PUGET SOUND SKILLS CENTER

Aeronautical Science Pathways Syllabus 2026-27

Session Information

1st Session: 7:55am – 10:25am 2nd Session: 11:15am – 1:45pm * Monday – Friday

* Students from Tahoma and Federal Way are dismissed at 1:25pm and must complete the day's exit ticket to account for the missed time.

Class Location: Main Building
PSSC # : Aeronautical Science Pathway

Teacher Information

Name: Enrique Mora **Phone**: 206-631-7386
Email: Enrique.Mora@highlineschools.org
Office Hours: 7:25am – 2:15pm
E-mail will be the most efficient way to communicate with the instructor.

Culture of Learning

This class reinforces PSSC's school-wide Behavioral Agreements:

Be Present, Be Respectful, Be Engaged and Be Professional.

Students and teachers will create their own classroom version of these agreements in their class charter, through thoughtful discussion from the perspective of their industry's expectations. These agreements will be upheld through a positive, progressive support system including regular check-ins with individual students, quarterly self-assessments, positive reinforcement strategies, contact with sending schools, dialog with families, and interventions from our Student Success Dean and Counselor as needed.

Course Description

Course Content:

ASP 1 Semester 1 contains three integrated units:

- **Private Pilot Ground School** - Includes aerodynamics, navigation, weather, communications, regulations, flight physiology, weight balance, and other subjects preparatory to the FAA private pilot written exam.
- **Aircraft Systems** - An introduction to the basic flight instruments and systems found in general aviation and light twin engine aircraft and how their proper use promotes safety in flight.
- **Aviation Weather** - Covers theory of weather processes and interpretation of weather reports and charts. Includes special aviation-related topics such as high-altitude weather, arctic weather and tropical weather. Students gain a fundamental knowledge of weather observation and forecasting techniques and instruments. Discusses special aviation problems such as wind shear and microburst detection. Covers Terminal Aerodrome Forecast/Aviation Routine Weather.

ASP 1 Semester 2 contains three units:

- **Aviation History and Careers -** This course provides students with a clear understanding of aviation, its history, and technological developments in the past, and future. Also addresses the range of career opportunities in the field of aviation, including flight instructor, airline captain, air traffic controller, and aircraft dispatcher.
- **Aviation Law** - This course will cover Aviation Law and regulations including discussions of constitutional, administrative and international law affecting aviation. Analysis of aviation regulatory environments and processes including legislation, rule-making, certification and enforcement actions using case studies.
- **Drone Operations** - This course will cover Aviation Law and regulations including discussions of constitutional, administrative and international law affecting aviation. Analysis of aviation regulatory environments and processes including legislation, rule-making, certification and enforcement actions using case studies.

College Credits: 30 (1.5 HS credits)

Equivalent HS Credits: 1.0 Lab Science, 1.0 Social Studies (Civics and Current Global Issues), 1.0 CTE

Course Prerequisites: none

Student Learning Outcomes

Private Pilot Ground School

1. Identify the knowledge and skill requirements for obtaining a Private Pilot Certificate.
2. Apply their understanding of aircraft systems, basic aerodynamics, VFR flying, VFR navigation, and safety.
3. Interpret Federal Aviation Regulations pertaining to VFR flight.
4. Demonstrate the proper procedures used with navigation charts and equipment needed for VFR flight.
5. Exercise their understanding of Private Pilot knowledge through written FAA stage exams.

Aircraft Systems

1. Perceive aircraft systems holistically as subparts of the overall aircraft system.
2. Describe the components of light general aviation aircraft and how they operate.
3. Depict and analyze pneumatic, hydraulic, electrical, instrumentation, navigation, fuel, and powerplant systems.
4. Apply the principles of function and safe operation of flight instruments.
5. Acquire skills and knowledge to establish proper use of aircraft systems and promote safety.

Aviation Weather

1. Examine the causes of the earth's weather and the forces causing weather to change.
2. Examine the dangers of hazardous weather including thunderstorms, wind shear, icing and turbulence and identify how aircraft operation is affected.
3. Acquire and implement weather concepts and terms unique to aviation, including proper format and criteria for making pilot reports on in-flight weather.
4. Evaluate and interpret aviation weather observations and formulate conclusions on risk associated with aircraft operation.
5. Articulate and employ knowledge of those portions of the air traffic control system which provide pre-flight weather briefing and continued in-flight weather assistance.

Aviation History and Careers

1. Identify the major historical events since man first took flight.

2. Identify the major historical figures in the development of aviation.
3. Express the importance of aviation in everyday life.
4. Identify past and future technological developments.
5. Develop their knowledge of commercial aviation.
6. Identify career options in aviation.
7. Recognize the requirements for different professions in aviation.

Aviation Law
1. Apply basic aviation law, procedures and application.
2. Recognize how democratic processes influence rule making procedures and enforcement.
3. Apply case studies to highlight specific procedures and the enforcement requirements of the FAA and other government agencies.

Drone Operations
1. Apply basic aviation law, procedures and application.
2. Recognize how democratic processes influence rule making procedures and enforcement.
3. Apply case studies to highlight specific procedures and the enforcement requirements of the FAA and other government agencies.

Essential Standards

CTE.EDT.09-12.01

- Empowered Learner: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.

CTE.EDT.09-12.02

- Digital Citizen: Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.

CTE.EDT.09-12.03

- Knowledge Constructor - Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

CTE.EDT.09-12.04

- Innovative Designer - Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.

CTE.EDT.09-12.05

- Computational Thinker - Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.

CTE.EDT.09-12.06

- Creative Communicator - Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

CTE.EDT.09-12.07

- Global Collaborator - Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

Scope and Sequence (District Language)

Unit 1 - Private Pilot Ground School
Unit 2 - Aircraft Systems
Unit 3 - Aviation Weather

Professional Attire & Uniform Requirements

Students must wear a lanyard with their PSSC Student ID daily, and PSSC-provided attire and/or program-specific uniform as directed.

The dress code is based on aviation operations industry standards and is business casual attire.

Student attire:

- Non-denim pants/slacks (black, navy, khaki, olive).
- Black jeans/black cargo pants in good repair: clean, with no holes, rips, tears, cutoffs, fraying or fading. Students may not wear jeans or cargo pants of any color other than black.
- Students may not wear sweatpants, running, yoga, or any type of athletic style pants.
- Skirts/dresses no shorter than 2-3” above knees when you are standing.
- Leggings worn ONLY with a dress/skirt.
- Tops: collared shirts, i.e. button-down, polos, sweaters, blouses, knit tops.
- Students may not wear hoodies (any sweatshirt or jacket with a hood) or sweatshirts. They may be worn to class but need to be removed by the start of class. Jackets, sweaters/cardigans with zippers or button ups may be worn over collared shirts. Note: a sweatshirt is not a sweater.
- All shirts/tops must cover midriffs in all positions.
- Sleeveless tops/dresses that meet all other requirements may be worn if shoulder strap width is not less than 3”.
- Closed-toed shoes are required as you will frequently be out in the Museum, and this is industry standard. No flip flops or sandals permitted at any time.

Required Reading (provided in class)

- Guided Flight Discovery: Private Pilot. Jeppesen
- Chart Supplement: United States Government Flight Information Publication, Federal Aviation Administration
- Digital Chart Supplement (d-CS): FAA website, faa.gov/air_traffic/flight_info/aeronav/digital_products/dafd/
- Sectional Aeronautical Chart: Seattle Sectional, Federal Aviation Administration
- 2024 Test Prep: Private Pilot. Aviation Supplies & Academics (ASA) NOTE: Purchase newest available year.
- Airmen Knowledge Testing Supplement for Sport Pilot, Recreational Pilot, Remote Pilot, Private Pilot, FAA-CT-8080-2H
- SkyVector Aeronautical Charts: skyvector.com
- Aviation Maintenance Technician Handbook--General, FAA-H-8083-30A. ASA
- Pilot's Handbook of Aeronautical Knowledge, FAA-H-8083-25B, ASA
- Pilot Operating Handbooks; Maintenance manuals, etc.

- Aviation Weather Handbook, FAA-H-8083-28. US Department of Transportation, Federal Aviation Administration

Program Costs

There are no classroom fees, and uniforms will be provided. If you want your uniform customized, then that will need to be paid for by you.

Course Technology

This course utilizes Microsoft Teams for Education, and access information will be shared with students and available for parents/guardians as needed. Further, this class uses the following software tools used in the industry: X-Plane, Flight Lessons, 3D.

3.0 Credits Offered Per Year

High School Equivalency Credits
Students will be enrolled in multiple gradebooks that reflect the equivalency credits available. **Some course equivalencies may not be taught and assessed until later in the school year. Students may not have a progress grade recorded for these equivalencies until that time.** Please reach out if you have any questions or concerns.

1.0 Lab Science, 1.0 Social Studies (Civics and Current Global Issues), 1.0 CTE

College Dual Credits
PSSC dual credit programs give students the opportunity to earn high school and college credit at the same time. Most programs have “Dual Credit Articulations” with specific colleges, and others are College in the High School (CiHS) courses such as those with Central Washington University. These credits may only be earned by successfully completing the course and all of the requirements set forth by the colleges. Most dual credit articulations require students earn a C or better for every semester in the program, though some require a B. CiHS programs will have additional information listed on their syllabus.

College: 30 credits/year earned through Green River College (GRC). Students must attend the **entire year** to be eligible for college credits.

First Semester:
AVIA 112: Aircraft Systems (5 credits)
AVIA 111: Private Pilot Ground School (5 credits)
AVIA 123: Aviation Weather/Meteorology (5 credits)

Second Semester:
AVIA 103: Aviation History and Careers (5 credits)
AVIA 107: Drone Operations (5 credits)
AVIA 210: Aviation and the Law (5 credits)

A "B" or better earns the college credit listed above.

*The successful completion of ASP I OR a Private Pilot Ground School class and a VFR Radio Communications course (or knowledge and ability to use VFR Radio Communications) is a pre-requisite for ASP II.

**Concurrent courses must begin in ASP I and can be completed over both years. Credit for concurrent courses will not be issued until the completion of ASP II.

Note: if you plan on taking Running Start classes in addition to ASP, please contact the ASP Team to determine eligibility.

Standards-Based Grading

Grades are a reflection of learning. Student work is scored on rubrics for the grade-level standards we are learning. Students demonstrate learning through assignments, activities and assessments.

- Formative Assessments: Measures understanding during a learning experience
- Summative Assessments: Measures understanding after a learning experience is complete
- Reassessments: Measures understanding after more learning (see below)

Learn more about standards-based grading: highlineschools.org/grading
[Here are some examples of how teachers can communicate the importance of students completing formative assessments:

- Formative assessments are required because they help you practice skills and give you feedback on your learning before the summative assessment.
- The most recent scores of formative or summative assessments are generally used to calculate your grade. Formative assessments you complete early in the semester provide you with feedback on your learning and guide you on how to improve your grade.]

[Whenever possible, assessments should cover the entire standard. However, we recognize many standards take more than three to four weeks to teach. Read more about this in the Standards Based Grading Handbook.

Some standards in this class take more than three to four weeks to learn, and some may not be fully addressed until 2nd semester. We will do formative assessments on these standards when you should be at a "2" on the standard rubric, but before you are expected to fully master the standard. When this happens, you will see "Target 2" in the title of the assignment in the gradebook. While the score will not affect your grade, it will give you important feedback to know if you are on track to learn the standard.

Assessment Methods

- Formative quizzes and summative exams
- Peer and self-assessment
- Class discussions and debate participation (no reassessment)
- Skills demonstrations
- Research projects and presentations
- Case studies and real-world scenarios
- Mock scenes & mock trials (no reassessment)
- Industry recognized certifications (no reassessment)
- PE participation (no reassessment)
- Capstone Project Showcase or Community Impact Project (no reassessment)

End of Course Exams

At the end of the year, students will take an End-of-Course exam that will include a written exam, and a practical (hands-on) exam. These exams are designed to measure student mastery of program competencies, ensure alignment with industry expectations, and support student readiness for workforce or advanced program placement

Student Expectations and Support Needs

Students are expected to fully engage in our learning community and complete all assignments as part of individual and collective learning. Please contact me if you need additional time to complete work or need support to engage in our learning community. If you struggle to complete work and engage in our learning community, I will schedule a meeting with your family to discuss concerns and identify ways to support your learning.

Our goal is to maximize each student's opportunity for success in life and work, but some students may need supports beyond what PSSC is able to provide. We will work with the staff at sending schools and families to make

reasonable efforts in accommodation. However, industry-mandated safety standards and expectations are non-negotiable items.

PSSC classes are 2 ½ hour blocks, and CTE preparatory courses. The ability to be self-motivated and work without direct oversight and redirection is crucial to success. Teamwork and working independently are both necessary skills in life and expectations in the workplace. These 21st Century Skills standards are as important as the technical skills students can master. In situations where these standards cannot be met with accommodations provided, we will work with the necessary parties to ensure a more suitable placement.

Expectations for Independent Work

PSSC students are expected to work successfully in teams and independently toward skills mastery, as they would in industry. Independent work within the program (student projects) must align with the program's curriculum and framework. Students working on their Capstone Showcase or Community Impact Project should choose something that demonstrates their advanced levels of mastery in their program content. Students will complete a project training plan that details the skills, standards and assessment criteria which will be used to determine the project's grade.

Reassessment Policy

Continued learning is necessary and always encouraged when you do not yet show proficiency in a standard. I will share reassessment opportunities for you to improve your grade.
[If schools have a schoolwide reassessment policy, this should be listed as well. Include what students need to do before reassessing, how long they have to reassess and any request process they need to follow. Examples include:

- Before you reassess, please talk with me about your plan and complete the required relearning.
- You can reassess up to two weeks after the unit is complete. There will also be two weeks at the end of the semester for students to reassess on any content from that semester. .
- Please complete a reassessment request to demonstrate you have gained NEW learning since the last summative assessment.]

Reassessment Opportunities

Reassessment opportunities will be determined by the instructor, as needed after summative assessments, and will be clearly published in Microsoft Teams. Not all assignments and evaluations are eligible for reassessment, especially those done in a lab setting. Students must present and on time for trips to the Museum Flight Simulator Lab. If students are unable to attend any lab days, contact must be made with the instructor prior to leaving to be eligible for reassessment.

Grades

In StudentVUE and ParentVUE, the most recent scores for essential standards are averaged and generate a letter grade based on this scale*:

- **A: 4.0-3.2 -** Student is meeting most standards and exceeding on some.
- **B: 3.19-2.4** - Student is meeting most standards and may be approaching or exceeding on some.
- **C: 2.39-1.6** - Student is approaching on most standards and may be beginning or meeting on some.
- **D: 1.59-1.2** - Student is beginning on most standards and may be approaching on some.
- **NC: 1.19-0.00** - Student has not yet demonstrated learning on most standards and may be beginning in some. In high school, the NC does not earn credit for a course.

*These are general descriptions and there may be exceptions.

Recommended Academic Skills

Students in all programs will be working toward several Industry Recognized Certifications (IRCs), including ones focused on their career field, and ones that are useful in any job setting. Many programs are also "College in the High School" courses taught and graded to that college's standards. Because these IRCs and college-level courses require advanced academic ability, students will have the greatest success in earning these certifications and/or college credit with the following skills:

Reading Level:
Math Level:
Science Level:

Industry-Recognized Certifications (IRCs)

Industry-Recognized Certifications (IRCs) are an important component of every program at PSSC. Some of these certifications will be specific to the industry you are training for and are a requirement for entering the workforce. Some of them will be beneficial no matter what career field you enter. It is projected that more than 75% of jobs in Washington state will require credentials, certifications and/or education beyond a high school diploma, so our students are getting a head start. Every student will complete at least one IRC.

- First Aid / CPR
- OSHA 10
- Knowledge test for pre solo flight

PSSC Capstone Project

To successfully complete your Career and Technical Education (CTE) program at PSSC, you must complete a Capstone Project and present it. This is mandatory for earning credit during 2nd semester and could impact your ability to earn the CTE graduation pathway. This project demonstrates the skills and knowledge you've gained throughout your time in the program, the IRCs you have earned, and readiness to enter your chosen career field or continue your education. It will also include a showcase of your best work. It is a graduation requirement that cannot be waived. You will be given a checklist with the requirements.
Along with your main project, all students must complete the essential professional documents including:

- a resume
- a cover letter
- a thank you email
- an reference request email
- a reference list
- a showcase of exemplar work to be presented
- and a written reflection essay summarizing the year's learning and your plan for the future
- performance evaluations (student monthly or quarterly self-reflections & teacher feedback)

Capstone Project Showcase for 1st Year Students:

- Complete a presentation of your capstone and your best work to industry professionals, family, and/or friends, as required by your program.

Community Impact Project for 2nd Year Students:

- Research and complete an individual or group project that showcases multiple industry skills mastered and meets a need in the community. 2nd year students will have already completed the minimum professional documents requirements during the previous year, though their resume should be updated regularly.

Work-Based Learning (WBL)

WBL is an instructional strategy that provides students with career exploration opportunities and hands-on learning where knowledge gained in CTE courses can be applied to real-life work experiences. The goal of every

work-based learning program is to prepare students for the next generation of the workforce. PSSC students will participate in WBL through their program, and some may earn elective credits.

All PSSC students will participate in some form of Work-Based Learning, and fill out a contract at the beginning of the year to start the process.

Common WBL opportunities

- Field Trips to Industry Sites
- College Visits

Leadership

Leadership is a key component of ASP and will be built into the school day. The purpose of our leadership component is to encourage the development of vocational understanding, leadership qualities, social awareness, and a sense of responsibility to school and community.

Partial list of leadership opportunities:

- Attending conferences and competitions
- perform a community service project
- be a student leader or class officer in your program
- serve as an ASB representative
- lead campus tours

volunteer for career days at elementary and middle schools

STUDENT PERSONAL SMART DEVICES POLICY (CELL PHONE, TABLETS, HEADPHONES/EAR PODS)

Purpose: The guiding language from Governor Ferguson is “Away for the Day” - To keep phones from disrupting learning, increased safety, productivity and well-being.

When Phones Must Be Put Away

- During class: Phones off or on Do Not Disturb, stored in backpack or designated classroom location
- Classroom breaks: No phone use while moving between spaces
- Restroom passes: Leave phone in classroom when using the restroom

When Phones Are Allowed

- Before school: Anytime before the bell rings
- After school: Anytime after your session's final bell

Emergency Communication

- Parents: Call the main office directly in emergencies at (206) 631-7300
- Students: Get a pass to use the office phone for urgent calls

Classroom Use & Exceptions

- No instructional use unless pre-approved by an administrator
- Computers available at all school sites for academic work
- Accommodations honored: Students with 504, IEP, MV, or Health Plans may use devices as documented

Consequences (Progressive)

1. First: Verbal reminder to store phone properly from the classroom instructor – documented in Synergy
2. Second: Phone confiscated by classroom instructor for the period; possible admin referral – documented in Synergy
3. Third: Admin referral and parent/guardian contact and phone to be held by the Dean of Student Success – documented in Synergy

Immediate referral if the disruption is significant or dangerous – documented in Synergy

Goal: These steps are instructive, not punitive, to maintain a respectful and safe learning environment.

Attendance Policy

The seat time mandate for CTE courses in Washington ensures students receive sufficient instructional hours and hands-on training time to master necessary technical skills. Prescribed minimum seat time safeguards the quality of CTE programs by allowing for in-depth classroom learning, adequate lab practice on equipment, and fulfillment of certification requirements. Upholding seat time standards is crucial for preparing a workforce with job-ready expertise meeting industry needs. To align with our 4 PSSC Agreements, all students will complete an attendance contract at the beginning of the year, signed by themselves and their parent/guardian.

Therefore, it is critical that students are present. **Whether excused or unexcused, missed time is missed time**.

1. Upon entering the classroom, each student will scan the QR code to check in for the day, and put their smart devices in the designated area in the classroom. It is their responsibility as a student to complete the QR code so their presence is documented for the day. If they do not complete the QR code, the student will be marked absent.
2. As a professional courtesy, please contact the course instructor via email, voice text or phone call.
3. Absences may be excused **by a parent/guardian** by the following methods within 48 hours of the absence:
   a. Phone call to PSSC Attendance Specialist, Kelsey Gomez (206) 631-7353
   b. Email to Ms. Kelsey (kelsey.gomez@highlineschools.org)
   c. Text message to Ms. Kelsey through Google Voice at (425) 298-7345
   d. Hand-written note turned into PSSC Attendance Specialist Kesley Gomez
4. Please include the following information in the note, call or email:
   a. Student Name
   b. Parent/Guardian Name
   c. Program Name
   d. Date of the absence
   e. Reason for the absence
5. Students who are 18 years of age may excuse their own absence **in writing only** for the following reasons: school-related absence, medical appointment, or personal illness.
6. Prearranged absence forms are in the office. The form must be completed with all required signatures before departure date. This form will be shared with your sending school as well.
7. Reassessment opportunities will be determined and clearly published by the instructor. Not all assignments and evaluations are eligible for reassessment, especially those done in a lab setting.

Student Handbook: https://pssc.highlineschools.org/students/student-handbook-24-25-clone

Eligibility to Return as a 2nd Year Advanced Student

All PSSC students will have quarterly performance evaluations to assess success in their program, and communication will take place with the student success dean, counselor, sending school and families when additional supports are needed.

Commented [TP1]: Update this language with whatever ends up in the handbooks.

@Trish Mcguire @Tony Poplin

In order to return as a 2nd Year Advanced Student, they must demonstrate mastery of content and skills considered necessary and pass the End-of-Course exam. Students must also successfully earn the schoolwide and program specific required IRCs.

Students who are unable to complete the required skills, and unable to pass the End-of-Course exam, and IRCs in one year may be eligible to return to PSSC for another year and additional time to complete those items, but would not have earned the advanced status to be considered a 2nd Year Advanced Student.

Students who return to PSSC and enroll in a different program will also be considered a 1st year student, as it is their first year in that program.

Students may attend the same program at PSSC for a maximum of two school years. However, this does not count summer school which is open to students who have finished the 8th grade until the summer before their senior year.

Academic Honesty

We take academic honesty seriously. You are expected to maintain the highest levels of integrity. It is important that we can assess what you know and can do independently so that we can accurately support your learning. Here are guidelines that ensure that you are upholding academic honesty:

- Do your own work: Do not copy or plagiarize someone else's work, including text, images or ideas. Strive to produce original work that represents your own thoughts and ideas.
- Give credit: If you use a source such as a book, article, website or generative Artificial Intelligence, you must give appropriate credit. Include a citation that clearly identifies the source of your information.

Failure to uphold academic honesty will be addressed and corrected, including but not limited to re-doing the assignment and family conferences. Academic honesty ensures you are learning and growing in the most effective way possible.

Artificial Intelligence (AI) and Academic Integrity

AI tools may be used to support work in this class when specifically allowed by the teacher — but not to replace student thinking or voice. Students are expected to follow assignment-specific guidance and identify when AI is used in submitted work. Submitting AI-generated work as one's own without permission or explanation is not acceptable and considered academic dishonesty.

Language Support

If you need language support to understand this document, contact your school office at 206-631-7300.
Si necesita ayuda con el idioma para comprender este documento, por favor comuníquese con la oficina de su escuela al 206-631-7300.
Nếu quí vị cần hỗ trợ về ngộn ngữ để hiểu tài liệu này, xin liên lạc với văn phòng trường học của con em quí vị số 2 06-631-7300.
Haddii aad u baahan tahay taageerada luqadda si aad u fahamto dukumeentigan, kala xidhiidh xafiiska dugsigaaga 206-631-7300.
ਜੇਕਰ ਤੁਹਾਨੂੰ ਆਪਣੀ ਭਾਸ਼ਾ ਵਿੱਚ ਗੱਲਬਾਤ ਕਰਨ ਲਈ ਮਦਦ ਚਾਹੀਦੀ ਹੈ ਤਾਂ ਕਿਰਪਾ ਕਰਕੇ ਆਪਣੇ ਸਕੂਲ ਦੇ ਦਫ਼ਤਰ ਵਿੱਚ ਸੰਪਰਕ ਕਰੋ। 206-631-7300.
اگر برای دانش‌آموز این سند به خدمات ترجمه نیاز دارید، لطفاً با شماره 2066317300 با تیم تماس گرفته حل مطلب نمایید.