

FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT

Aerospace Science & Leadership 4 Air Force Junior ROTC

Date: March 2014

Subject Area: Career Technical Education

Proposed Grade Level(s): 9 - 12

Course Length: One Year

Grading: A-F

Number of Credits: 5 per Semester

Prerequisites: None

COURSE DESCRIPTION:

Aerospace Science: Management of the Cadet Corps

The cadets manage the entire corps during their fourth year in the Air Force JROTC program. This hands on experience affords cadets the opportunity to put theories of previous leadership courses into practice. Planning, organizing, coordinating, directing, controlling, and decision-making will be done by cadets. They will put into practice their communication, decision-making, personal-interaction, managerial, and organizational skills.

Cultural Studies: An Introduction to Global Awareness

This is a continuation of the studies from year 3 of the program. The course is specifically created for the US Army, Marine Corps, Navy, and Air Force Junior ROTC programs. It 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, cultural, political systems, economics, social issues, environmental concerns, and human rights. It looks at major events and significant figures that have shaped each region. Throughout the course, there are readings, video segments, hands –on activities, other optional activities, technology enrichment, and assessments to guide in the re-enforcement of the material.

Twenty-First Century Skills as defined by Partnership for 21st Century Skills are integrated into the course. These include learning and innovation (thinking) skills-critical thinking and problem solving, creativity and innovation, and communication and collaboration; information, media and technology skills-information literacy, media literacy, and ICT (Information, Communications and Technology) literacy; life and career skills-flexibility and adaptability, initiative and self-direction, social and cross-cultural skills, productivity and accountability, and leadership and responsibility. Again, the content of this course is correlated using the National Geography and Social Studies Standards. These include the National Geography Standards – *Geography for Life*, and the *National Council for the Social studies* (NCSS) standards. In addition, the technology enrichment activities are correlated to the *National Education Technology Standards for Students* (NETSS).

Leadership: Principles of Management

This course provides exposure to the fundamentals of management. The text contains many leadership topics that will benefit students as well as provide them with the necessary skills needed to put into practice what they have learned during their time in AFJROTC. This course, combined with what cadets have already learned during their time in AFJROT will equip them with the qualities needed to serve in leadership positions within the cadet corps. Throughout the text are many ethical dilemmas, case studies, and role play activities built into the lessons. These activities are based on real life experience and will allow students the opportunity to practice what they learn by getting involved in discussions and expressing their opinions

GENERAL GOALS / ESSENTIAL QUESTIONS:

By the end of the Aerospace course, each student will be able to:

- Apply theories and techniques learned in previous leadership courses
- Analyze how to develop leadership and management competency through participation
- Analyze strengthened organizational skills through active incorporation
- Evaluate how to develop confidence in ability by exercising decision-making skills
- Evaluate Air Force standards, disciplines, and conduct

By the end of the Cultural Studies Course, each student will be able to:

- Know how historical, geographic, religious, and ethnic factors have shaped the six major regions of the world
- Know how economic, political, and social factors impact cultures
- Know how environmental resources influence global economic development
- Know how population density, famine, war, and immigration influence the world
- Know how the economic systems of communism and capitalism have shaped the six major regions of the world
- Comprehend how cultural perspectives of time, space, context, authority, interpersonal relationships, and orientation to community affect interactions among people

By the end of the Leadership course, each student will be able to:

- Know the history and the importance of management
- Know the techniques and skills involved in planning and decision making
- Know the importance of managing change, stress, and innovation
- Know the key elements of individual and group behavior, the importance of the communication process, and the characteristics of a good leader

CCSS READING COMPONENT:

Students will be required to:

- Read articles related to current management trends both in the Department of Defense and civilian industry and business
- Read the required texts.
- Read and comprehend test questions and answers.

CCSS WRITING COMPONENT:

Students will be required to:

- State their responses to questions in complete sentences.
- Develop a personal health plan and set career goals for five years.
- Complete a notebook that includes note taking from class lectures.
- Develop Power Point presentations on a variety of topics for group presentations.

CCSS SPEAKING AND LISTENING COMPONENT:

Students will be required to:

- Participate as a member of a group in leadership situation.
- Respond to questions directed to them during class discussion.
- Participate in question/answer sessions with guest speakers.

DETAILED UNITS OF INSTRUCTION:

All Units of Instruction will include:

- Introductory class discussion and teacher presentation.
- Appropriate audio-visual media.
- Hands on learning activities.
- Evaluation of student learning.
- Student reading, writing, and oral component.

Aerospace Science:

AS-4: Management of the Cadet Corps

Unit One: Analyze techniques learned in previous leadership courses

Unit Two: Analyze and develop leadership and management competency through participation

Unit Three: Analyze organizational skills through active incorporation

Unit Four: Evaluate confidence in ability by exercising decision-making skills

Unit Five: Evaluate Air Force standards, discipline, and conduct

Cultural Studies: An Introduction to Global Awareness

Chapter Four: Russia

Chapter Five: Latin America

Chapter Six: Europe

Leadership Education:

LE 4: Principles of Management

Unit One: Introduction to Management

Unit Two: Planning

Unit Three: Organizing

Unit Four: Leading

Drill and Ceremonies

Unit One: Intro. to Drill and Ceremonies

Unit Two: Commands and the Command Voice

Unit Three: Conduct basic drill movements

Unit Four: Saluting

Unit Five: Expanding Drill Techniques

Unit Six: Functions of Group and a Wing

Unit Seven: Formation of Groups & Wings

Unit Eight: Purpose of Ceremonies and Parades

TEXTBOOKS and RESOURCE MATERIALS:

Principles of Management, Pearson Custom Publishing, 2007

An Introduction to Global Awareness, Jones & Bartlett Publishing, 2010

Drill and Ceremonies, Air Force Publication) Air Force Manual 36-2203

COMMON CORE STANDARDS TO BE ADDRESSED:

Reading: Informational Text

Integration of Knowledge and Ideas

CCSS.ELA-Literacy.RI.11-12.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

Writing

Text Types and Purposes

CCSS.ELA-Literacy.W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

CCSS.ELA-Literacy.W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

Production and Distribution of Writing

CCSS.ELA-Literacy.W.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Research to Build and Present Knowledge

CCSS.ELA-Literacy.W.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

Speaking and Listening

Comprehension and Collaboration

CCSS.ELA-Literacy.SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CCSS.ELA-Literacy.SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

Presentation of Knowledge and Ideas

CCSS.ELA-Literacy.SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Literacy in Technical Subjects

Key Ideas and Details

CCSS.ELA-Literacy.RST.11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.

Integration of Knowledge and Ideas

CCSS.ELA-Literacy.RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

DISTRICT ESLRs TO BE ADDRESSED:

Students will be:

- **Self –Directed Learners** – students will work independently to determine positive and collaborative outcomes to group problems
- **Effective Communicators** – students will communicate through both written and oral presentations made in class and to local middle schools.

- **Quality Producers/Performers** – student work will be held to a high standard as set by the Air Force Junior ROTC worldwide program.
- **Constructive Thinkers** – students will be able to deconstruct, organize, plan and implement group projects and intramural events, document activities, and apply project management skills.
- **Collaborative Workers** – students will understand the importance of teamwork and complete various projects as a member of a team.
- **Responsible Citizens** – students will participate in community service activities

Appendix

Transportation Knowledge and Performance Anchor Standards

1.0 Academics

Analyze and apply appropriate academic standards required for successful industry sector pathway completion leading to postsecondary education and employment. Refer to the Transportation academic alignment matrix for identification of standards.

2.0 Communications

Acquire and accurately use Transportation sector terminology and protocols at the career and college readiness level for communicating effectively in oral, written, and multimedia formats. (Direct alignment with LS 9-10, 11-12.6)

2.1 Recognize the elements of communication using a sender–receiver model.

2.2 Identify barriers to accurate and appropriate communication.

2.3 Interpret verbal and nonverbal communications and respond appropriately.

2.4 Demonstrate elements of written and electronic communication such as accurate spelling, grammar, and format.

2.5 Communicate information and ideas effectively to multiple audiences using a variety of media and formats.

2.6 Advocate and practice safe, legal, and responsible use of digital media information and communications technologies.

3.0 Career Planning and Management

Integrate multiple sources of career information from diverse formats to make informed career decisions, solve problems, and manage personal career plans. (Direct alignment with SLS 11-12.2)

3.1 Identify personal interests, aptitudes, information, and skills necessary for informed career decision making.

3.2 Evaluate personal character traits such as trust, respect, and responsibility and understand the impact they can have on career success.

3.3 Explore how information and communication technologies are used in career planning and decision making.

3.4 Research the scope of career opportunities available and the requirements for education, training, certification, and licensure.

3.5 Integrate changing employment trends, societal needs, and economic conditions into career planning.

3.9 Develop a career plan that reflects career interests, pathways, and postsecondary options.

4.0 Technology

Use existing and emerging technology to investigate, research, and produce products and services, including new information, as required in the workplace environment. (Direct alignment with WS 11-12.6)

4.1 Use electronic reference materials to gather information and produce products and services.

4.3 Use information and communication technologies to synthesize, summarize, compare, and contrast information from multiple sources.

4.5 Research past, present, and projected technological advances as they impact a particular pathway.

5.0 Problem Solving and Critical Thinking

Conduct short, as well as more sustained, research to create alternative solutions to answer a question or solve a problem unique to the Transportation sector using critical and creative thinking, logical reasoning, analysis, inquiry, and problem-solving techniques. (Direct alignment with WS 11-12.7)

5.1 Identify and ask significant questions that clarify various points of view to solve problems.

5.2 Solve predictable and unpredictable work-related problems using various types of reasoning (inductive, deductive) as appropriate.

5.3 Use systems thinking to analyze how various components interact with each other to produce outcomes in a complex work environment.

5.4 Interpret information and draw conclusions, based on the best analysis, to make informed decisions.

6.0 Health and Safety

Demonstrate health and safety procedures, regulations, and personal health practices and determine the meaning of symbols, key terms, and domain-specific words and phrases as related to the Transportation sector workplace environment. (Direct alignment with RSTS 9-10, 11-12.4)

6.2 Interpret policies, procedures, and regulations for the workplace environment, including employer and employee responsibilities.

6.3 Use health and safety practices for storing, cleaning, and maintaining tools, equipment, and supplies.

6.4 Practice personal safety when lifting, bending, or moving equipment and supplies.

9.0 Leadership and Teamwork

Work with peers to promote divergent and creative perspectives, effective leadership, group dynamics, team and individual decision making, benefits of workforce diversity, and conflict resolution.

9.1 Define leadership and identify the responsibilities, competencies, and behaviors of successful leaders.

9.2 Identify the characteristics of successful teams, including leadership, cooperation, collaboration, and effective decision-making skills as applied in groups, teams, and career technical student organization activities.

9.3 Understand the characteristics and benefits of teamwork, leadership, and citizenship in the school, community, and workplace setting.

9.5 Understand that the modern world is an international community and requires an expanded global view.

9.6 Respect individual and cultural differences and recognize the importance of diversity in the workplace.

9.7 Participate in interactive teamwork to solve real world issues and problems

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