

28.01100 Aerospace Science: Leadership I00

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.

PS-AF-LEI-1-1. Students will explain the history of AFJROTC, the selection of commander and staff positions and describe the cadet organization.

- a. Define the purpose and mission of AFJROTC
- b. Explain the process for the selection of commanders and staff positions
- c. Diagram the organizational chart for the cadet organization

PS-AF-LEI-1-2. 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

- a. Explain the origins of the military uniform
- b. Distinguish between the various insignia
- c. Describe appearance and grooming standards

PS-AF-LEI-1-3. 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-AF-LEI-1-4. 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
- e.

PS-AF-LEI-1-5. 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

- a. Describe the four basic rule of ethics and ethical traits
- b. Describe how to make ethical decisions
- c. Name the four types of values
- d. Select the qualities of effective leadership

PS-AF-LEI-2-1. Students will summarize and apply rules of etiquette and explain how to maintain appropriate personal hygiene and grooming

- a. Demonstrate how to make introductions
- b. Explain dining etiquette requirements

- c. Explain the handling of social invitations
- d. Demonstrate the writing of thank-you notes
- e. Describe appropriate hygiene and grooming practices

Academic Standard(s):

ELA11W2. The student demonstrates competence in a variety of genres.

PS-AF-LEI-2-2. Students will explain the main causes of stress and how to manage stress.

- a. Distinguish between positive and negative stress
- b. Explain the causes of stress
- c. Predict the effects of stress on the body
- d. Describe ways to manage stress

PS-AF-LEI-2-4. Students will explain suicide risk factors and signs, and when and how to seek professional mental health care

- a. Describe the types of mental and emotional problems
- b. Name ways to recognize when a person is seriously depressed
- c. Select the warning signs of suicide
- d. Explain how to know if you need professional help for a mental or emotional problem
- e. Describe the kinds of treatment available

PS-AF-LEI-2-5. Students will recognize how to predict and prevent violence, and how to protect themselves from violence

- a. Select factors that contribute to teen violence
- b. Select policies to prevent violence in school
- c. Describe ways to protect themselves from violence

Academic Standard(s):

SSCG21 The student will demonstrate knowledge of criminal activity.

PS-AF-LEI-3-1. Students will explain why and how to seek preventive health care services and identify the roles of various health organizations, including government agencies.

- a. Distinguish between people who provide health care services
- b. Explain why teens need regular checkups
- c. Distinguish between the health services provided state and local agencies
- d. Explain the role and services of non-governmental health organizations

PS-AF-LEI-3-2. Students will explain how to choose and maintain a healthful diet and use resources to make healthful dietary decisions.

- a. Explain why the body needs nutritious food.
- b. Predict what influences food choices
- c. Explain the difference between appetite and hunger.
- d. List the six types of nutrients and explain how the body uses them.
- e. Select the sources of different nutrients.
- f. Explain the daily need for water and fiber.
- g. Explain the substances in food that should be limited.
- h. Describe resources that can help you make wise food choices
- i. Explain why it is important to have a balanced diet.

PS-AF-LEI-3-3. Students will explain how to prepare for and what to do in a medical emergency.

- a. Select ways to prepare for an emergency situation
- b. Describe universal precautions for first-aid providers
- c. Outline the basic steps to take in an emergency.
- d. Explain how to recognize and evaluate common emergencies.
- e. Describe first-aid treatments for common emergencies.
- f. Explain when to call for medical assistance.
- g. Explain how to deal with life-threatening emergencies.

PS-AF-LEI-4-1. Students will explain the importance of physical fitness, the measures of physical fitness demonstrate how to plan and execute physical fitness plan.

- a. Define physical fitness and explain the difference between physical activity and exercise.
- b. Predict the benefits of physical activity.
- c. Describe how to increase levels of fitness.
- d. Explain heart and lung endurance and how it can be measured.
- e. Describe muscle strength and endurance and how each can be measured.
- f. Explain how to improve body composition.
- g. Define flexibility and describe how it can be measured.
- h. Explain how to set and achieve fitness goals.
- i. Describe how to prepare an activity plan.
- j. Label the three stages of an exercise session.
- k. Explain how to check fitness progress.

PS-AF-LEI-4-2. Students will explain how to eat healthfully, the health risks of eating disorders, and how to seek help for an eating disorder.

- a. Explain the relationships between weight, growth, and health.
- b. Explain how eating and physical activity habits affect weight.
- c. Describe ways to maintain a healthy weight.
- d. Explain why some people develop eating disorders.
- e. Distinguish between anorexia nervosa, bulimia, binge eating disorders, and describe the health risks associated with each disorder.
- f. Name organizations/facilities where a teen with an eating disorder can get help.

PS-AF-LEI-5-1. 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.

- a. Explain how medicines differ from drugs.
- b. Define the various type of medicines
- c. Explain how medicines affect the body.
- d. Explain the difference between drug misuse and drug abuse.
- e. Distinguish between the effects of narcotics, stimulants, and depressants on the body.
- f. Define narcotics, stimulants, and depressants.
- g. Explain the dangers of hallucinogens and the risks of using marijuana.
- h. Describe how inhalants affect the body and explain the risks of using club drugs and steroids.
- i. Name places where people who abuse drugs can get help.
- j. Describe alternatives to using drugs.

PS-AF-LEI-5-2. Students will describe the dangers of tobacco, how to avoid using it and how to seek help in quitting tobacco use.

- a. 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.
- b. Explain why some teens start using tobacco.
- c. Select strategies for avoiding tobacco use.
- d. Explain ways smokers can quit.

PS-AF-LEI-5-3. Students will explain the dangers of alcohol, ways to avoid using alcohol, and when and how to seek help for alcohol-related issues

- a. 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.
- b. Name the special problems alcohol causes in teens.
- c. 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.
- d. Explain why teens use alcohol and ways they can refuse alcohol.

PS-AF-LEI-6-1. 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

Academic Standard(s):

ELAALRL1 The student demonstrates comprehension by identifying evidence (e.g., diction, imagery, point of view, figurative language, symbolism, plot events and main ideas) in a variety of texts representative of different genres (e.g., poetry, prose [short story, novel, essay, editorial, biography], and drama) and using this evidence as the basis for interpretation.

PS-AF-LEI-6-2. Students will summarize the role and functions of government, the citizenship and naturalization process and the duties and responsibilities of citizenship.

- a. Define civics
- b. Explain the need for government, the functions of government, including security and public services.
- c. Diagram the different levels of government and democracy
- d. Distinguish between citizenship and the naturalization process.
- e. Describe aliens in America.
- f. Select duties and responsibilities of citizenship, including volunteerism.

Academic Standard(s):

SSCG5 The student will demonstrate knowledge of the federal system of government described in the United States Constitution.

- a. Explain the relationship of state governments to the national government.
- b. Define the difference between enumerated and implied powers.
- c. Describe the extent to which power is shared.
- d. Identify powers denied to state and national governments.
- e. Analyze the ongoing debate that focuses on the balance of power between state and national governments.
- f. Analyze the supremacy clause found in Article VI and the role of the U.S. Constitution as the “supreme law of the land.”

SSCG6 The student will demonstrate knowledge of civil liberties and civil rights.

- a. Examine the Bill of Rights with emphasis on First Amendment freedoms.
- b. Analyze due process law expressed in the 5th and 14th Amendments.
- c. Explain selective incorporation of the Bill of Rights.
- d. Explain how government seeks to maintain the balance between individual liberties and the public interest.
- e. Explain every citizen’s right to be treated equally under the law.

SSCG7 The student will describe how thoughtful and effective participation in civic life is characterized by obeying the law, paying taxes, serving on a jury, participating in the political process, performing public service, registering for military duty, being informed about current issues, and respecting differing opinions.

PS-AF-LEI-6-3. Students will recognize the content of the United States Constitution and explain how it is amended and interpreted.

- a. Label the parts of the Constitution and explain what they mean.
- b. Describe the process of amending the Constitution.
- c. Explain how the Constitution is interpreted.

Academic Standard(s):

SSCG3. The student will demonstrate knowledge of the United States Constitution.

PS-AF-LEI-6-4. Students will recognize the content of the Bill of Rights and summarize how citizens can protect their rights and freedoms.

- a. Explain the amendments in the Bill of Rights.
- b. Name ways to protect our rights and freedom as American citizens.
- c. Label key people who have upheld American rights and freedoms.

Academic Standard(s):

SSCG6 The student will demonstrate knowledge of civil liberties and civil rights.

SSUSH5 The student will explain specific events and key ideas that brought about the adoption and implementation of the United States Constitution.

PS-AF-LEI-6-5. 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.

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

Academic Standard(s):

SSCG4. The student will demonstrate knowledge of the organization and powers of the national government.

SSCG5 The student will demonstrate knowledge of the federal system of government described in the United States Constitution.

SSCG13 The student will describe the qualifications for becoming President of the United States.

SSCG16 The student will demonstrate knowledge of the operation of the federal judiciary.

PS-AF-LEI-6-6. 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.

- a. Define authoritarian governments, including monarchies, dictatorships, and totalitarianism.
- b. 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
- c. Describe communism in Cuba.
- d. Describe the collapse of Soviet communism.
- e. Describe democratic governments.
- f. Explain presidential and parliamentary systems.

Academic Standard(s):

SSCG19 The student will compare and contrast governments that are unitary, conferral, and federal governments; unitary, oligarchic and democratic governments; and presidential and parliamentary governments.

SSWG5 The student will describe the interaction of physical and human systems that have shaped contemporary South Asia, Southeastern Asia, and Eastern Asia.

SSWH19 The student will demonstrate an understanding of the global social, economic and political impact of the Cold War and decolonization from 1945 to 1989.

SSWH20 The student will examine change and continuity in the world since the 1960s.

SSUSH25 The student will describe changes in national politics since 1968.

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 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.