlement
13. Understand how the forces of cooperation and conflict among people influence the division and control of Earth's surface

Environment and Society

14. Understand how human actions modify the physical environment
15. Understand how physical systems affect human systems
16. Understand the changes that occur in the meaning, use, distribution, and importance of resources

The Uses of Geography

17. Understand how to apply geography to interpret the past
16. Understand the changes that occur in the meaning, use, distribution, and importance of resources
18. Understand how to apply geography to interpret the present and plan for the future

Environment and Society

National Council for the Social Studies (NCSS) Standards

1. Culture

b. Predict how data and experiences may be interpreted by people from diverse cultural perspectives and frames of reference

c. Apply an understanding of culture as an integrated whole that explains the functions and interactions of language, literature, the arts, traditions, beliefs and values, and behaviors patterns

d. Compare and analyze societal patterns for preserving and transmitting culture while adapting to environmental or social change

f. Interpret patterns of behavior reflecting values and attitudes that contribute or pose obstacles to cross-cultural understanding

2. Time, Continuity, and Change

b. Apply key concepts such as time, chronology, causality, change, conflict, and complexity to explain, analyze, and show connections among patterns of historical change and continuity

c. Identify and describe significant historical periods and patterns of change within and across cultures, such as the development of ancient cultures and civilizations, the rise of nation-states, and social, economic, and political revolutions

3. People, Places, and Environments

a. Refine mental maps of locales, regions, and the world that demonstrate understanding of relative location, direction, size, and shape

b. Create, interpret, use, and synthesize information from various representations of the earth, such as maps, globes, and photographs

e. Describe, differentiate, and explain the relationships among various regional and global patterns of geographic phenomena such as landforms, soils, climate, vegetation, natural resources, and population

f. Use knowledge of physical system changes such as seasons, climate, and weather, and the water cycle to explain geographic phenomena

i. Describe and assess ways that historical events have been influenced by, and have influenced, physical and human geographic factors in local, regional, national, and global settings

j. Analyze and evaluate social and economic effects of environmental changes and crises resulting from phenomena such as floods, storms, and drought

4. Individual Development and Identity

a. Articulate personal connections to time, place, and social/cultural systems

b. Identify, describe, and express appreciation for the influences of various historical and contemporary cultures on an individual's daily life

c. Describe the ways family, gender, ethnicity, nationality, socioeconomic status, and other group and cultural influences contribute to the development of a sense of self

of various historical and contemporary cultures on an individual's daily life

e. Examine the interactions of ethnic, national, or cultural influences in specific situations or events

f. Analyze the role of perceptions, attitudes, values, and beliefs in the development of personal identity

g. Compare and evaluate the impact of stereotyping, conformity, acts of altruism, and other behaviors on individuals and groups

5. Individuals, Groups, and Institutions

a. Apply concepts such as role, status, and social class in describing the connections and interactions of individuals, groups, and institutions in society

b. Analyze group and institutional influences on people, events, and elements of culture in both historical and contemporary settings

d. Identify and analyze examples of tensions between expressions of individuality and efforts used to promote social conformity by groups and institutions

e. Describe and examine belief systems basic to specific traditions and laws in contemporary and historical movements

f. Evaluate the role of institutions in furthering both continuity and change

g. Analyze the extent to which groups and institutions meet individual needs and promote the common good in contemporary and historical settings

6. Power, Authority, and Governance

a. Examine persistent issues involving the rights, roles, and status of the individual in relation to the general welfare

b. Explain the purpose of government and analyze how its powers are acquired, used, and justified

c. Analyze and explain ideas and mechanisms to meet needs and wants of citizens, regulate territory, manage conflict, establish order and security, and balance competing conceptions of a just society

d. Compare and analyze the ways nations and organizations respond to conflict between forces of unity and forces of diversity

e. Compare different political systems (their ideologies, structure, institutions, processes, and political cultures) with that of the United States, and identify representative political leaders from selected historical and contemporary settings

f. Analyze and evaluate conditions, actions, and motivations that contribute to conflict and cooperation within and among nations

7. Production, Distribution, and Consumption

a. Explain how the scarcity of productive resources (human, capital, technological, and natural) requires the development of economic systems to make decisions about how goods and services are to be produced and distributed

b. Analyze the role that supply and demand, prices, incentives, and profits play in determining what is produced and distributed in a competitive market system

c. Consider the costs and benefits to society of allocating goods and services through private and public sectors

e. Analyze the role of specialization and exchange in economic processes

f. Compare how values and beliefs influence economic decisions in different societies

g. Compare basic economic systems according to how rules and procedures deal with demand, supply, prices, the role of government, banks, labor and labor unions, savings and investments, and capital

h. Apply economic concepts and reasoning when evaluating historical and contemporary social developments and issues

i. Distinguish between domestic and global economic systems, and explain how the two interact

8. Science, Technology, and Society

a. Identify and describe both current and historical examples of the interaction and interdependence of science, technology, and society in a variety of cultural settings

b. Make judgments about how science and technology have transformed the physical world and human society and our understanding of time, space, place, and human-environment interactions

c. Analyze how science and technology influence the core values, beliefs, and attitudes of society, and how core values, beliefs, and attitudes of society shape scientific and technological change

9. Global Connections

a. Explain how language, art, music, belief systems, and other cultural elements can facilitate global understanding or cause misunderstanding

b. Explain conditions and motivations that contribute to conflict, cooperation, and interdependence among groups, societies, and nations

c. Analyze and evaluate the effects of changing technologies on the global community

d. Analyze the causes, consequences, and possible solutions to persistent contemporary, and emerging global issues, such as health, security, resource allocation, economic development, and environmental quality

e. Analyze the relationships and tensions between national sovereignty and global interests, in such matters as territory, economic development, nuclear and other weapons, use of natural resources, and human rights concerns

f. Analyze or formulate policy statements demonstrating an understanding of concerns, standards, issues, and conflicts related to universal human rights

g. Describe and evaluate the role of international and multinational organizations in the global arena

10. Civic Ideals and Practices

a. Explain the origins and interpret the continuing influence of key ideals of the democratic republican form of government, such as individual human dignity, liberty, justice, equality, and the rule of law

b. Identify, analyze, interpret, and evaluate sources and examples of citizens' rights and responsibilities

National Educational Technology Standards for Students (NETS●S) **(Technology Activities)**

1. Creativity and Innovation
   a. Apply existing knowledge to generate new ideas, products, or processes
   b. Create original works as a means of personal or group expression
2. Communication and Collaboration
   d. Contribute to project teams to produce original works or solve problems
3. Research and Information Fluency
   a. Plan strategies to guide inquiry
   b. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media
   c. Evaluate and select information sources and digital tools based on the appropriateness to specific tasks
   d. Process data and report results
4. Critical Thinking, Problem Solving, and Decision Making
   b. Plan and manage activities to develop a solution or complete a project
   c. Collect and analyze data to identify solutions and/or make informed decisions
   d. Use multiple processes and diverse perspectives to explore alternative solutions
5. Digital Citizenship
   b. Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity
6. Technology Operations and Concepts
   a. Understand and use technology systems
   b. Select and use applications effectively and productively

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 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 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.

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.