



“Developing Citizens of Character, Dedicated to Serving their Nation & Community”

**CADET GUIDE
2020-2021**

NAME (Last, First): _____

FLIGHT: _____

CHAIN OF COMMAND (Testable)

**NOTE: WRITE IN PENCIL HERE*

NATIONAL LEADERSHIP

President, Commander-in-Chief _____
Secretary of State _____
Secretary of Defense _____
Chairman, Joint Chiefs of Staff _____
Secretary of the Air Force _____
Chief of Staff, US Air Force _____
Chief Master Sergeant of the Air Force _____
Commander, AETC _____
Air University Commander _____
Commander, Holm Center _____
Director, AFJROTC _____

CA-841 Faculty and Staff

Senior Aerospace Science Instructor _____
Aerospace Science Instructor _____
Cadet Group Commander _____
Cadet Deputy Group Commander _____
Cadet Chief Enlisted Manager _____
Cadet Quality Assurance Officer _____
Cadet Group Guidon Bearer _____
41st Squadron Commander _____
916th Squadron Commander _____
Cadet Support Squadron Commander _____
Cadet Logistics Squadron Commander _____
Cadet Operations Commander _____
Cadet Mission Support Commander _____

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TEAMWORK

This fall, when you see Geese heading south for the winter flying along in a "V" formation, you might consider what science has discovered as to why they fly that way. As each bird flaps its wings, it creates an updraft for the bird immediately following. By flying in a "V" formation, the whole flock adds at least 71% greater flying range than if each bird flew on its own. People who share a common direction and sense of community can get where they are going more quickly and easily because they are traveling on the lift and energy of one another. When a goose falls out of formation, it suddenly feels the drag and resistance of trying to go it alone and quickly gets back into formation to take advantage of the lifting power of the bird in front. If we have as much sense as a goose, we will stay in formation with those who are headed in the same direction we are. When the lead goose gets tired, it rotates back in the wing, and another goose flies point. It is sensible to take turns doing demanding jobs with people or with geese flying south. Geese honk from behind to encourage those up front to keep up the speed. What do we say when we honk from behind? Finally, and this is important, when a goose gets sick or is wounded by gunshot and falls out of formation, two other geese fall out with the goose and follow it down to lend help and protection. They stay with the fallen goose until it is able to fly or until it dies. Only then do they launch out on their own or with another formation to catch up with their group. If we have the sense of a goose, we will stand by each other like that.

"Together Everyone Achieves More"

Author: Unknown

**Sacramento City Unified School District
C.K. McClatchy High School
3066 Freeport Boulevard
Sacramento, California 95818**

MEMORANDUM FOR ALL CADETS

FROM: CA-841 AFJROTC

SUBJECT: Welcome

1. Welcome to the Air Force Junior Reserve Officer Training Corps (AFJROTC), CA-841 at C.K. McClatchy High School. You have chosen to become part of an award winning program that offers opportunities in citizenship, leadership, community service, responsibility, discipline, character development, and aerospace studies.
2. This guide establishes the standard of performance for all students enrolled in the AFJROTC program at C.K. McClatchy. It provides a reference for the many details and facts with which each student must become familiar in order to be successful. Your ability to progress in rank and achieve a high grade for the course will depend, in large part, upon your knowledge and performance of the information contained in this guide.
3. Membership in AFJROTC is a ***privilege***, not a right! As a cadet in CA-841, the faculty and staff at C.K. McClatchy will closely monitor your actions and behavior. As a representative of the AFJROTC program, your conduct must be above reproach at all times. You will set the standard by which all other students will be measured. Accept this responsibility willingly and be proud of your membership in the AFJROTC program and you will ultimately gain respect and admiration from everyone you come in contact with. Additionally, you will be required to maintain grooming standards and the wear of the uniform one-day a week. These standards are non-negotiable and support the AFJROTC objectives of leadership and personal development.
4. An important aspect of being a member of the AFJROTC program is to be a well-rounded student. This includes attaining high grades in all your courses as well as participating in extracurricular activities at school. Minimum GPA for cadets to maintain in AFJROTC is a 2.0 or better.
5. Your achievements in leadership and your contributions to the reputation of C.K. McClatchy will depend upon you and the spirit in which you abide by the provisions of this guide. This program provides facilities and instructors dedicated to seeing you succeed. For your part, you will be expected to get involved. Your enthusiasm, interest, and participation are the power behind the program.
6. If you require additional information, please call 395-5050 X503653/503553.

Edward P. Fedor

EDWARD P. FEDOR, Lt Col, USAF, [Ret]
Senior Aerospace Science Instructor

Philip K. Magreevy

PHILIP K. MAGREEVY, MSgt, USAF, (Ret)
Aerospace Science Instructor

HISTORY OF CA-841

1984 – 1985: CA-841 was established July 1, 1984 by Principal Mr. William L. Morgan with instructors Maj. Frank W. Young and SMSgt Humberto L. Garcia, USAF (Ret). We had 85 cadets - the 1st Group c/CC was Charles Smith and the 2nd c/CC was Michael DeNecochea.

1985 – 1986: We grew to 120 cadets. Fall Group c/CC was Francine Lau and spring c/CC was Anthony Brown. We earned Honor Unit and SMSgt Garcia resigned at year's end.

1986 – 1987: CMSgt John L. Alexander replaced SMSgt Garcia. The unit grew to 135 cadets with Fall Group c/CC Joseph Nauman, and spring c/CC Tyra Morales. We earned Honor Unit for the second consecutive year. Cadet Nauman went to the Air Force Academy.

1987 – 1988: Mr. Morgan transferred to John F. Kennedy School and Mr. William P. Dionisio became principal. We had 155 cadets and made Meritorious Unit. Our 7th Group c/CC was Monique Osborne, and our 8th c/CC was Jason Lustig.

1988 – 1989: The unit grew to 170. Fall Group c/CC was John Aduna, and spring c/CC was Shirlene Zimmerman. We earned Meritorious Unit. Our Color Guard and Drill Team went to the VFW National Drill Competition in Las Vegas, Nevada. Our Color Guard placed third.

1989 – 1990: We grew to 189 cadets with Spring Group c/CC Susan Liz Forsberg, and fall c/CC Jana Morales. We earned Honor Unit.

1990 – 1991: We had 190 cadets. CMSGT Alexander moved to CA-071 in Fairfield, CA in November. In January, CMSGT Robert Sully was hired. In June, Chief Sully was laid off due to SCUSD budget issues. On 1 Jul, TSgt Melvin Buzzard moved from CA-811, at Hiram Johnson High School, and joined CA-841. The Fall Group c/CC was Kevin Reta, and spring c/CC was Gary Ho. We earned Meritorious Unit.

1991 – 1992: We started with 142 cadets, but by the end of the year our unit decreased to 110 cadets. We reorganize the cadet staff; we eliminated some positions and created several new ones. The new positions are Information Management, Safety, Facilities Management, Computer, and Training Officer. Our 15th c/CC was Steven Ross, and our 16th Group c/CC was Jose Romero. Cadet Ross went to the USAF Academy.

1992 – 1993: We started with 168 cadets and decreased to 140 cadets by year's end. Our cadet squadron was reorganized to become a cadet group. After nine years Major Frank W. Young retired. Fall Group c/CC was Derek Ostertag, and spring c/CC was Eric Harrald. We made Honor Unit and moved into the Lion's Den.

1993 – 1994: We had 175 cadets. Lt. Col James Demetrio replaced Major Young. We earned Meritorious Unit and our principal, Mr. William Dionisio retired in June. Fall Group c/CC was Gregory Anderson and spring c/CC was Kristopher Moore.

1994 – 1995: Fall c/CC was Molly White with 170 cadets. Principal was Mr. Ron Echandia. spring c/CC was Hanson Mak. We hosted the NORCAL Invitational Drill Meet at McClellan AFB.

1995 – 1996: We had 168 cadets and a new principal, Mrs. Kathleen Whalen. Jared Ostertag was c/CC. Drill Teams With and Without Arms competed at the SCIDM. With Arms took 2nd Place Regulation and 3rd Place Sweepstakes. The 24th Group c/CC was Christopher McKinney and we were Meritorious Unit.

1996 – 1997: The Fall c/CC was Hannah White. An increase to 195 cadets resulted in changing from a cadet group to a cadet wing. Lt Col Larry Hansen replaced Lt Col Demitro. The annual Air Force visit was January 1997. Spring c/CC was John Kesdler. The drill team without arms placed first at SICDM in inspection and we placed second in the NORCAL Academic Challenge.

1997 – 1998: The 27th Group c/CC was Dustin Privette. Lt Col Billy Lakes replaced Lt Col Hansen in August 97, and the Wing changed to a Group. Annual Inspection was conducted in January 98. Spring c/CC was Erin Lew and our Drill Team without arms placed 11th overall at SCIDM.

1998 – 1999: The 29th Group c/CC was Braden Partridge and CMSGT Robert Sully replaced TSgt Melvin Buzzard. CA-841 hosted MIDGET drill comp. The 30th c/CC was Chris Fukui.

1999 – 2000: Dr Daisey Lee replaced Mrs. Whalen as principal. The 31st Group c/CC was Mitsuko Hew. Rifle Team placed second at Titan drill comp. We earned Outstanding Unit and Xong Vang became the 32nd c/CC. Cadet Vang was selected as AFA Cadet of the Year for the second time. McClatchy again hosted MIDGET drill comp, with 13 schools competing.

2000 – 2001: The 33rd Group c/CC was Yoshie Oya. We placed 3rd overall in Softball, 2nd in volleyball and first Overall in the Super Quiz at Academic Challenge. The 34th c/CC was Ezra White. The Drill Team W/O Arms placed second in sweepstakes at SCIDM & we placed 1st out of 13 schools overall at MIDGET.

2001 – 2002: Lt Col Billy Lakes moved to Vanden High School, and Lt Col Jim Geyer moved from Hiram Johnson to CKM. The 35th Group c/CC was Rachel Proctor. The unit hosted the NORCAL Basketball Tournament. The drill team placed 3rd in 9-man exhibition and we placed 3rd overall at TITAN. The 36th c/CC was Shaun Franco. Our drill team placed 3rd in standard drill and saber guard placed 3rd in the 4-man exhibition at NORCAL. Cadets placed 1st at Fun Olympics. Chief Sully was selected AFA Educator of the Year and Chief Sully and Lt Col Geyer were selected AFJROTC Outstanding Instructors.

2002 – 2003: The Fall Group c/CC was Brian Smith and spring c/CC was David Frederici. Cadet field trips went to the Reno Air Races and the U.S.S Hornet. Teams competed in softball, basketball, volleyball, NORCAL Olympics, and Academic Challenge. Color guard; saber, rifle, and drill teams competed at TITAN and NORCAL. Cadet Brian Smith entered the Naval Academy. Chief Sully was selected an AFJROTC Outstanding Instructor and the unit earned the AFJROTC Distinguished Unit Award.

2003-2004: Fall Group c/CC was Ricardo Campos and spring c/CC was Anne Miles. Cadets went to the Reno Air Races and Fleet Week in San Francisco. Cadets competed in softball, volleyball, Academic Challenge, and NORCAL Olympics and hosted the NORCAL Basketball Tournament. The color guard, rifle team, replica team, and drill team participated and won awards at TITAN, SCIDM, and NORCAL. Chief Sully was selected for the AFJROTC Outstanding Instructor Award and CA-841 again earned AFJROTC Distinguished Unit.

2004 – 2005: The Fall Group c/CC was Anthony Miller and spring c/CC was Starr Smith. Cadets took field trips to the Reno Air Races, Fleet Week, and participated in volleyball, Academic Challenge, and NORCAL Olympics. We hosted the NORCAL Basketball Tournament. The drill teams won awards at TITAN, SCIDM, and NORCAL. Chief Sully and Colonel Geyer were selected AFJROTC Outstanding Instructors and the Group earned the Distinguished Unit Award. Chief Sully was selected Channel 10 Teacher of the Month for May 2005 and Chapter 116 AFA Sacramento Teacher of the Year. Three cadets: Thao Ta, Phong Mai, and Alexandra Jordan attended the AFJROTC Honors Camp in Phoenix.

2005 – 2006: The Fall Group c/CC was Phong Mai and spring c/CC was Peter Dalldorf. Teams won the Sweepstakes Trophy at TITAN Drill Comp and competed at SCIDM and NORCAL. We earned Distinguished Unit and Chief Sully and Col Geyer were selected AFJROTC Outstanding Instructors. CA-841 was approved as its own Small Learning Community.

2006 – 2007: During Summer we moved from The Lions Den to the Auto Shop. Cadets and instructors filled holes in the walls, primed & painted, and laid tile in a major renovation. Fall Group c/CC was Alex Jordan and Fall c/CC was Chelsea Dunnington. Colonel Don Belche conducted our Unit Evaluation on November 4th – result was the highest rating possible – Exceeds Standards. Col Belche also mentioned this was the most extensive renovation he had ever seen. The unit received the Outstanding Unit with Merit Award.

2007 – 2008: The Fall Group c/CC was Thao Ta and Spring CC Joey Stewart. Teams competed in TITAN and won four third place trophies at NORCAL. We began a Marksmanship Safety Program and purchased six Daisy 853 pellet rifles. All cadets completed the safety program and cadets competed for slots on the Marksmanship Team. Marksmanship will be incorporated into Zero Period for AY2008/2009. Once again we received Outstanding Unit.

2008-2009: Fall GP/CC was Matthew Mori and the spring GP/CC was Allison Wood with 133 cadets.

2009-2010: Fall GP/CC was Mikela Hisamoto and Spring GP/CC was Amber Wyatt with 140 cadets.

2010-2011: Peter Lambert became our new principal. Lt Col Geyer and CMSgt Sulley retired. CMSgt Phil Sanborn came over as the ASI after 12 years doing the same job at Hiram Johnson High School and Lt Col Edward Fedor joined CA-841 as the new SASI. Our Fall Group c/CC was Amber Wyatt and our spring c/CC was Gerry Thao. We began the school year with 141 cadets.

2011-2012 Fall Group c/CC was Gemson Ye and our spring c/CC was Jamie Faanmog. Pre-enrollment had the unit at 145 cadets. This year the unit was awarded the Air Force's Distinguished Unit Award.

2012-2013 During the summer Lt Col Fedor and CMSGT Sanborn made some major renovations: building an armory for rifles, switching the Supply and Female Logistics room, laying new floors, and making changing rooms tarps. All this was done with cadets. Fall Group c/CC was David Yang and our spring c/CC was Jenny Mai. We started the year with 150 cadets enrolled. During our tri-annual Federal Inspection, the unit was rated "Exceeds Standards." This year the Unit was awarded the Distinguished Unit Award with Merit. Also, the Drill Team w/ Arms placed 3rd in inspection at NorCal. At the Woodland Parade, Drill Team w/o Arms placed 1st, Drill Team w/ Arms placed 2nd, and Color Guard placed 1st.

2013-2014 Fall Group c/CC is Tanisha Wilson and c/CV is Michelle Thao. We are beginning the academic year with 175 cadets. The Unit was awarded the Distinguished Unit Award for the third year in a row. We took two first place and two second place awards in Drill and Ceremony Competition. Cadet Wilson received eight scholarships and Cadet Thao was awarded the Fallen Warrior Scholarship.

2014-2015 Fall Group c/CC is Amir Ahmad and c/CV is Simon Pogue-Martinez. We are beginning the academic year with 182 cadets. The Unit was awarded the Distinguished Unit Award for the fourth year in a row. c/Maj Nancy Lim graduated at the top of her class and was one of the Valedictorians.

2015-16 Fall Group c/CC is Fatima Parveen and c/CV is Adam Ha. We are capping enrollment for the academic year with 190 cadets and paring down to 165. The Unit exceeded Standards in the Federal Inspection and was awarded the Distinguished Unit Award for the fifth year in a row this year. Lt Col Fedor and Chief Sanborn were selected Outstanding Instructors of the year for the Air Force. Chief Sanborn retired in June ending 20 years teaching and was replaced by Chief "Dave" Novelli.

2016-17 Fall Group c/CC is Evan Wong and c/CV is Jonathan Saechao. We are starting the year with 160 quality cadets. The Unit was awarded Outstanding Unit for the sixth year in a row.

2017-2018 Fall Group c/CC is Michelle Vang and c/CV is Preston Ritchey. We started the year with 128 cadets (only admitting 9th graders who had a 3.0 and above in Middle School. We were a Distinguished Unit for the seventh year in a row.

2018-2019 Fall Group c/CC is Ratu Tuisawau and c/CV is Arthur Korodrau. We started the year with 126 cadets (only admitting 9th graders who had a 3.0 and above in Middle School). We received an "Exceeds Standards" during the 2018 Federal Inspection and in the spring of 2019 earned the "with Merit" distinction. New for second semester this year we promoted a junior (Juana Vasquez) to the Vice Group Commander position, improving the program continuity year-over-year. The second semester c/CC was Arthur Korodrau. Chief Novelli moved on to other opportunities and the unit welcomed Senior Master Sergeant Scott Dawes in July of 2018.

2019-2020 Fall Group c/CC is Juana Vasquez and c/CV is Lucy Chin. We started the year with 142 cadets (only admitting 9th graders who had a 3.0 and above in Middle School). We earned 2nd place at the JROTC softball tournament and earned 1st place at the TITAN drill meet for JV inspection. Classes were suspended due to CoVid in mid-March and we went to distance learning.

2020-2021 Fall Group c/CC is Fate Saephan-Garcia and c/CV is Boyens Vega. We started the modified COVID year with 125 cadets. We will be on distance learning once again. SMSgt Dawes transferred to Casa Roble H. S. (CA-901) and our new ASI is MSgt Phil Magreevy who came to us from Cordova H.S. (CA-20133).

CURRICULUM

1. Mission, Purpose, Vision, & Core Values

1.1 AFJROTC Mission:

“Develop Citizens of Character Dedicated to Serving their Nation and Community.”

1.2 Purpose: Instill in students the value of citizenship, service to the United States, personal responsibility, character, and a sense of accomplishment. To make the greatest positive impact in the lives of our cadets as possible. This is perfectly encapsulated in our motto: “Building Better Citizens for America.”

1.3 Vision: Air Force Junior ROTC (AFJROTC) will provide a quality citizenship, character, and leadership development program, while fostering enduring partnerships and relationships with high schools, educational institutions, and communities that help meet our citizen development mission.

1.4 Core Values:

Integrity first, Service before self, Excellence in all we do.

Honor Code

1.5 AFJROTC Code of Honor

“We will not lie, steal, or cheat, nor tolerate among us anyone who does.”

(U. S. Air Force Academy HONOR CODE, *Contrails*, pg. 156)

The nature of the military profession demands high ethical standards because the decisions of military members can have a devastating impact on the lives and property of others. (Contrails, pg. 156)

LYING – cadets are expected to tell the truth at all times (oral and written)

TACT – “The ability to appreciate the delicacy of a situation and to do or say the kindest or most fitting thing” i.e. diplomacy.

STEALING – depriving another of the possession or use of his/her property

CHEATING – taking unfair advantage of others

We pledge ourselves to:

- ✓ Promote the best in school spirit
- ✓ Create and maintain standards of the highest order
- ✓ Respect our school’s property to the fullest extent
- ✓ Manifest in life the high principles our school offers
- ✓ Respect our teachers, appointed AFJROTC officers and classmates
- ✓ Obey lawful orders or instructions from our teachers, appointed AFJROTC officers and non-commissioned officers
- ✓ Recognize and appreciate the sacrifices parents have made to further my education and to show them all due gratitude and respect
- ✓ Love and revere my God, country, and flag
- ✓ Take pride in wearing my AFJROTC uniform

1.6 Syllabus

1.6.1 General Information

- 1.6.1.1 AFJROTC curriculum is a four-year program that acquaints cadets with the fundamentals of Aerospace Science Leadership Education and physical training (P.T.). The scholarship grade you earn in the AFJROTC course is dependent upon three criteria: academics, leadership, and physical training. All students will be given credit toward graduation for successful completion of the AFJROTC program as per the Air Force/School Agreement.
- 1.6.1.2 Curriculum includes Aerospace Science (AS), Leadership Education (LE) and Wellness. Each academic course must consist of an AS component (40% contact time), a LE component (40% contact time) and a Wellness component (20% contact time).
- 1.6.1.3 Cadets are classified in the following manner:
- | | | | |
|---|--------|---|-------------------|
| * | AS I | - | First Year Cadet |
| * | AS II | - | Second Year Cadet |
| * | AS III | - | Third Year Cadet |
| * | AS IV | - | Fourth Year Cadet |
- 1.6.1.4 Academic Grade. The academic grade is based upon class work, workbook assignments, homework, and tests. The academic grade counts for 30% of the total grade.
- 1.6.1.5 Homework/Test Policy. Assignments are not accepted late without an excused absence. If you are absent on the day of homework is assigned, you are allowed three school days to make up the work. If you miss a test due to an excused absence, it is your responsibility to make up the test within three school days of your absence. You can make up tests during lunch – before or after school or during your scheduled class time (however you will still be responsible for material missed while taking the test.)
- 1.6.1.6 Leadership Grade. The leadership grade counts for 50% of the total grade and is based on uniform wear, customs and courtesies, behavior, military bearing, drill evaluations and participation.
- 1.6.1.7 Uniform Wear. All cadets are required to wear the uniform one-day a week in accordance with Air Force standards. This is a graded part of the program. Refer to Chapter 3 for specific wear instructions.
- 1.6.1.8 Flight Drill Evaluation. Every semester, you are evaluated on your ability to drill a flight of cadets using a regulation drill sequence. This skill represents the culmination of your experience and knowledge regarding drill and ceremonies and is essential to your leadership training. The grading criteria are based on your ability to call the commands in sequence, your command voice, and your control of the flight. Cadets are evaluated using the 34 Count Drill Sequence (attach. #1)
- 1.6.1.9 Physical Training (PT). Cadets will participate in physical training a minimum of one day per week (usually Friday). PT counts for 20% of your total grade and may consist of exercise, softball, basketball, volleyball, dance, swimming, etc. Cadets must accomplish the AFJROTC Extreme Excellence Challenge Program each year. The program consists of the mile run, push-ups, sit-ups, lunges, planks, and sit & reach. Cadets also take the California State Physical Training test as freshmen and sophomores. All cadets must participate in all PT activities unless excused by a note from a physician.
- 1.6.1.10 Mandatory Activities. The AFJROTC program is host to many extracurricular activities during the course of the school year (refer to Chapter 5 or attachment (continued))

“V”). All these activities are announced in weekly Support Bulletins. Every quarter, you must participate in at least one of these activities as a mandatory requirement for your leadership grade. No excuses for a lack of participation are accepted.

1.6.1.11 Attendance. Unexcused absences and tardiness will not be tolerated in AFJROTC. You will lose 10 points from you weekly leadership grade for each unexcused absence and tardiness. Students must present a re-admit slip from the Attendance Office within three days of the absence to have a tardy or absence excused.

1.6.1.12	Grading Procedures	Percentage Awarded
	Leadership	50%
	Discipline/Conduct - Military Customs & Courtesies	
	Blues Uniform Wear- Weekly Inspections = 100 points a week	
	Leadership Grade = 100 points a week	
	Academics	
	Assignments/In-class exercises/Exams/Quizzes	30%
	Wellness	
	Participation & PT Uniform Wear = 100 points a week	20%
		TOTAL=100%

1.6.1.13 Grading Scale. The letter grade you earn for the course in a grading period is based on the percentage of your total grade (academic, leadership, PT grades combined) and is derived from the school's percentage-grade scale:

90-100% = A
80-89% = B
70-79% = C
60-69% = D
0-59% = F

1.6.1.14 Reserve Cadet. Is a cadet who cannot enroll in AFJROTC courses within the school and is in the AFJROTC program for the sole purpose of participating in co-curricular (after school) activities. To qualify as a Reserve Cadet, a student will meet one of the following criteria, with SASI and ASI concurrence:

- The student has completed the entire AFJROTC Academic Program at the school and cannot continue without duplicating curriculum courses.
- The student is in a Traditional scheduled school, but cannot participate in the AFJROTC academic program for that particular year due to only duplicated courses being offered.
- A student must have been a cadet for at least one academic year prior to being considered a Reserve Cadet.
- Reserve Cadets may participate in all AFJROTC activities (community service, drill team, honor guard, etc.). Time in reserve status does not count towards the Certificate of Completion, nor do Reserve Cadets count toward minimum unit enrollment or unit funding. Reserve Cadets may retain their uniform for the entire academic year.

1.6.2 Credit Hours

1.6.2.1 Five hours per semester awarded for PE for freshmen and sophomore cadets

1.6.2.2 Five hours per semester awarded elective health credit for juniors and seniors

1.6.2.3 Five hours awarded for elective credit for our two week Cadet Leadership Course

1.6.3 AFJROTC Objective: *Educate and train students in citizenship and life skills; promote community service; instill a sense of responsibility; develop character and self-discipline through education and instruction in air, space, and cyberspace fundamentals and the Air Force Core Values of “Integrity First, Service Before Self, and Excellence In All We Do.”*

This program will enable the students to:

- 1.6.3.1 Develop a high degree of strong morals, self-esteem, self-reliance, personal appearance, and leadership
- 1.6.3.2 Adhere to the values of integrity, service, and excellence
- 1.6.3.3 Increase their understand of patriotism and responsibility as US citizens
- 1.6.3.4 Participate in community service activities
- 1.6.3.5 Expand their skills of critical thinking and problem solving, communication and collaboration, as well as creativity and innovation
- 1.6.3.6 Demonstrate military customs, courtesies, and traditions, and develop habits of order, discipline, and social skills
- 1.6.3.7 Acquire a broad-based knowledge of aerospace studies and leadership education
- 1.6.3.8 Strive to graduate from high school and be prepared for college and/or careers in the 21st century
- 1.6.3.9 Cultivate a commitment to physical fitness and a healthy lifestyle

Curriculum Plan (7-year Blended)

CADET YEAR	Fall 2019	Spring 2020	Fall 2020	Spring 2021	Fall 2021	Spring 2022	Fall 2022	Spring 2023	Fall 2023	Spring 2024	Fall 2024	Spring 2025	Fall 2025	Spring 2026
1	AS-100 Ch 1-2 +	AS-100 Ch 4 & 6 + STEM 1	AS-100 Ch 1-2 +	AS-100 Ch 4 & 6 + STEM 1	AS-100 Ch 1-2 +	AS-100 Ch 4 & 6 + STEM 1	AS-100 Ch 1-2 +	AS-100 Ch 4 & 6 + STEM 1	AS-100 Ch 1-2 +	AS-100 Ch 4 & 6 + STEM 1	AS-100 Ch 1-2 +	AS-100 Ch 4 & 6 + STEM 1	AS-100 Ch 1-2 +	AS-100 Ch 4 & 6 + STEM 1
	LE-100 Ch 1 - 2+ E6: CG Drill + Wellness	LE-100 Ch 3-4+ Drill + Wellness	LE-100 Ch 1-3+ Drill + Wellness	LE-100 Ch 4 - 5+ E1: UYP+ Drill + Wellness	LE-100 Ch 1-3+ Drill + Wellness	LE-100 Ch 4 - 5+ E1: UYP+ Drill + Wellness	LE-100 Ch 1-3+ Drill + Wellness	LE-100 Ch 4 - 5+ E1: UYP+ Drill + Wellness	LE-100 Ch 1-3+ Drill + Wellness	LE-100 Ch 4 - 5+ E1: UYP+ Drill + Wellness	LE-100 Ch 1-3+ Drill + Wellness	LE-100 Ch 4 - 5+ E1: UYP+ Drill + Wellness	LE-100 Ch 1-3+ Drill + Wellness	LE-100 Ch 4 - 5+ E1: UYP+ Drill + Wellness
2	AS-200 Ch 1 + STEM 5	AS-200 Ch 3 - 4 STEM 2	AS-200 Ch 1 + STEM 5	AS-200 Ch 3 - 4 STEM 2	AS-200 Ch 1 + STEM 5	AS-200 Ch 3 - 4 STEM 2	AS-200 Ch 1 + STEM 5	AS-200 Ch 3 - 4 STEM 2	AS-200 Ch 1 + STEM 5	AS-200 Ch 3 - 4 STEM 2	AS-200 Ch 1 + STEM 5	AS-200 Ch 3 - 4 STEM 2	AS-200 Ch 1 + STEM 5	AS-200 Ch 3 - 4 STEM 2
	LE-200 Ch 1 - 2+ Drill + Wellness	LE-200 Ch 4 & 6+ E3: MHF Drill+ Wellness	LE-200 Ch 1 - 2+ Drill + Wellness	LE-200 Ch 4 & 6+ E3: MHF Drill+ Wellness	LE-200 Ch 1 - 2+ Drill + Wellness	LE-200 Ch 4 & 6+ E3: MHF Drill+ Wellness	LE-200 Ch 1 - 2+ Drill + Wellness	LE-200 Ch 4 & 6+ E3: MHF Drill+ Wellness	LE-200 Ch 1 - 2+ Drill + Wellness	LE-200 Ch 4 & 6+ E3: MHF Drill+ Wellness	LE-200 Ch 1 - 2+ Drill + Wellness	LE-200 Ch 4 & 6+ E3: MHF Drill+ Wellness	LE-200 Ch 1 - 2+ Drill + Wellness	LE-200 Ch 4 & 6+ E3: MHF Drill+ Wellness
3	AS-220 Ch 1- 3	AS-220 Ch 4- 6 AS 510	AS-300 Unit 1+ STEM 11	AS-300 Unit 4+ STEM 12	AS-220 Ch 2- 3	AS-220 Ch 1+ AS510	AS-300 Unit 1+ STEM 11	AS-300 Unit 4+ STEM 12	AS-220 Ch 2- 3	AS-220 Ch 1+ AS510	AS-300 Unit 1+ STEM 11	AS-300 Unit 4+ STEM 12	AS-220 Ch 2- 3	AS-220 Ch 1+ AS510
	LE-300 Ch 1 - 2+ E2: NEFE+ Drill + Wellness	LE-300 Ch 3 - 7+ Drill + Wellness	LE-300 Ch 1 - 2+ E2: NEFE+ Drill + Wellness	LE-300 Ch 3 - 7+ Drill + Wellness	LE-300 Ch 1 - 2+ E2: NEFE+ Drill + Wellness	LE-300 Ch 3 - 7+ Drill + Wellness	LE-300 Ch 1 - 2+ E2: NEFE+ Drill + Wellness	LE-300 Ch 3 - 7+ Drill + Wellness	LE-300 Ch 1 - 2+ E2: NEFE+ Drill + Wellness	LE-300 Ch 3 - 7+ Drill + Wellness	LE-300 Ch 1 - 2+ E2: NEFE+ Drill + Wellness	LE-300 Ch 3 - 7+ Drill + Wellness	LE-300 Ch 1 - 2+ E2: NEFE+ Drill + Wellness	LE-300 Ch 3 - 7+ Drill + Wellness
Corps Staff Only	AS-400 Unit a - b	AS-400 Unit c - d	AS-400 Unit a - b	AS-400 Unit c - d	AS-400 Unit a - b	AS-400 Unit c - d	AS-400 Unit a - b	AS-400 Unit c - d	AS-400 Unit a - b	AS-400 Unit c - d	AS-400 Unit a - b	AS-400 Unit c - d	AS-400 Unit a - b	AS-400 Unit c - d
4	AS-410 Units 1 - 2	AS-410 Units 3 - 4	AS-300 Unit 2+ STEM 11	AS-300 Unit 3 - 4 STEM 12	AS - 220 Ch 1 - 2	AS - 220 Ch 4 + AS 510	AS-300 Unit 2+ STEM 11	AS-300 Unit 4+ STEM 12	AS-220 Ch 1- 3	AS-220 Ch 4+ AS 510	AS-300 Unit 2+ STEM 11	AS-300 Unit 4+ STEM 12	AS-410 Units 1 - 2	AS-410 Units 3 - 4
	LE-400 Unit 1 - 2+ Drill + Wellness	LE-400 Unit 1 - 2+ Drill + Wellness	LE-400 Unit 1- 2+ Drill	LE-400 Unit 3- 4+ Drill	LE-400 Unit 1 - 2+ Drill + Wellness	LE-400 Unit 3 - 4+ Drill + Wellness	LE-400 Unit 1 - 2+ Drill	LE-400 Unit 3 - 4+ Drill	LE-400 Unit 1 - 2+ Drill + Wellness	LE-400 Unit 3 - 4+ Drill + Wellness	LE-400 Unit 1- 2+ Drill	LE-400 Unit 3- 4+ Drill	LE-400 Unit 1 - 2+ Drill + Wellness	LE-400 Unit 3 - 4+ Drill + Wellness

NOTES:

- Introductory AS/LE course material should be taught during first semester or block.
- Scanning down diagonally to the right will show a particular cadet's progress through four different sets of AFJROTC courses.
- AS 400: is intended for 4th year cadets who hold corps management positions.

Course Offerings

Courses vary according to the curriculum plan, though CA-841 has the option to determine which aerospace science and leadership education courses to offer to first-, second-, third- and fourth-year cadets. Below are the options to select from:

Aerospace Science

- *AS 100: Milestones Aviation History Second Edition*
- *AS 200: The Science of Flight: A Gateway to New Horizons*
- *AS 220: Cultural Studies: An Introduction to Global Awareness*
- *AS 300: Exploring Space: The High Frontier*
- *AS 400: Management of the Cadet Corps*
- *AS 410: Survival: Survive • Return*
- *AS 500: Aviation Honors Ground School*
- *AS 510: AFJROTC Honors Senior Project*
- *AS STEM 1: Unmanned Aerial Vehicles (UAVs)/Quadcopters*
- *AS STEM 2: Model and Remote Control Aircraft*
- *AS STEM 3: Weather Station “Air Environment”*
- *AS STEM 4: Astronomy*
- *AS STEM 5: Flight Simulator*
- *AS STEM 6: StellarXplorers*
- *AS STEM 7: CyberPatriot*
- *AS STEM 8: Introduction to CyberSecurity*
- *AS STEM 9: Cyber Literacy*
- *AS STEM 10: Introduction to Robotics*
- *AS STEM 11: Model Rocketry (Basic)*
- *AS STEM 12: Model Rocketry (Advanced)*

Leadership Education

- *LE 100: Traditions, Wellness, and Foundations of Citizenship*
- *LE 200: Communication, Awareness, and Leadership; Second Edition*
- *LE 300: Life Skills and Career Opportunities*
- *LE 400: Principles of Management*
- *Drill Curriculum (Cumulative)*
- *ELECTIVE1: Unlocking Your Potential (UYP)*
- *ELECTIVE2: National Endowment for Financial Literacy (NEFE)*
- *ELECTIVE3: Congressional Medal of Honor Foundation (MHF)*
- *ELECTIVE4: Pennsylvania Veterans Museum (PVM)*
- *ELECTIVE5: Veterans National Education Program (VNEP)*
- *ELECTIVE6: Cadet Guide/Handbook*
- *ELECTIVE7: College Options SAT/ACT Prep*

1.6.4 Course Descriptions. {AS=Aerospace Science, LE=Leadership}

AS-1s and AS2s (first and second year cadets) will be studying AS-100 Milestones in Aviation History (36 hours); LE-100: Leadership or LE-200 Communication, Awareness, and Leadership (18 hours); Drill and Ceremony (18 hours); and Wellness (AFJROTC Physical Fitness Program) 18 hours...each semester

AS-3s will be studying AS-220: Cultural Studies: An Introduction to Global Awareness (36 hours); LE-300: Life Skills and Career Opportunities (18 hours); Drill and Ceremony (18 hours); and Wellness: (AFJROTC Physical Fitness Program) 18 hours...each semester

AS-4s will be studying AS-400 Management of the Cadet Corps (36 hours); LE-400 Principals of Management (36 hours); and Wellness: (AFJROTC Physical Fitness Program) 18 hours per semester

Milestones in Aviation History (AS100)

This is the recommended first AS course for all new cadets. It is an aviation history course focusing on the development of flight throughout the centuries. It starts with ancient civilizations and flight, then progresses through time to future developments in aerospace, with an introduction into cyber technologies. The intent of this textbook is to bring alive the significant discoveries in flight a reality. This book tells the story of why we are so proud of our Air Force heritage, laying the foundation for future Air Force JROTC aerospace science courses. Throughout the course 21st century learning is adopted with readings, video clips, hands-on learner centered activities, and chapter project-based learning opportunities.

The Course Outcomes are:

1. Describe historical facts and impacts of the early attempts of heavier-than-air flight.
2. Analyze the impact World War I aviation had on commercial aviation.

(continued)

3. Examine the role aerial bombing had on the outcome of World War II.
4. Investigate the impact commercial jet aviation has had on US travel.
5. Analyze the lessons learned from global use of US airpower.
6. Evaluate developing technology that will affect the US Air Force of the future.

<i>Milestones Aviation History</i>	
Chapters	Title (Hours)
One:	Exploring Flight (12)
Two:	Developing Flight (12)
Three:	The Evolution of the Early Air Force (12)
Four:	Commercial & General Aviation Takeoff (12)
Five:	The US Air Force is Born (12)
Six:	The Modern Air Force (12)

Chapter 1: Exploring Flight

1. Ancient Flight
2. The Early Days of Flight
3. The Wright Brothers Take Off
4. Pioneers of Flight

Chapter In Brief

Chapter One discusses ancient flight through the early pioneers of aviation. It includes the tools and imagination used hundreds of years ago by the Chinese and Leonardo da Vinci's vision of parachutes and gliders. A lesson on the early days of flight will cover the discovery of how to fly using hot air balloons, early engines to propel dirigibles, and early flight experiments with gliders. This chapter also explores the Wright brothers' experiments and designs and their systematic approach to be the first to achieve controlled, manned, heavier-than-air, powered flight. The final lesson examines the contributions of early aviation pioneers and the continued development of aircraft and engines.

Chapter 2: Developing Flight

1. Airpower in WWI
2. Expanding the Horizons from Barnstormers to Mainstream
3. Early Developments in Commercial Flight

Chapter In Brief

Chapter two focuses on early days of Army aviation through World War I. You will study how military aviation advanced during World War I, reshaping the way countries would fight future wars. This chapter examines the role barnstormers played in getting America interested in aviation, how Charles Lindbergh captured imaginations with his trans-Atlantic solo flight, and how Amelia Earhart became the first woman to fly across the Atlantic Ocean. You will learn how the development of instrument flying and navigation aids benefited commercial aviation. The chapter ends with an examination of how commercial aircraft builders contributed to the rapid expansion of commercial passenger and air mail services.

Chapter 3: The Evolution of the Early Air Force

1. The Army Air Corps
2. Airpower in WWII
3. Significant Aircraft of WWII

Chapter In Brief

Chapter three focuses on evolution of the Army Air Corps after World War I through the end of World War II. The first lesson explores the roadblocks the Army Air Corps faced and overcame to establish its own identity, including the court-martial of Brigadier General William "Billy" Mitchell for his harsh

criticism of senior military officers. You will also learn about the causes of war during this time and the heroic acts of those who fought the air battles over Europe and Asia.

You will learn about the significance of tactical and strategic air warfare and how it contributed to Allied victory. This chapter explores the challenges of racism that minorities faced during World War II and how they overcame these challenges, establishing a legacy of unwavering patriotism and unmatched aerial dominance. You will learn about the contributions of women in training male aviators and ferrying aircraft to war, even though they were not allowed to participate in combat. The final lesson explores the contributions of military aircraft during World War II and how Allied air superiority helped win the war.

Chapter 4: Commercial and General Aviation Takeoff

1. The Development of Federal Regulations and Aviation
2. The Propeller Era in Commercial Flight
3. General Aviation Takes Flight
4. The Jet Era in Commercial Flight

Chapter In Brief

Chapter four opens with expansion of federal oversight of commercial and general aviation. The introduction of regulations and the organizations that enforce them help make the skies much safer than in the early days of aviation. You will also be given the opportunity to learn about commercial aviation in the early days of flight. How developments in aviation technology positively impacted airlines, opening the door for worldwide expansion of passenger and cargo service.

You will examine how general aviation became a popular method of transportation and the pioneers who built the aircraft. Why the federal ideal of putting an airplane in every garage failed. The final lesson will discuss the founding of the Civil Air Patrol (CAP) and the extraordinary work done by general aviators during World War II. You will also study the different aircraft and categories that make up general aviation.

Chapter 5: The US Air Force is Born

1. The Army Air Force Becomes the US Air Force
2. Military Aircraft Development After WWII
3. The Role of Airpower from the Korean War to the Vietnam War
4. Other US Air Force Military Operations That Supported National Objectives
5. Global Interventions from 1990

Chapter In Brief

Chapter five will start off with why the Army Air Forces transitioned to the US Air Force. You will examine military developments after World War II and how the National Security Act of 1947 paved the way for any independent Air Force and how the Cold War affected US foreign policy and US Air Force priorities. You will also examine the significant contributions of test pilots after World War II and how the dangerous work they accomplished provided data and technology for many of the aircraft flown today.

This chapter also takes an in-depth examination at the role of airpower from the Korean War through the Vietnam War—the aviators and aircraft that were pivotal to each outcome. You will learn about military operations that have been conducted by the US military to protect national interests and provide humanitarian relief. Throughout the chapter aviators who have demonstrated the “Right Stuff” are highlighted for their bravery and achievements.

Chapter 6: The Modern Air Force

1. The Development of Rotary-Wing Aircraft
2. The Significance of Stealth Aircraft
3. The Air Force of the Future

Chapter In Brief

Chapter six begins with the development and evolution of the helicopter from pre-World War I to modern day conflicts and operations. You will explore the role of the helicopter use for military and civilian purposes. As you continue through the chapter you will learn how the use of stealth technology helped

create the latest fifth generation of military aircraft and weapons. You will learn how drones and remotely piloted vehicles (RPA) have provided the military a unique multi-mission, medium and high-altitude, long-range, surveillance aircraft.

The final lesson will examine the military aircraft of the future and how they will help the US Air Force maintain air superiority. You will learn about the history cyber technology, the rise of the internet, and the security and privacy issues you face when computing. You will learn about the measures being taken to help define our government and personal information from cyberattacks.

Science of Flight: A Gateway to New Horizons (AS200)

The Science of Flight: A Gateway to New Horizons is an introductory course and customized textbook that focusses on how airplanes fly, how weather conditions affect flight, flight and the human body, and flight navigation. The course is designed to complement materials taught in math, physics, and other science-related courses and is aligned with the National Science Education Standards, the Math Standards and Expectations, and the ISTE National Educational Technology Standards for Students.

In this course, every lesson includes a “Quick Write” and a short story related to the lesson; a “Learn About” that tells students what they’ll learn from the lesson, a list of vocabulary words in the lesson; “Wing Tips” that highlight specific and interesting facts; and many biographies and profiles. Each lesson closes with “Checkpoints” that will allow students to review what they have learned and provide another way to reinforce their understanding of the lesson’s content. The text has four chapters, each of which contains a number of lessons.

The course outcomes are:

1. Analyze the elements of flight.
2. Evaluate how atmospheric conditions affect flight.
3. Evaluate how flight affects the human body.
4. Analyze flight navigation and the purpose of aerial navigation aids.

<i>The Science of Flight: A Gateway to New Horizons</i>	
Chapters	Title (Hours)
One	How Airplanes Fly (18)
Two	Working through Flight Conditions (18)
Three	Flight and the Human Body (18)
Four	Flying From Here to There (18)

Chapter 1: How Airplanes Fly

Learning Outcomes

- a. Outline the principles of flight
- b. Determine the relationship between the four forces of flight and flight stability
- c. Relate the parts of the airplane to their function in flight
- d. Analyze aircraft motion and control
- e. Compare and contrast the types of airplane engines
- f. Identify the forces that drive the development of aerospace technology

Chapter in Brief

“Chapter 1: How Airplanes Fly” discusses the elements of flight. Lesson 1 describes the principles of flight, the theory of flight, airfoils, relative wind, and angle of attack. The second lesson looks at the physics of flight and flight’s four forces – lift, weight, thrust, and drag – and flight stability. Lesson 3 explores the various parts of an airplane and the functions each performs. Lesson 4 explains how an airplane moves and how the primary controls work. Lesson 5 compares the different types of aircraft engines and how they work. The last lesson covers aviation research and innovation.

Chapter 2: Working Through Flight Conditions

Learning Outcomes

- a. Analyze the atmosphere's makeup
- b. Analyze atmospheric components and their effect on weather
- c. Evaluate the role of weather
- d. Forecast stable and unstable conditions for air flight
- e. Assess the role of meteorology in aviation

Chapter in Brief

“Chapter 2: Working Through Flight Conditions” explores how weather conditions affect flight. The first lesson analyzes Earth's atmosphere, atmospheric motion, cloud types and how they form, and how the atmospheric layers impact flight. Lesson 2 looks at air masses and fronts, high and low pressure systems, and terrain factors that affect weather. The third lesson discusses how atmospheric instability, turbulence, and severe weather affect aviation. Lesson 4 covers how meteorologists forecast the weather, the instruments they use, and the various communications types used to provide pilots with weather information. Lesson 5 examines the effects of weather on aircraft – specifically ice formation, microbursts, sandstorms, and wake turbulence.

Chapter 3: Flight and the Human Body

Learning Outcomes

- a. Relate the flight environment to the human body
- b. Analyze the purpose and function of personal protective equipment
- c. Analyze the four elements of aviation

Chapter in Brief

“Chapter 3 Flight and the Human Body” covers how flight affects the human body. Lesson 1 discusses the four zones of the flight environment, the physical laws of gases, the respiration and circulation processes, G-forces, spatial disorientation, motion sickness, and other stresses. Lesson 2 describes the protective equipment and aircrew training used by pilots and astronauts and the function and use of flight simulators.

Chapter 4: Flying from Here to There

Learning Outcomes

- a. Analyze the four elements of navigation
- b. Assess the purpose and function of navigational aids
- c. Relate the role of dead reckoning to navigation
- d. Distinguish among the primary flight instruments
- e. Analyze the developments of navigational technology

Chapter in Brief

“Chapter 4: Flying from Here to There” discusses flight navigation and the purpose of navigation aids. The first lesson explores the elements and history of navigation and navigation instruments, along with direction and chart projections. Lesson 2 looks at navigational aids – clocks, compasses, maps, and air navigation charts – flight planning, and procedures to perform when lost. Lesson 3 explains the principles of dead reckoning, the wind triangle, and inertial navigation systems. The fourth lesson covers primary flight instruments a pilot uses: the airspeed indicator, altimeter, horizon situation indicator, and altitude indicator. The final lesson describes the uses of navigation technology using the plotter, dead reckoning computer, radio aids to navigation, global positioning system, and computer flight-planning tools.

Cultural Studies (AS220): 33 hours each semester. Study of the six major areas of the world...12 credit hours for each area. Area 1 = the Middle East; Area 2 = Asia; Area 3 = Africa = Area 4 = Russia and the Former Soviet Republics; Area 5 = Latin America; Area 6 = Europe.

This is a customized course about the world's cultures. The course is specifically created for the US Army, Marine, 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, culture, political systems, economics, social issues, environmental concerns, and human rights. It looks at the major events and significant figures who 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 reinforcement of the materials.

Twenty First Century Skills as defined by the Partnership for 21st Century Skills are integrated into the course. There 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, communication and technology) literacy; and 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 correlated to the *National Education Technology Standards for Students* (NETS.S).

The course objectives are:

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

<i>Cultural Studies: An Introduction to Global Awareness</i>	
Chapters	Title (Hours)
One	The Middle East (12)
Two	Asia (12)
Three	Africa (12)
Four	Russia and the Former Soviet Republics (12)
Five	Latin America (12)
Six	Europe (12)

Introduction: What is Global Awareness?

The focus of the introduction is to explain the concept of global awareness and the importance of being aware of global trends. We are living in a global village. Technological advancements, especially in computer hardware and software and fiber options, have reduced the time it requires to communicate around the world. This has resulted in a global economy in which China, India, Pakistan, and other developing nations are now having a major cultural and economic impact on the world. It is essential that we adapt ourselves to the rapid changes in the global economy in order to sustain the social and economic stability in the United States.

Objectives

- a. Comprehend how global cultures and interactions impact relationships between different cultural groups
- b. Know the significance of global economics, trade, and markets
- c. Know how the effects of global growth raises environmental concerns over natural resources
- d. Comprehend how ethics, religion, poverty, wealth, and views of human rights influence people
- e. Know how changes in technology and education influence the competition for jobs

Chapter 1: The Middle East

Chapter Objectives

- a. Know why the Middle East is viewed as a cradle of western civilization
- b. Know the characteristics of Judaism, Christianity, and Islam
- c. Know about changes in the Middle East during the 20th Century
- d. Know the different groups of people in the Middle East who live in the Middle East
- e. Know what historical events contributed to the founding of modern Israel

- f. Know about the historical events associated with the Six-Day War of 1967
- g. Comprehend how the Yom Kippur War of 1973 affected Arab-Israeli relations (continued)
- h. Know the various attempts at lasting peace in the Middle East
- i. Know the historical situation of Iraq under the rule of Saddam Hussein
- j. Know the historical events associated with the 1991 Persian Gulf War
- k. Know the events surrounding the 2003 invasion of Iraq
- l. Know the US attempts to stabilize Iraq since the 2003 invasion
- m. Know the general impact of terrorism in the world
- n. Know how radical Islamist beliefs contribute to terrorism
- o. Know the events associated with the 9/11 attacks and the Global War on Terror
- p. Know the importance of the production and distribution of oil and energy
- q. Comprehend how the clash of Middle Eastern and Western cultures affects relationships between people from Middle East and people from Western Cultures
- r. Know the importance of nuclear nonproliferation and the Iranian Issue for the United States
- s. Know the importance of the water problem in the Middle East

Chapter In Brief

“Chapter 1: The Middle East” reviews the region from its earliest days as the cradle of Western Civilization and the birthplace of Judaism, Christianity, and Islam. It then looks at the more recent challenges of war and terrorism. It considers changes the Middle East underwent in the twentieth century and the spread of nuclear weapons there in the twenty-first. Any discussion of this region must include its most sought after natural resource: oil.

Chapter 2: Asia

Chapter Objectives

- a. Know the geographic locations of Japan, China, India, Pakistan, and Afghanistan
- b. Know the major religions of Asia
- c. Know the main ethnic groups of Asia
- d. Know the history of the unitary government and the rule of warlords in China
- e. Know what caused the shift from isolationism to openness in Japan
- f. Know the impact of domination and division on Korea
- g. Know the political and economic impact of World War II on China and Japan
- h. Know that Japan, South Korea, and China have become economic powerhouses
- i. Know the pre-colonial history of the Mughals in the Indian sub-continent
- j. Know the encounter with Europe and the colonial period in the region
- k. Know the history of the struggle for independence in South Asia
- l. Know what caused the partition and war between India and Pakistan
- m. Know how Muslim-Hindu strife affects the politics and economics of South Asia
- n. Know what groups have struggled for control in Afghanistan and why
- o. Know the impacts of industrialization and pollution in China and India
- p. Know the interaction between the rich, urban, and the poor rural areas in Asia
- q. Know the role of women in India, Pakistan, and Afghanistan
- r. Know China’s one-child policy
- s. Comprehend the challenges of human trafficking and sex tourism in Asia
- t. Comprehend the dilemma that North Korea creates for the US
- u. Know the important issues of nuclear nonproliferation in India and Pakistan
- v. Comprehend the impacts of global wages, labor, outsourcing, and offshoring in the US
- w. Know why Asia represents a new target market for US corporations
- x. Know the effects of Asia imports on the US market and economy
- y. Comprehend the human rights issues in Various Asian nations

Chapter In Brief

“Chapter 2: Asia” begins with a general overview of Eastern religions and the region’s peoples. Students will study Japan, Korea, and China in East Asia, as well as India, Pakistan, and Afghanistan in South Asia. The chapter looks at what unites and what divides these countries. The chapter also tackles Asia’s environmental and societal challenges and researches the region’s impact on US security and its economy.

Chapter 3: Africa

Chapter Objectives

- a. Know the five major regions of Africa
- b. Know the natural resources of Africa
- c. Know the distinctive characteristics of African culture
- d. Know the main ethno-linguistic groups in Africa
- e. Know the main language groups in Africa
- f. Comprehend how Islam, Christianity, and indigenous religions influence Africa
- g. Know the pre-colonial period of African history
- h. Know the colonial period of African history
- i. Know the history and impact of African independence
- j. Comprehend how ethnic and sectarian politics undermine democracy in Africa
- k. Comprehend the tensions between Arabs and Africans in Sudan
- l. Comprehend the tensions between Hutus and Tutsis in Rwanda
- m. Comprehend the tensions between Afrikaners, English, and Africans in Zimbabwe and South Africa
- n. Know the civil wars of Liberia, Sierra Leone, and the Congo
- o. Know the main health challenges in Africa
- p. Know the extent and impact of AIDS in Africa
- q. Know the recurring problems with famine in Africa
- r. Know the main environmental issues facing Africa
- s. Know the main human rights issues in Africa
- t. Know the challenges of resources and commerce in the regions of Africa
- u. Know the immigration trends associated with Africa
- v. Comprehend the challenges associated with pirating and lawlessness in Somalia
- w. Comprehend the US and European development efforts in Africa

Chapter In Brief

“Chapter 3: Africa” covers a continent subject to outside influences, from Arab merchants and Islam to European traders and Christianity. Ethnic clashes have long marred the region. Pirates control some areas and hinder trade. AIDS, malaria, and other diseases kill thousands each year. Yet Africa is rich with natural resources, such as oil and diamonds, and the US and European development agencies are working hard to help. This chapter looks at the areas potential and what’s being done to encourage it.

Chapter 4: Russia and the Former Soviet Republics

Chapter Objectives

- a. Know the geographic locations of Russia and the countries of the former Soviet Republics
- b. Know the major religious groups of Russia and the former Soviet Republics
- c. Know the historical context of Russia from the Kievan Rus through the time of Peter the Great
- d. Know how the events from the Nineteenth Century and World War I contributed to the October Revolution
- e. Know the economic and political impacts of World War II and the Cold War on Russia
- f. Know the effects of the fall of communism
- g. Know the characteristics of communism as an economic system
- h. Know the economic and political influence of Marx, Lenin, and Stalin on communism in Russia
- i. Know how the Soviet economic system worked and eventually failed
- j. Know the importance of the export of resources for the restructured Russian economic system
- k. Know the political and economic influence of Russia on the Ukraine, Belarus, and Moldova
- l. Know the political and economic influence of Russia on the Baltic States
- m. Know the political and economic influence of Russia on Armenia, Georgia, and Azerbaijan
- n. Know the political and economic influence of Russia on Kazakhstan, Kyrgyzstan, Uzbekistan, Tajikistan, and Turkmenistan
- o. Comprehend the historic relationship between Russia and the United Nations
- p. Comprehend the historic relationships between Russia and the neighboring European nations
- q. Comprehend the historic relationship between Russia and three major Asian nations or China, Japan, and Korea
(continued)
- r. Comprehend the historic relationship between Russia and the United States
- s. Know the impact of the restructured Russian economic system on worldwide democracy
- t. Know the Russia-US challenges of nuclear threats, nonproliferation, and missile defense

- u. Know the impacts on the United States caused by Russian oil production and distribution
- v. Know the importance of the cooperation in space between Russia and the United States

Chapter In Brief

“Chapter 4: Russia and the Former Soviet Republics” tracks the Cold War struggle between communism and capitalism. Students will study how the Soviet Union’s economy operated and why it failed. In addition, the chapter deals with Russia’s relationship with Asia, Europe, America, and the United Nations. It also looks ahead to such things as the challenges to Us-Russian relations.

Chapter 5: Latin America

Chapter Objectives

- a. Know the geographic locations of the five major regions of Latin America
- b. Know the major religious groups and languages of Latin America
- c. Know the history before Spanish conquest and the consequences of the Spanish conquest of Latin America
- d. Know some key historical events associated with Latin America since independence
- e. Know the challenges of the region’s economic system
- f. Know the challenges related to the political struggle for power
- g. Comprehend how weak governments, corruption, and crime affect economic development
- h. Know about the struggle for power between church and state
- i. Know how free trade agreements have affected the region
- j. Know the key factors that drive and sustain the drug trade
- k. Know how the drug trade undermines local governments and damages economies
- l. Know how the US and local governments have tried to cut off the drug trade
- m. Know how the reliance on commodities versus manufactured goods impact poverty
- n. Comprehend the impact of racial and socioeconomic divisions in Latin America
- o. Know how poor education, urban overcrowding, and high population growth contribute to poverty
- p. Know the challenges of environmental pollution and deforestation
- q. Know the history of US relations with Cuba
- r. Know the history of US relations with Haiti
- s. Know the challenges of migration from Latin America to the United States
- t. Know the effects on the US of the political and economic challenges in Latin America

Chapter In Brief

“Chapter 5: Latin America” reviews the region’s history before and after European conquest. It considers the tug-of-war between church and state, the efforts of wide social and economic divisions, and struggles with weak governments and corruption. The chapter also examines the effects of poverty and population growth on the regions and tis flow of migrants northward.

Chapter 6: Europe

Chapter Objectives

- a. Know the geographic locations of the major nations of Europe on a map
- b. Know how Ancient Greece and the Roman Empire influenced Europe’s development
- c. Know how Christianity, Islam, and Judaism affected the development of Europe (continued)
- d. Know how nationalism destroyed the continental European empires
- e. Know how Marxism, socialism, and fascism affected the development of Europe
- f. Know the origins of the European Union
- g. Know which countries are members of the European Union
- h. Know the political and economic structure of the European Union
- i. Know the importance of the Euro as a world currency
- j. Know why European countries have permitted immigration
- k. Know why immigrants have had difficulty assimilating into European societies
- l. Know the difficulties Al Qaeda and its allies have posed for Europe
- m. Know the background of ethnic and religious strife in Northern Ireland
- n. Know how Yugoslavia was created after World War I
- o. Know how World War II affected Yugoslavia

- p. Know the role of Josip Broz Tito in uniting Yugoslavia after World War II
- q. Know how Yugoslavia dissolved into seven independent countries
- r. Know the history of ethnic cleansing in the Balkans
- s. Know why the United States intervened in the two World Wars and fought the Cold War
- t. Know the historic purpose and current activities of North Atlantic Organization (NATO)
- u. Comprehend the importance to the US economy of trade with Europe
- v. Comprehend the development of human rights and democracy in Eastern Europe following the Soviet Union's collapse

Chapter In Brief

“Chapter 6: Europe” explains how the ancient Greeks and Romans molded Europe’s character. It shows how their influence eventually extended to the founding principles of the United States. The chapter also delves into Europe’s colonial ambitions, the effects of new nationalism on old empires, and the effects of fascism and communism. The chapter looks in depth at the collapse of Yugoslavia into seven independent countries, and the violence involved. And students will explore the European Union’s history, including its expansion to include countries trying to leave Russia’s sphere of influence.

Management of the Cadet Corps (AS400): *Four Units of 18 credit hours each. All four units deal specifically with Cadet Corps Management.*

The cadets should manage the entire corps during their fourth year in the Air Force Junior ROTC 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. Instructors should keep in mind that since there is no textbook for this course, the course syllabus will be structured so that cadets achieve course objectivity by completing core management activities.

The course objectives are:

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

<i>Aerospace Science: Management of the Cadet Corps</i>	
Course Units (Hours)	
400a	Management of the Corps (18)
400b	Management of the Corps (18)
400c	Management of the Corps (18)
400d	Management of the Corps (18)

Leadership Education 100: Traditions, Wellness, and the Foundations of Citizenship (LE100): *Four units of 9 credit hours each. Unit 1 = Heritage, Organization, and Tradition; Unit 2 = Individual Self-Control; Unit 3 = Wellness and Fitness; Unit 4 = Citizenship in the United States.*

LE 100 is the component of JROTC leadership education. It is intended for students who are entering the AFJROTC program and beginning their high school studies. It will introduce cadets to history, organization, mission, traditions, goals, and objectives of JROTC for all services. It introduces key military customs and courtesies, how to project a positive attitude, and examine the principles of ethical and moral behavior. It provides strategies for effective note taking and study skills for academic success. Lessons will cover how to be emotionally, mentally, and physical healthy. Avoiding and preventing violence in today’s society will also be covered. How to recognize types of bullying and how to advocate for prevention of this type of behavior. It will cover healthy living, physical fitness, and how to make safe, drug-free, and responsible decisions. This textbook will also examine the negative effects of air and water pollution, and how to keep the environment safe. Cadets will be introduced to civics and our national government, including an historical understanding of the American flag and other important national symbols. The final chapter will also cover how the US Constitution protects our rights and freedoms as American citizens.

Course Outcomes:

1. Analyze the heritage, organization, and tradition of service programs
2. Analyze the benefits of positive personal behavior
3. Evaluate healthy living through physical activity and good nutrition
4. Apply safe, drug-free decisions
5. Analyze the importance of citizenship in the United States

(continued)

Leadership Education 100: Traditions, Wellness, and Foundations of Citizenship

Chapters	Title (Hours)	
One	Introduction to JROTC Programs	8
Two	Personal Behavior	8
Three	Be Health Smart	8
Four	Making Safe, Drug-Free Decisions	8
Five	The Foundations of United States Citizenship	8

Chapter 1: Introduction to JROTC Programs

Lesson 1: Organization of the JROTC

Learning Outcome: Identify the purpose and structure of the JROTC Programs

Learning Objectives:

- a. Discuss the history of the nation’s Junior ROTC programs
- b. Explain the organization of Junior ROTC programs
- c. Examine the lines of responsibility and authority in Junior ROTC programs

Lesson 2: The Military Uniform and Appearance Standards

Learning Outcome: Determine the proper wear of the military uniform

Learning Objectives:

- a. Explain uniform wear and history
- b. Explain the purpose of uniform wear, restrictions, and standards
- c. Describe the uniforms used within special teams
- d. Describe cadet appearance and grooming standards
- e. Identify military rank and grade insignia

Lesson 3: Customs and Courtesies for Junior ROTC

Learning Outcome: Apply customs and courtesies in the Junior ROTC environment

Learning Objectives:

- a. Describe the difference between a custom and a courtesy
- b. Identify historic customs and courtesies
- c. Explain the proper methods to demonstrate recognition and respect
- d. Describe the standard usage of military time

Lesson 4: Attitude, Discipline and Respect

Learning Outcome: Demonstrate the roles of respect and integrity in Junior ROTC

Learning Objectives:

- a. Describe the importance of a positive attitude
- b. Describe the importance of discipline

Lesson 5: Ethics, Values and Morals

Learning Outcome: Demonstrate Ethical Concepts

Learning Objectives:

- a. Describe the four basic rules of ethics
- b. Identify the four types of values
- c. Identify the core values of the US military services
- d. Explain cultural and universal norms
- e. Describe how to make ethical and moral decisions
- f. Identify your personal code of conduct

Lesson 6: Social Etiquette and Dining In, Dining Out

Learning Outcomes: Demonstrate proper etiquette in social settings

Learning Objectives:

- a. Analyze etiquette and manners in formal and informal settings
- b. Demonstrate proper dining etiquette
- c. Explain the handling of social invitations
- d. Demonstrate the proper application of public courtesies
- e. Describe historical background of Dining-Ins and Dining-Outs

Chapter in Brief:

“Chapter 1: Introduction to JROTC Programs” explains the purpose of the nation’s JROTC programs. In this chapter, cadets will discuss the history and current organization of each JROTC program, including the lines of responsibility and authority. Cadets will learn about the military uniform, including how to properly wear the uniform and meet the appearance and grooming standards expected of a cadet. Cadets will also learn to recognize the different US military ranks and grades. They will learn about military customs and courtesies such as saluting, many abased on historic practices, which distinguish the JROTC as an important part of our nation’s traditions. Through understanding JROTC as an environment that builds leadership and good citizenship through respect for others, cadets will learn how to project a positive attitude and self-discipline. Cadets will consider how to apply ethical and moral concepts, including those of the military services and various cultures. The chapter’s final lesson will help cadets build social skills through proper behavior, personal hygiene, and grooming. Finally they will learn how to plan and participate in military functions, especially Military Balls, Dining-Ins, and Dining-Outs.

Chapter 2: Personal Behavior

Lesson 1: Note Taking and Study Skills

Learning Outcome: Analyze effective methods of taking notes and studying for exams

Learning Objectives:

- a. Analyze effective note taking strategies
- b. Describe the eight types of Thinking Maps®
- c. Demonstrate effective study skills
- d. Recall effective strategies for taking exams
- e. Develop an effective homework plan

Lesson 2: Managing Stress

Learning Outcome: Determine the main causes and effects of stress

Learning Objectives:

- a. Explain the difference between positive and negative stress
- b. Describe the effects of stress on the body
- c. Describe ways to manage stress
- d. Analyze methods to manage time

Lesson 3: Making Positive Decisions

Learning Outcome: Outline steps required to achieve personal goals

Learning Objectives:

- a. Employ a goal-setting process to arrive at healthful decisions
- b. Explain the impact of communication skills on leadership
- c. Apply responsible use of electronic media devices

Lesson 4: Emotional and Mental Health Care

Learning Outcome: Examine when and how to seek professional mental health care

Learning Objectives:

- a. Identify emotions
- b. Analyze mental and emotional problems and their effects on behavior
- c. Identify sources for getting help with mental and emotional problems

Lesson 5: Avoiding and Preventing Violence

Learning Outcome: Evaluate methods on how to protect yourself and others from violence

Learning Objectives:

- a. Examine the problem of violence in our society
- b. Identify ways to prevent violence in schools
- c. Describe ways of protecting yourself from rape and sexual violence

Chapter in Brief:

“Chapter 2: Personal Behavior” focuses on success in school, personal life, and community. Cadets will learn effective methods for taking notes and studying. They will also learn to manage stress in school and elsewhere by recognizing its main causes, positive versus negative stress, and stress’ effects on the body. Stress-handling strategies, including time management can help cadets be more productive in all aspects of their life. The chapter then covers how to make positive decisions on behavior through goal setting and effective communications – important for success and leadership in today’s high-tech environment. Cadets will find out how to recognize emotional problems, and how to seek professional mental health care for themselves and others. The will learn about factors that contribute to teen violence in our society, from bullying and cyberbullying to gangs and drug use. Finally, cadets will learn to identify ways to deal with violence in schools and elsewhere, including ways of preventing bullying, rape, and other sexual violence.

Chapter 3: Be Health Smart

Lesson 1: Your Body Systems

Learning Outcome: Identify key components that make up the human body

Learning Objectives:

- a. Identify the different functions of the human skeletal system
- b. Explain how the muscular system works
- c. Describe different parts of the human circulatory system
- d.
- e. Identify how the nervous system and sense organs work
- f. Describe how the digestive system breaks down food
- g. Explain how the body’s waste disposal system works

Lesson 2: Nutrition

Learning Outcome: Identify resources that can be used to make healthful dietary decisions

Learning Objectives:

- a. Identify what influences food choices
- b. Describe the six types of nutrients and explain how the body uses them
- c. Identify resources that can help you make wise food choices

Lesson 3: The Benefits of Physical Activity

Lesson Outcome: Evaluate the importance of physical fitness

Learning Objectives:

- a. Define the benefits of an active lifestyle
- b. Examine ways to increase your level of fitness through exercise
- c. Analyze strategies for improving aerobic capacity, muscular strength and endurance, and flexibility to improve overall health
- d. Devise a plan to set and achieve fitness goals
- e. Identify the three stages of an exercise session
- f. Analyze methods to monitor fitness progress
- g. Identify safety concerns when participating in sports
- h. Evaluate the effects of performance-enhancing drugs (PED)

Lesson 4: Understanding Your Body Image

Learning Outcome: Understand how body image, eating, and physical activity affect health

Learning Objectives:

- a. Define body image
- b. Explain the relationship between weight problems and diet
- c. Describe ways to manage an appropriate weight
- d. Explain the dangers of eating disorders

Lesson 5: First Aid

Learning Outcome: Analyze what to do in a medical emergency

Learning Objectives:

- a. Define first aid
- b. Explain how to recognize and treat common emergencies
- c. Outline steps to take in severe emergencies

Chapter in Brief

“Chapter 3: Be Health Smart” first examines body systems by identifying the key components of the human body. Cadets will explore the functions of the skeletal, muscular, circulatory and respiratory systems, as well as those of the nervous, digestive, and waste systems. Applying this knowledge, cadets learn how to make healthful dietary decisions. They will then consider the importance of physical fitness and the benefits of an active lifestyle. Cadets will also consider how body image, eating, and physical activity affect health. To reduce risks of physical injury during exercise, cadets will identify safety concerns for participating in sports, and consider the risks of performance-enhancing drugs (PEDs). This chapter also covers first aid for treating them self or others in a medical emergency. They’ll learn how to recognize and treat common emergencies, from sprains, choking, and shock to health-related illnesses. Finally, cadets will also learn how cardiopulmonary resuscitation (CPR) and the Automated External Defibrillator (AED) can save lives.

Chapter 4: Making Safe, Drug-Free Decisions

Lesson 1: Medicines and Drugs

Learning Outcome: Compare and contrast the difference between medicine and drugs

Learning Objectives:

- a. Explain how medicines differ from drugs
- b. Explain the difference between drug misuse and drug abuse
- c. Identify how people who abuse drugs can get help
- d. Describe ways to live drug free

Lesson 2: Tobacco

Learning Outcome: Explain the dangers of tobacco

Learning Objectives:

- a. Explain the history of tobacco use
- b. Identify the harmful substances in tobacco
- c. Describe the costs of tobacco to society
- d. Explain how to avoid tobacco use

Lesson 3: Alcohol

Learning Outcome: Describe the dangers of alcohol

Learning Objectives:

- a. Explain how alcohol is a threat to everyone
- b. Describe alcoholism
- c. Explain who some teens drink alcohol

Lesson 4: Environmental Health

Learning Outcome: Analyze the connection between the environment and your health

Learning Objectives:

- a. Describe the effects pollution has on health
- b. Demonstrate methods for reducing and preventing pollution

Chapter in Brief

“Chapter 4: Making Safe, Drug-Free Decisions” focuses on staying mentally and physically fit by avoiding illegal drugs. Understanding how medicines differ from drugs will help cadets see how substances can be used for good or harm. They will compare drug misuse with drug abuse, and learn the effects and dangers of popular drugs. Cadets will study the history of tobacco, the harmful substances it contains, and its terrible costs to society. They will learn how to avoid tobacco use, and proven ways to quit the habit. Cadets will also study alcohol’s effects, and why it can be harmful. They will consider why some teens drink alcohol, examining how what teens may say can be different from the truth about drinking. Finally, they’ll learn refusal techniques to overcome peer pressure to drink, and review the health alternatives to drinking alcohol. The chapter’s final lesson considers how the environment relates to everyone’s health. They will study different types of pollution, including air, water, land, and other forms. Cadets will examine aspects of the greenhouse effect, and learn about methods of preventing and reducing pollution: including laws and community action, as well as things everyone can do individually to make the environment healthier.

Chapter 5: Foundations of United States Citizenship

Lesson 1: The American Flag and Other National Symbols

Learning Outcome: Explain the history and courtesies rendered to the flag of the United States and other symbols

Learning Objectives:

- a. Outline the history of the flag of the United States
- b. Identify the courtesies rendered to the flag of the United States
- c. List the courtesies rendered to the National Anthem, Pledge of Allegiance, and the American Creed
- d. Describe the Great Seal of the United States and the military services’ seals

Lesson 2: Civics

Learning Outcome: Analyze the duties and responsibilities of citizenship

Learning Objectives:

- a. Define civics
- b. Explain the need for government

- c. Explain citizenship and the naturalization process
- d. Analyze duties and responsibilities including volunteerism

Lesson 3: The Constitution of the United States

Learning Outcome: Describe the content of the United States Constitution

Learning Objectives:

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

Lesson 4: Interpreting the Bill of Rights and Other Amendments

Learning Outcome: Interpret the content of the Bill of Rights and other amendments

Learning Objectives:

- a. Explain the protection of individual freedoms in the Bill of Rights
- b. Identify ways the Bill of Rights protects the rights of the accused
- c. Describe other rights protected by the Bill of Rights
- d. Explain how the Bill of Rights protects all Americans

Lesson 5: US National Government

Learning Outcome: Summarize the duties and responsibilities of the three branches of government

Learning Objectives:

- a. Describe the legislative branch of government
- b. Explain the executive branch of government
- c. Describe the judicial branch of government

Chapter in Brief

“Chapter 5: Foundations of United States Citizenship” opens with a history of the American flag, and discusses the courtesies rendered to the flag, the National Anthem, the Pledge of Allegiance, and the American Creed. Cadets will learn about the Great Seal of the United States and the military services’ seals. They will consider the role of civics in society and the need for effective government. They will study the nature of citizenship and how the naturalization process grants this lifelong privilege to those who were not born citizens. The lesson will then cover the duties and responsibilities of citizenship. Cadets will then learn about the fundamental document of our government, the United States Constitution, by studying its parts and what they mean. They will also cover the process of amending the Constitution and be able to explain how the Constitution is interpreted. Cadets will look at each amendment to identify ways the Bill of Rights and other amendments to the Constitution protect the rights of all Americans, in all possible situations. The final lesson of this chapter covers the three branches of the national government. By analyzing the functions of the legislative, executive, and judicial branches, cadets will understand the concept of checks and balances. By looking at the political system in operation in the House of Representatives and the Senate, they will be able to see how Congress works to meet the nation’s needs and interests.

Communication, Awareness, and Leadership (LE200)

Leadership Education 200: Communication, Awareness, and Leadership, Second Edition, is a customized course designed to improve communication, enhance awareness of self and others, and provide fundamentals of leadership and followership. The course focuses on the Air Force Junior Reserve Officer Training Corps (AFJROTC) mission to “develop citizens of character dedicated to serving their nation and community.” Woven throughout is the underlying theme of developing personal integrity. The course also emphasizes leadership and values such as service and excellence. This update incorporates 21st century teaching, learning, and skills of critical thinking, communication, collaboration, and creativity.

Each lesson includes a “Quick Write” reading and writing activity related to the lesson; a “Learn About” that tells students what they will learn from the lesson; a list of vocabulary words in the lesson; “Talking Points” that highlight specific and interesting facts; and many stories, biographies, and profiles. The lessons close with a “Checkpoints Lesson Review” that will allow students to review what they have learned. At the end of the “Checkpoints” is an “Applying Your Learning” section with a discussion question that will give students a

chance to use what they have learned and provides another way to reinforce their understanding of the lesson's content. The text has eight chapters; each chapter contains three lessons.

Course Outcomes:

1. Analyze the key factors in communication and critical thinking.
2. Apply the elements of effective writing and public speaking.
3. Analyze the importance of attitude in daily life.
4. Evaluate the ways in which personality and behavior affect relationships with others.
5. Analyze the foundation for an effective team.
6. Apply effective problem-solving and consensus-building methods.
7. Analyze the Air Force leadership model.
8. Evaluate effective leadership and followership.

Communication, Awareness, and Leadership	
Chapters	Title (Hours)
One	Learning and Communication (5)
Two	Communicating Effectively (5)
Three	Understanding Your Attitude (5)
Four	Understanding Your Actions (5)
Five	Developing Vision and Teams (5)
Six	Solving Conflicts and Problems (5)
Seven	A Leadership Model (5)
Eight	Adaptive Leadership (5)

Chapter 1: Learning and Communication

Lesson 1: Learning to Communicate

Learning Outcome: Analyze the elements of the communication process. Learning Objectives:

1. Explain how the communication process works.
2. Give examples of barriers to effective communication.
3. Illustrate the importance of feedback.

Lesson 2: Learning to Listen

Learning Outcome: Demonstrate the ability to use good listening skills. Learning Objectives:

1. Describe the listening process.
2. Summarize the four types of listening.
3. Explain the importance of listening.
4. Give examples of myths about listening.
5. Describe bad listening habits.
6. Demonstrate effective listening techniques.

Lesson 3: Learning to Think Critically

Learning Outcome: Demonstrate the ability to use good critical thinking skills. Learning Objectives:

1. Explain the importance of learning to think.
2. Identify the standards of critical thinking.
3. Discuss how to ask good questions.
4. Describe how to design and evaluate your learning.

Chapter in Brief:

“Chapter 1: Learning and Communication” explains the basics of the communication process, how to improve your listening skills, and how to think critically. “

Chapter 2: Communicating Effectively

Lesson 1: The Basic Checklist for Writing

Learning Outcome: Analyze the process in the basic checklist for writing. Learning Objectives:

1. Describe the steps in the basic checklist for writing.
2. Explain how to analyze your purpose and audience.
3. Explain how to conduct research to support your ideas.
4. Summarize ways to support your ideas.
5. Describe the benefits of getting organized.
6. Describe the elements of drafting and editing.
7. Explain the benefits of fighting for feedback.

Lesson 2: Writing Effectively

Learning Outcome: Analyze the elements of effective writing. Learning Objectives:

1. Discuss what makes writing effective.
2. Explain what tone and clarity are.
3. Describe continuity and the three-part structure.
4. Summarize how to write effective sentences.
5. Apply safe and responsible practices for communicating online.

Lesson 3: Speaking Effectively

Learning Outcome: Deliver a presentation using the elements of effective speaking. Learning Objectives:

1. Describe what effective speaking is.
2. Discuss the importance of preparation for effective speaking.
3. Explain how to organize your presentation.
4. Describe the effective use of visual support.
5. Explain how to use presentation skills
6. Practice and give your presentation.

Chapter in Brief:

“Chapter 2: Communicating Effectively” provides a basic checklist for constructing your communication, as well as ideas on how to write effectively and be a better public speaker.

Chapter 4: Understanding Your Actions

Lesson 1: Integrity and Character

Learning Outcome: Analyze how integrity and character affect behavior. Learning Objectives:

1. Explain the importance of the traits of integrity.
2. Describe what it means to be a positive role model.
3. Discuss how character affects behavior.

Lesson 2: Personality and Actions

Learning Outcome: Examine how personality affects your relations with other people. Learning Objectives:

1. Explain the theories of personality types and traits.
2. Describe how personality influences actions.
3. Discuss the value of different kinds of personalities.

Lesson 3: Consequences and Responsibilities

Learning Outcome: Evaluate how your ability to take responsibility determines your ability to lead.

Learning Objectives:

1. Describe the consequences of taking or avoiding responsibilities.
2. Explain how defense mechanisms affect your actions and decisions.
3. Discuss how you learn to take responsibility for your actions and decisions.

Chapter in Brief:

“Chapter 4: Understanding Your Actions” focuses on integrity and character, your personality and how it affects your actions, and consequences and responsibilities.

Chapter 5: Developing Vision and Teams

Lesson 1: Group and Team Dynamics

Learning Outcome: Evaluate how effective teams form and develop. Learning Objectives:

1. Explain the importance of working as a team.
2. Describe the characteristics of effective teams.
3. Summarize the four stages of team development.
4. Discuss how to run an effective meeting.

Lesson 2: Building Mutual Respect

Learning Outcome: Analyze the importance of mutual respect in team building and performance. Learning Objectives:

1. Discuss the different dimensions of respect.
2. Discuss the values of tolerance and understanding.
3. Explain ways of improving group effectiveness.

Lesson 3: Establishing a Common Vision

Learning Outcome: Examine how having a common vision helps a team achieve its goals. Learning Objectives:

1. Describe the importance of a common vision.
2. Explain how to write a team charter
3. Summarize ways of enlisting others to work toward a common vision

Chapter in Brief:

“Chapter 5: Developing Vision and Teams” covers the essence of group and team dynamics, including how to build mutual respect and how to establish a common vision for a group or team.

Chapter 6: Solving Conflicts and Problems

Lesson 1: Identifying Conflict in Groups

Learning Outcome: Analyze the conflicts that arise in groups and the ways group members react to them.

Learning Objectives:

1. Summarize the three types of problems in groups.
2. Describe the three types of conflict in groups.
3. Explain four main ways of handling conflict.

Lesson 2: Steps for Problem Solving

Learning Outcome: Examine how to apply problem-solving steps to group problems. Learning Objectives:

1. Describe the five common types of group problems.
2. Discuss common indicators of group problems.
3. Summarize the six steps of problem solving.

Lesson 3: Building Consensus

Learning Outcome: Analyze ways to build consensus in a group. Learning Objectives:

1. Discuss the nature of consensus.
2. Summarize methods of building consensus.

Chapter in Brief:

“Chapter 6: Solving Conflicts and Problems” examines how to identify levels of conflict, a series of steps for problem solving, and how to build consensus among team members.

Chapter 7: A Leadership Model

Lesson 1: An Introduction to US Air Force Leadership

Learning Outcome: Analyze how applying the elements of Air Force leadership and core values results in more-effective leaders.

Learning Objectives:

1. Summarize the two basic elements of leadership.
2. Explain the three Air Force Core Values.
3. Discuss the four reasons for recognizing the Core Values.

Lesson 2: Leadership Characteristics

Learning Outcome: Analyze the characteristics that make an effective leader. Learning Objectives:

1. Discuss the six characteristics of effective leaders.
2. Describe the actions associated with competence in a leader.
3. Describe the actions associated with commitment in a leader.

Lesson 3: Air Force Leadership Principles

Learning Outcome: Examine why the Air Force leadership principles result in effective leadership.

Learning Objectives:

1. Discuss the key principles of leadership.
2. Explain the importance of knowing yourself and your role.
3. Explain the importance of setting the example.
4. Explain the importance of caring for your people.
5. Discuss the need to effectively communicate, educate, equip, and motivate people.
6. Discuss the importance of accepting responsibility.
7. Summarize the need to develop teamwork.

Chapter in Brief:

“Chapter 7: A Leadership Model” presents an introduction to US Air Force leadership, including the basic elements of leadership, the Air Force leadership concept, and the Air Force Core Values. It also looks at the characteristics for effective leadership and the Air Force Leadership Principles.

Chapter 8: Adaptive Leadership

Lesson 1: Leadership Style and Mission Demands

Learning Outcome: Analyze how leaders adapt their leadership styles to meet mission demands. Learning Objectives:

1. Discuss the two orientations of leadership behavior.
2. Explain the four leadership styles.
3. Summarize the primary factors of the leadership situation.

Lesson 2: Followership

Learning Outcome: Examine the relationship between effective followers and effective leaders. Learning Objectives:

1. Explain the importance of good followership.
2. Discuss the readiness factors of followers.
3. Discuss how to build effective relationships with leaders.
4. Summarize actions to take to become an effective follower.

Lesson 3: Leadership Preparation

Learning Outcome: Analyze leadership preparation and practice. Learning Objectives:

1. Discuss how to prepare for leadership.
2. Summarize key elements of effective coaching and mentoring.
3. Explain ways to practice leadership.
4. Summarize actions that demonstrate leadership maxims.

Chapter in Brief:

“Chapter 8: Adaptive Leadership” explores leadership styles and how to adapt them to the demands of the mission, the importance of good followership and its relationship to good leadership, and how to prepare yourself for the responsibilities of leadership.

Leadership in Education 300: Life Skills & Career Opportunities (LE300)

Life Skills and Career Opportunities, Second Edition provides an essential component of leadership education for today’s high school students. This course is designed to prepare students for life after high school in the high-tech, globally oriented, and diverse workplace of the 21st century. Students will learn how to become a more confident financial planner and to save, invest, and spend money wisely, as well as how to avoid the credit trap. They will learn about real-life issues such as understanding contracts, leases, warranties, legal notices, personal bills, practical and money-saving strategies for grocery shopping, apartment selection, and life with roommates. The Holland Interest Inventory and other self-assessments will help them to reveal their attitudes,

aptitudes, and personal skills. This self-understanding will allow them to explore career paths and understand requirements that they will need to be successful at work and in life.

To help students increase their potential for success through education, they will learn how to select a school that is right for them; how to apply for admission to a vocational or technical school, community college, or college/university; and how to succeed in these learning environments. Information is provided on how to conduct the job search for students who wish to enter the workforce right after high school or after additional education and training. They will learn how to prepare a winning resume, and how to develop effective interviewing skills. Students will become more skilled at using the Internet for career research and learn how to network safely using social media. The text also provides information on working for the federal government to include careers in the military, aerospace industry, and public service. Finally, students will consider the most important elements of life skills for all Americans: civic responsibilities, such as volunteering, registering to vote, jury duty, and draft registration.

Course Outcomes:

- a. Analyze the elements of successful financial management skills
- b. Create a plan to safeguard personal resources
- c. Analyze the different ways of pursuing a career path
- d. Analyze the requirements for applying t a college or university
- e. Analyze positive and negative impact of college life in meeting career goals
- f. Evaluate the essential process for successfully pursuing a desired career or job
- g. Evaluate the benefits of working for the Federal Government
- h. Create a plan for successful career development

<i>Leadership Education 300: Life Skills and Career Opportunities</i>	
Chapters	Title (Hours)
One	Charting your Financial Course (5)
Two	Managing Your Resources (5)
Three	Career Opportunities (5)
Four	Aiming Towards a College Degree (5)
Five	Charting Your Course(5)
Six	Applying for Jobs (5)
Seven	Working for the Federal Government (5)
Eight	Developing You Career Skills (5)

Chapter 1 – Charting your Financial Course

Lesson 1 – Creating a Budget

Learning Outcome: Create a personal budget and financial plan

Learning Objectives:

- a. Describe the components of a personal financial plan
- b. Identify steps for creating and developing a personal financial plan
- c. Explain the elements of a budget

Lesson 2 – Saving and Bank Accounts

Learning Outcome: Analyze services when choosing a bank

Learning Objectives:

- a. Describe the types of services provided by the bank
- b. Compare and understand services when choosing a bank
- c. Demonstrate how to conduct bank transactions
- d. Analyze steps for safe electronic banking

Lesson 3 – Real-Life Issues in Buying and Selling

Learning Outcome: Evaluate the buying and selling issues that occur in real life

Learning Objectives:

- a. Explain types of shopping issues in daily life
- b. Summarize renting or leasing an apartment
- c. Generate a plan for buying or leasing a car

Chapter in Brief

Chapter 1: “*Charting Your Financial Course*” explains important concepts in building financial stability and wealth. Students will learn how to make a plan for earning money, saving it, and spending it. A personal financial plan can be the difference between the ability to do the things each of them wants and the feeling that they’ll never reach their financial goal in life. This chapter will provide them with an overall picture of how to create a budget before the text moves on to examine the specifics of savings, bank accounts, and the real-life issues students will face when buying and selling.

Chapter 2 – Managing Your Resources

Lesson 1: Avoiding the Credit Trap

Learning Outcome: Construct a plan for building your credit history

Learning Objectives:

- a. Describe what is credit and important credit terms
- b. Explain the positive and negative aspects of using credit
- c. Examine sources of credit
- d. Calculate how credit works
- e. Describe how to use credit responsibly
- f. Differentiate between credit and credit card options
- g. Examine how to avoid credit card fraud
- h. Analyze the consequence of deficit spending

Lesson 2: Insurance for Protecting Your Resources

Learning Outcome: Evaluate the advantages of having property protected

Learning Objectives:

- a. Recall what insurance is and why it is necessary
- b. Analyze the major types of insurance available to you
- c. Create a plan to protect your personal and financial information

Chapter in Brief

“Chapter 2: Managing Your Resources” describes the types of credit and discusses positive and negative aspects of using credit, along with monitoring credit to build a positive credit history. By evaluating the types of insurance options available to protect resources, students will learn the importance of insurance and tips for protecting their personal and financial information.

Chapter 3 – Explore Your Future

Lesson 1: Researching Careers

Learning Outcome: Create a career path strategy to assist in making career decisions

Learning Objectives:

- a. Recall the importance of selecting and charting a career path
- b. Compare having a career versus getting a job
- c. Analyze a process to plan for career options
- d. Evaluate factors to consider when planning a career path and career planning information sources

Lesson 2: Self-Discovery

Learning Outcome: Evaluate the types of career paths as related to Interests/Aptitude/Attitude

Learning Objectives:

- a. Utilize personal inventories to understand yourself and career directions
- b. Identify your aptitudes and interests
- c. Identify your preferred learning styles (continued)
- d. Analyze personal preferences associated with various work environments and fields of interest
- e. Evaluate career paths that link to your personal aptitudes

Lesson 3: Career Paths

Learning Outcome: Analyze the requirements needed to pursue the career that best fits personal skills and interests

Learning Objectives:

- a. Recall the advantages of a technically-oriented career path
- b. Explain the types of job classifications associated with technically-oriented career paths
- c. Analyze the earning potential of various technically-oriented paths
- d. Analyze different ways of pursuing a technically-oriented path
- e. Recall the advantages of pursuing post-secondary degrees
- f. Explain the types of careers associated with educational tracks
- g. Investigate the earning potential of various education-oriented paths
- h. Analyze different ways of pursuing an education-oriented path

Chapter in Brief:

“Chapter 3: Career Opportunities” examines career opportunities students may pursue. It is designed to provide them with an overview of the high-tech, globally oriented, and diverse 21st century workplace. The chapter discusses the importance of charting a career path, comparing career options, and evaluating key factors when choosing a career path. They will explore who they are by examining their own interests, values, attitudes, and abilities. Student self-discovery will help them choose career paths based on each of them as a unique individual, and help them consider which work environments are best suited for their personal preferences. Finally, they will analyze different career paths available to them immediately after high school graduation or post-secondary vocational training or college education. By linking technical and educational career paths in this chapter, the intent is to communicate that both choices are worthwhile options.

Chapter 4 – Aiming Towards a College Degree

Lesson 1: Financing for College

Learning Outcome: Create a personal plan for financing college

Learning Objectives:

- a. Identify the financial costs of college
- b. Describe sources for college funding
- c. Create a plan to finance a college education

Lesson 2: Selecting a College

Learning Outcome: Evaluate the criteria for selecting a college based on your personal goals

Learning Objectives:

- a. Describe the process for choosing a college
- b. Summarize the criteria for selecting a college
- c. Compare alternative programs for earning college credit
- d. Evaluate the college application process
- e. Identify colleges that will best meet your needs

Lesson 3: Navigating the Testing Maze

Learning Outcome: Create test-taking strategies to promote success on college placement exams

Learning Objectives:

- a. Describe college entrance examinations
- b. Compare college placement exams
- c. Identify methods for conquering test anxiety
- d. Evaluate strategies for test-taking
- e. Outline procedures for taking standardized tests

Lesson 4: Essays, Interviews, and Campus Visits

Learning Outcome: Create a college application essay

Learning Objectives:

- a. Explore the personal side of the college application process
- b. Examine how to write a college application essay
- c. Describe how to have a successful interview
- d. Summarize the importance of campus visits

Chapter in Brief:

“Chapter 4: Aiming Towards a College Degree” focuses on selecting and applying for college. Students will examine the financial costs of attending college, explore sources of funding, and learn about the criteria, or standards, all students should consider when choosing a college. This chapter also covers college entrance exams and college placement tests; how to write an application essay; how to prepare for an admissions interview; and what to look for during a campus visit.

Chapter 5 – Charting Your Course

Lesson 1: Adjusting to College Life

Learning Outcome: Evaluate the importance of personal accountability

Learning Objectives:

- a. Discuss aspects of campus life
- b. Summarize what is expected of you as a student
- c. Organize recommendations on how to make healthy lifestyle choices
- d. Evaluate the importance of personal accountability

Lesson 2: Choosing a Major

Learning Outcome: Analyze careers associated with possible majors

Learning Objectives:

- a. Identify majors that match your personal interests
- b. Understand basic areas of college study
- c. Evaluate careers associated with possible majors
- d. Create a six-step process for selecting a college major

Lesson 3: Planning Your Schedule

Learning Outcome: Create a plan for managing your college schedule

Learning Objectives:

- a. Recall the importance of time management
- b. Describe procrastination and identify methods to beat it
- c. Evaluate methods to manage your college schedule

Chapter in Brief:

“Chapter 5: Charting Your Course” examines aspects of preparing to attend college and charting the student’s course of study. They will explore aspects of campus life, including resources, organizations, and policies. They will also cover ways to ensure success in the college environment, including how to make healthy choices. Students will take the information they learned about themselves from Chapter 3 and examine the decision process for choosing a college major. This chapter will also explain the importance of effective time management and explains how they can avoid procrastination.

Chapter 6 – Applying for Jobs**Lesson 1: The Job Search Process**

Learning Outcome: Evaluate multiple sources for finding job openings

Learning Objectives:

- a. Describe potential jobs that meet personal preferences
- b. Organize ideas for selling your skills to an employer
- c. Evaluate multiple sources for finding job openings

Lesson 2: Pursuing a Career

Learning Outcome: Create a personal resume and cover letter specific to a job opening

Learning Objectives:

- a. Describe the purpose of a résumé
- b. Classify the different types of résumés
- c. Identify tips for writing a great résumé
- d. Create a personal résumé
- e. Create a cover letter specific to a job opening
- f. Create a portfolio to be used during a job search

Lesson 3: Building Interviewing Skills

Learning Outcome: Evaluate how employers interview prospective employees

Learning Objectives:

- a. Describe the interview process
- b. Explain the do’s and don’ts of interviews
- c. Identify different types of interviews
- d. Outline basic interview questions
- e. Evaluate how employers evaluate interviewees

Chapter in Brief:

“Chapter 6: Applying for Jobs” evaluates the process of successfully pursuing a desired career. By examining what employers are looking for, the students—the career seekers, will be employing the most effective tool needed to sell their skills. They will learn how to organize the job search. They will also consider different résumé types, and be able to prepare a persuasive cover letter and résumé. Students will learn about different types of interviews, how an interview is conducted, and effective tips for interview preparation.

Chapter 7 – Working for the Federal Government**Lesson 1: Military Careers**

Learning Outcome: Analyze military service as a career

Learning Objectives:

- a. Describe the branches of the US military
- b. Analyze the reasons for choosing a military career
- c. Analyze entering the military as an enlisted member
- d. Compare the educational opportunities for enlisted military members by service
- e. Describe serving the military as a warrant officer

- f. Create a plan for entering the military as a member of the Officer Corps

Lesson 2: Careers in Aerospace

Learning Outcome: Differentiate between different careers in the aerospace industry

Learning Objectives:

- a. Recall careers in aerospace
- b. Describe major organizations in the aerospace sector
- c. Compare educational requirements for aerospace careers
- d. Analyze career options in the aerospace industry

Lesson 3: Careers in Public Service

Learning Outcome: Evaluate careers in public service

Learning Objectives:

- a. Identify types of public service careers
- b. Evaluate careers available in the public service sector
- c. Analyze options for criminal justice careers
- d. Analyze careers in fire science and technology
- e. Recall careers in homeland security

Chapter in Brief:

“Chapter 7: Working for the Federal Government” evaluates the benefits of working for the federal government. This chapter provides the requirements needed to enlist in the military or to enter as a member of the officer corps. The text also compares educational opportunities for enlisted members from each military service, making military service a career option, and describes how military training is useful when seeking a civilian career. Educational requirements are examined for careers in aerospace and explore specific career examples in aerospace. Finally, this chapter will provide information for selection and training in careers in criminal justice, fire science, and homeland security.

Chapter 8 – Developing Your Career Skills

Lesson 1: Planning Your Professional Development

Learning Outcome: Analyze personal values that contribute to professional success

Learning Objectives:

- a. Summarize the process of planning for professional development
- b. Create a career portfolio
- c. Identify organizational and personal values that contribute to success

Lesson 2: Learning to Work with Others

Learning Outcome: Evaluate barriers to effective collaboration and teamwork

Learning Objectives:

- a. Understand the communication process
- b. Recall verbal and non-verbal communication
- c. Describe barriers to effective communication
- d. Evaluate communications within organizations
- e. Demonstrate collaboration and teamwork

Lesson 3: Seeking Feedback and Promotions

Learning Outcome: Generate a career-path strategy

Learning Objectives:

- a. Analyze feedback in the workplace
- b. Describe strategies for earning a promotion
- c. Develop a career-path strategy

Lesson 4: Your Civic Responsibilities

Learning Outcome: Evaluate the positive aspects of civic responsibility

Learning Objectives:

- a. Recall the importance of civic responsibility
- b. Explain the process to register to vote
- c. Summarize the selection process for jury duty
- d. Recommend ways to become involved in the community

Chapter in Brief

“Chapter 8: Developing Your Career Skills” will help students create a plan for successful career development. Students will summarize the process of successfully planning for professional development in the workplace. They will learn to create a professional portfolio, organize personal and organizational values, and maintain effective verbal and nonverbal communication. They will also learn how to seek and receive constructive feedback and identify successful tips for earning a promotion. Finally, the text will cover civic responsibilities. It will review the Selective Draft system, why it is important to vote, work as a volunteer, and be a productive member in the community.

Leadership Education (LE400)

Leadership Education 400: Principles of Management

This is the fourth textbook in the Leadership Education series. 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 some of the necessary skills needed to put into practice what they have learned during their time in AFJROTC. We are confident this course, coupled with what cadets have already learned during their time in AFJROTC, will equip them with the qualities needed to serve in leadership positions within the 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 experiences and will allow students the opportunity to practice what they learn by getting involved in discussions and expressing their opinions.

Course Objectives:

After successfully completing the *Leadership Education 400: Principles of Management* course the student will:

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

Leadership Education 400: Principles of Management

Units	Title (Hours)
Unit	One Introduction to Management (9)
Unit	Two Planning (9)
Unit	Three Organizing (9)
Unit	Four Leading (9)

Unit One Introduction to Management

Chapter 1: Managers and Management

Chapter Objectives

- a. Know who managers are.
- b. Know where managers work.
- c. Know what management is.
- d. Know what managers do.

Chapter in Brief

Chapter 1 consists of two lessons. Lesson 1 “Management Basics” begins by addressing who managers are, where they work, what management is, and what managers do. Management is defined as well as the titles of top managers. Management processes are covered and defined. Students will learn why people perform better when managers work well with team members. Students will also learn about making decisions and dealing with change. Lesson 2 “Management in the Marketplace” covers such topics as the skills and competencies successful managers possess; the importance the marketplace puts on managers; why management is worth studying, and how management relates to other disciplines. Emphasis is placed on specific skills and competencies managers need to possess in order to be effective. There is discussion on the results good managers produce and the pay associated with management positions which will convey to students why management is worth studying. Lastly, students will learn how management skills relate to other disciplines of study such as political science, psychology, anthropology, economics, philosophy, and sociology, etc.

Chapter 2: The Historical Roots of Contemporary Management Practice

Chapter Objectives

- a. Know the history of management before the modern era.
- b. Know the classical contributions to modern management.
- c. Know the human resources approach to management.
- d. Know the quantitative approach to management.
- e. Know how social events shape management approaches.
- f. Know management approaches today.

Chapter in Brief

Chapter 2 contains two lessons. Lesson 1 is titled “Management Theories”. The ways that historical theories currently influence what managers do today is discussed. Students will see the important links between past theories, present actions, and future innovations. They will learn that today’s innovations have many of their roots in the past. There is information on the contributions that Adam Smith, Henri Fayol, Frederick Taylor, and Max Weber made to the field of management. Students will learn about the influence the industrial revolution had on management practice as well as classical contributions to modern management and how classical writings are applied today.

Lesson 2 is titled “Management Approaches” and places emphasis on the various approaches to management used today to include the process approach, systems approach, and the contingency approach, and the different points of view that people have toward management. Students will learn that some approaches are more oriented to treating people well and others are more oriented to structured practices and processes. Emphasis is placed on the importance of considering both the satisfaction of workers and the efficiency and effectiveness of work. There are discussions on the contributions and views of Hugo Munsterberg, Mary Parker Follett, Chester Barnard, Dale Carnegie, Abraham Maslow, Douglas McGregor, and Robert McNamara, etc.

Chapter 3: The Management Environment

Chapter Objectives

- a. Know about management and the changing economy.
- b. Know about the global marketplace.
- c. Know about management and technology.
- d. Know what society expects from organizations and managers.
- e. Know how entrepreneurship impacts society.
- f. Know about the workforce and labor.

Chapter in Brief

Lesson 1 “Management and the Economy” makes students aware of management and the changing economy, the global marketplace, and management and technology. Students will learn that the effects of globalization and technology are absolutely critical. The lesson discusses Alvin Toffler’s argument that modern civilization has come in three waves: agriculture, industrial, and information. The global marketplace is discussed with emphasis on the globalization of business and how globalization affects organizations and managers. Management and technology are discussed as well as how an organization benefits from information technology and how technology alters a manager’s job.

In Lesson 2, “Management and Society”, students will learn about the way in which society impacts the work of managers. They will also learn that the social issues managers face are complicated due to the influence of a variety of social factors. They will also learn what society expects from organizations and managers, how organizations demonstrate socially responsible actions, and how managers become more socially responsible. Three views of ethics are discussed: the utilitarian view, the rights view and the theory-of-justice view. There is discussion on entrepreneurship, the entrepreneurial process, what entrepreneurs do, and entrepreneurs within large organizations. Students will learn about the workforce and labor and what today’s workforce looks like. Students will learn how diversity affects organizations and how organizations help employees with work/life balance. Finally, there is information on a pending labor shortage in the United States and two factors that contribute to that labor shortage.

Unit Two **Planning**

Chapter 4: Foundations of Planning

Chapter Objectives

- a. Know what planning is.
- b. Know about planning in uncertain environments.
- c. Know types of plans.
- d. Know about management by objectives.
- e. Know approaches to establishing goals.
- f. Know about developing plans.
- g. Know about contemporary issues in planning.

Chapter in Brief

Lesson 1 “Planning Basics” defines planning. Students will learn about planning and what it involves. They will read about the arguments for and against formal planning and about the different kinds of plans – strategic versus tactical; directional versus specific; short term versus long-term; and single-use versus standing plans. Students will study about management by objectives and why many businesses today involve their employees in setting performance objectives to meet organizational goals. They will learn how to set employee objectives and how a manager helps employees set work goals. Students will also learn how an influential thinker in the quality-management field thinks goal-setting may do more harm than good.

Lesson 2, “Establishing Goals and Developing Plans”, places emphasis on the different approaches to establishing goals, characteristics of well-thought-out goals, and steps in goal setting. Students will learn the three contingency factors managers must consider as they plan. The last topic covered is “contemporary issues in planning” and includes criticisms of planning. Students are given steps they can take now toward becoming a manager.

Chapter 5: Foundations of Decision Making

Chapter Objectives

- a. Know what defines a decision problem.
- b. Know the rational model for decision making.
- c. Know about modification of the rational model.
- d. Know the contingency approach to decision making.
- e. Know decision-making styles.
- f. Know about making decisions in groups.
- g. Know about culture and decision making.

Chapter in Brief

In Lesson 1 “The Decision-Making Process” students will learn that the decision-making process is a set of eight steps. They will learn that decision making is a critical skill for life. They will learn the definition of a decision problem and the eight steps used to define a decision problem. Focus is given on what is relevant in the decision-making process and how the decision maker weighs the criteria. The lesson further places emphasis on the rational model for decision making, why creativity is important in decision making and common errors in the decision-making process.

Lesson 2 is titled “Decision-Making Challenges” and stresses the different types of problems we have to solve and the different ways we approach decision making when we are working to solve those problems. There is discussion on how problems differ and the different levels in the organization. Students will learn how technology aids in decision making. They will also learn the four basic decision-making styles. Lastly, the students will learn about culture and decision making.

Unit Three **Organizing**

Chapter 6: Managing Change, Stress, and Innovation

Chapter Objectives

- a. Know the forces for change.
- b. Know two views of the change process.
- c. Know about employee resistance to change.
- d. Know about changing the organization.
- e. Know about change and stress.
- f. Know how to stimulate innovation.
- g. Know about handling personal stress.
- h. Know about time management.
- i. Know about time management and meetings.

Chapter in Brief

Lesson 1 titled “Managers and Change” emphasizes forces for change and external forces that create a need for change. Students will be allowed to think through the causes of change and respond to the changes they have experienced. Discussion of the different approaches to change should help students understand the ways in which people resist change. Emphasis is placed on the two views of the change process, why people resist change, and some techniques for reducing resistance to organizational change.

Lesson 2 “Change and the Organization” explains the connections between change, stress, and innovations in organizations. Emphasis is placed on the necessity of change for organizations to stay competitive and shows how this makes it necessary to address stress and encourage innovation in organizations. There is discussion on change and stress, common causes of stress, symptoms of stress, and how managers can act to reduce stress. Lastly, students will learn how to stimulate innovation and how creativity and innovation are related.

Lesson 3 “Managing Yourself, Stress, and Time Management” stresses the importance of self-management. Emphasis is placed on the fact that stress cannot be avoided, but it can be managed. There is discussion on how to handle personal stress, how to survive stress, and how to make stress work for you. Students will learn that time management can be a positive or a negative stressor and how to set priorities on their time. There is discussion on time management and meetings and tips are given on how to conduct effective meetings.

Leading

Chapter 7: Foundations of Individual and Group Behavior

Chapter Objectives

- a. Know about explaining and predicting behavior.
- b. Know about personality theories.
- c. Know about perception.
- d. Know how people learn.
- e. Know about foundations of group behavior.

Chapter in Brief

The first lesson in Chapter 7 “Behavior and Personality”, talks about how to explain and predict behavior and the goals of organizational behavior. The students will learn how attitudes and actions impact the way we approach work. Specific examples are given of personality traits and how these traits impact our productivity, absenteeism and turnover, attitudes, and organizational citizenship. The students will learn if an individual’s attitude and behavior must be consistent and how understanding attitudes helps managers be more effective. They will also take a look at several personality theories including The Myers-Briggs Type Indicator® and The Big Five Model®. Students will also take a look at five specific personality traits that have proven most powerful in explaining individual behavior in organizations. Lastly, students will learn about the various basic employee personality types and how to match these personalities with jobs.

Lesson 2 “Managers and Group Behavior” reinforces the point that you cannot judge people simply by their appearance. Emphasis is placed on how learning, setting a good example, reinforcing positive contributions, and establishing appropriate group norms are critical to managing groups. In addition, students will study about perception and what influences it; and shortcuts managers use in judging employees. Lastly, students will focus their attention on the basic concepts of group behavior and how norms and conformity and group size affect group behavior.

Chapter 8: Understanding Work Teams

Chapter Objectives

- a. Know about the popularity of work teams.
- b. Know the types of work teams.
- c. Know the characteristics of high-performance teams.
- d. Know about turning individuals into team players.
- e. Know contemporary team issues.

Chapter in Brief

Lesson 1 of Chapter 8 “Work Teams” informs students about the popularity of work teams and the stages of team development. Emphasis is placed on the increasing use of teams due to changes in the market place. Students will learn that as more and more organizations are faced with rapidly changing environments, the need for people to work together effectively to solve problems and respond to changes is more and more important. Students will also learn how teams differ from work groups. They will cover how teams work and what kinds of skills team members need to have as well as the different types of work teams. Virtual teams in the 21st Century are covered which includes conference calls, videoconferencing, and email to solve problems across the time zones.

Lesson 2 “Managing Teams” highlights the importance of teams in our culture as well as the challenges we face in working as team members in an individualistic culture. Emphasis is placed on the necessity of managing teams, turning individuals into team players, and the roles team members play. Contemporary team issues such as “how workforce diversity affects teams” is also covered. Students will study about ways to reward team contributions over and above individual contributions.

Chapter 9: Communication and Interpersonal Skills

Chapter Objectives

- a. Know the communication process.
- b. Know about communications and information technology.
- f. Know about listening and feedback skills.
- g. Know about delegation skills.
- h. Know about managing conflict.
- i. Know about negotiating skills.
- j. Know about writing evaluations.

Chapter in Brief

The first lesson in Chapter 9 is entitled “Communication Skills and Challenges”. This lesson focuses on communications skills and challenges by emphasizing the importance of communication in almost everything we do. The communication process is discussed in detail to include barriers to effective communications and why you should listen actively. Communication and information technology is also discussed.

Lesson 2 of Chapter 9 “Developing Interpersonal Skills”, explains the importance of interpersonal skills for success. Emphasis is placed on the need to listen to more than just the opinions people have, but to listen to the attitudes and emotions that influence those opinions. Listening and feedback skills as well as the difference between positive and negative feedback are discussed. Tips on how to give effective feedback are also discussed. Students will learn why active listening skills are important. Delegation skills and how to delegate effectively are discussed; and managing conflict is also covered. Students will learn that conflict is normal and can be positive and negative. They will learn that they cannot resolve all their conflicts, but that they can learn to manage conflict in constructive ways. Negotiating skills are discussed and writing evaluations is covered. There is focus on the purposes of performance evaluations and the appraisal interview.

Chapter 10: Leadership and Trust

Chapter Objectives

- a. Know about managers versus leaders.
- b. Know the trait theories of leadership.
- c. Know the behavioral theories of leadership.
- d. Know the contingency theories of leadership.
- e. Know the emerging approaches to leadership.
- f. Know about leadership today.
- g. Know about building trust: the essence of leadership.
- h. Know the definition of coaching and mentoring.
- i. Know about goal setting.
- j. Know about giving feedback.
- k. Know about developing protégés.

Chapter in Brief

Lesson 1 “Leadership Theory” focuses on managers versus leaders and leadership theory by explaining how the traits and behaviors of a leader as well as the situation the leader faces all impact how well a leader performs. Emphasis is placed on the fact that some leaders who may be very effective in one situation would not be nearly so effective in a different situation and how leadership style should generally be adapted to the demands of different circumstances. Finally there is discussion on emerging approaches to leadership.

In Lesson 2 “Leadership Issues”, emphasis is placed on leadership today and how leading teams is more and more important in today’s workplace. There is discussion on how national culture and emotional intelligence affects leadership. Building trust and the five dimensions of trust are discussed with emphasis on the essential nature of trust for effective leadership and explanations on how expectations of leaders differ from one culture to the next.

In Lesson 3 “Effective Coaching and Mentoring”, the differences between the role of a coach and the role of a mentor are explained. Mentoring the Air Force way is covered. Emphasis is placed on the importance of setting goals and providing feedback as a means for helping people improve performance and enhance their ability to succeed.

Wellness Education (PFP): *Presidential Fitness Program - every Friday during the academic school year.*

Physical fitness training is an important part of the JROTC program. Although AFJROTC does not have cadet weight or physical fitness standards, we encourage cadets to establish their own physical fitness training program. If you start a program now and stay physically active, you will reap the benefits of a physically fit body throughout your life. If you are physically fit, you will perform better in school and in all of your activities.

Physical fitness is maintained through exercise and proper diet. Diet is just as important as exercise because eating the right foods will help you control your weight and prevent heart disease.

Cadets should try to exercise at least 3 times per week. Friday is the designated physical training (PT) day for the JROTC program. PT sessions will consist of exercises such as running, push-ups, sit-ups, etc. and team sports. Cadets will be issued PT clothes and they must wear the clothes during PT sessions. Each PT session is worth 100 points towards a cadet's grade. Grades are based on "dressing out" and participation in PT activities. Failure to wear the PT uniform or participate will lower a cadet's academic grade. Students who cannot participate in weekly PT due to injury or illness MUST bring a note from a parent/guardian.

The Parental Permission and Medical Release Form and AFJROTC Disclosure Document must be completed and signed before participating in any AFJROTC physical fitness activity. Parents/legal guardians must identify to the SASI and ASI any medical reasons why their son or daughter cannot participate in any AFJROTC physical training activities. A parental excuse or doctor's statement, identifying any medical problem and what the cadet can and/or cannot participate in, is required.

Physical Fitness Test: The AF has changed their physical fitness standards. All cadets must take the Presidential Physical Fitness Test once each semester or as required. Students are tested on the following exercises:

1. Mile run (timed)
 2. Push-ups or Pull-ups/Chin-ups (1 min.)
 3. Sit-ups (1 min.)
- *Students who score 95-100 on the Presidential Physical Fitness test will receive the Health and Wellness Ribbon with a gold star.*
 - *Students who score 85-94 will receive the Health and Wellness with a silver star.*
 - *Students who score 75-84 test will receive the Health and Wellness ribbon with a bronze star*

Additional tests have been established by the state of California and are added the five (5) listed above, they are for freshmen and sophomores only:

Curl ups

Trunk lift

Sit and Reach (right)

Sit and Reach (left)

Drill and Ceremonies: 18 hours each semester. Unit 1 = Introduction to

Drill and Ceremonies; Unit 2 = Commands and the Command Voice; Unit 3 = Individual Instruction; Unit 4 = Drill of the Flight; Unit 5 = Drill of the Squadron; Unit 6 = Group and Wing Formations; Unit 7 = Ceremonies.

The Drill and Ceremonies course provides an in-depth introduction to drill and ceremonies. The course concentrates on the elements of military drill, and describes individual and group precision movements, procedures for saluting, drill, ceremonies, reviews, parades, and development of the command voice. Students are provided detailed instruction on ceremonial performances and protocol for civilian and military events and have the opportunity to personally learn drill. Though each class will follow an established lesson plan, most of the work is to be hands-on. Instructors are provided AFM 36-2203 to teach the Drill and Ceremonies course. In addition, instructors may order the Army Field Manual 3-21.5 and the Inter-service Cross-Index Drill Manual to supplement the teaching of Drill ad Ceremonies. There is also a Drill and Ceremonies Instructional DVD available to aid you in teaching drill.

The course objectives are:

After successfully completing *AFM 36-2203: Personnel Dill and Ceremonies*, the student will

- a. Know the importance of Drill and Ceremonies
- b. Know the basic commands and characteristics of the command voice
- c. Apply and execute the concepts and principles of basic drill positions & movements
- d. Know when and how to salute
- e. Apply the principles and procedures of drill movements used with smaller units to the movement of a squadron
- f. Know the function of the group and the wing
- g. Know how the groups and the wings are formed
- h. Know the purpose and definition of ceremonies and parades

Chapter 1: Introduction to Drill and Ceremonies

Chapter Objective

Know the importance of drill and ceremonies

Samples of Behavior/Main Points

- a. State the importance of drill and ceremonies
- b. List the symbols that represent the leaders of the flight and squadron
- c. List all the basic military drill terms

Chapter 2: Commands and the Command Voice

Chapter Objective

Know basic commands and characteristics of the command voice

Samples of Behavior/Main Point

- a. Identify the types of commands used during the basic military drill movements
- b. Identify the necessary qualities of the command voice
- c. Define cadence

Chapter 3: Individual Instruction

Chapter Objective

Perform basic drill positions and movements

Sample of Behavior/Main Point

Execute various movements and positions of basic drill when given the command to do so

Chapter 4: Drill of the Flight

Chapter Objective

Perform parade movements as a flight

Samples of Behavior/Main Point

- a. Execute the various marching movements
- b. Execute proper military position and place prior to parade
- c. Respond with proper military procedures for entire parade sequence

Chapter 5: Drill of the Squadron

Chapter Objective

Perform drill movements as a squadron

Samples of Behavior/Main Points

- a. Execute basic drill commands as a squadron
- b. Execute Guidon bearer position

Chapter 6: Group and Wing Formations

Chapter Objectives

Demonstrate a group and wing formation

Sample of Behavior/Main Point

Perform group and wing formations when given the command to do so

Chapter 7: Ceremonies

Chapter Objectives

Know the purpose and definition of ceremonies and parades

Samples of Behavior/Main Points

- a. Define ceremony and parade

- b. State the purpose of ceremonies and parades
- c. Identify the different types of ceremonies and parades
- d. Define reveille and retreat
- e. State when it is appropriate to raise and lower the flag

9. Academic Probation. If you have a failing grade in ROTC at the end of a grading period, you may be placed on academic probation for the next grading period or removed from ROTC. If you do not raise your grade to a passing level within a quarter, you will be removed from ROTC. While you are on academic probation you are restricted from participating in certain extracurricular activities (refer to Chapter Five).

10. Board of Inquiry Procedures. A Board of Inquiry (BOI) will be convened any time information is required or a cadet's actions require disciplinary action outside of normal chain of command procedures. Please refer to BOI Binder for more information.

Section IV – Conduct

1. Classroom/Cadet Rules. You will abide by the following rules when in the AFJROTC area:

- Do not eat food, chew gum, or drink beverages in the classroom or computer area at any time, this includes the Senior Area. * {Clear see-through water bottles with **water** are acceptable}
- Do not wear hats (or any form of headgear) or sunglasses in the ROTC building/area.
- Do not sleep in class
- Do not write on or deface AFJROTC property
- Do not write on the whiteboards or podium, or anything that is not yours unless given permission to do so
- Do not use vulgarity or obscene language
- Do not engage in horseplay or any other disruptive behavior
- Do not engage in public display of affection (PDA) on campus whether in or out of uniform. No PDA while participating in AFJROTC events or while in uniform.
- Always sit in your assigned seat
- Cadets not in uniform on uniform day will not be allowed in the JROTC building except during class period (continued)
- Non-ROTC students are not allowed to enter the ROTC classroom or conference area, or anywhere in ROTC area with expressed permission of the SASI or ASI
- Always use “Yes Sir” “No Sir” and “Yes Ma’am” “No Ma’am” when addressing an instructor or guest, or reporting to a cadet officer of higher rank

No Verbal threats, verbal maltreatment, or disparaging remarks are allowed. Verbal threats directed at another individual or group is not allowed. Any statement that degrades an individual is not allowed. Use of profanity and any language that condones immoral, unethical, or illegal behavior, promotes sexual harassment or other unprofessional conduct is not allowed.

No hazing. Physical/verbal hazing is prohibited and may not be included as part of any activity. Hazing is defined as harassment of others through ridicule, criticism, or requiring a student to do things against his/her will. Anyone caught hazing another student on school property or while on JROTC related activities will be subject to expulsion as per district school rules. This includes trying to make cadets do push-ups as a form of physical discipline.

No bullying. Verbal, physical, and cyber bullying are prohibited within the JROTC unit. Bullying is harassment – intentional harm that is repeated and systematic. This includes, but is not limited to, physical, mental, emotional and electronic types of harassment.

2. DCI – Drill Ceremonies & Inspection

All students are required to participate in DCI portion of the AFJROTC curriculum. The majority of the DCI curriculum is composed of drill and ceremonies. Drill and ceremonies teaches students important life skills such as self-control, self-discipline, body control, attention to detail, problem solving, and application of leadership concepts. (*First year cadets will receive a promotion for attending*)

The following rules apply to leadership laboratory curriculum:

- i. All students must participate in the drill and ceremonies curriculum
- ii. No student is excused from any portion of the drill & ceremonies curriculum

- iii. To comply with school safety and health requirements students must dress appropriately for drill and ceremonies curriculum
 - Wear shoes and socks
 - No shower shoes (flip flops) or sandals
- iv. Students with a **doctor's note** that specifically states, "no marching," will be excused for the time period set by the doctor
- v. Any student who feels they cannot drill will immediately be sent to the SASI and/or ASI
- vi. Students who do not have a doctor's excuse or parent/guardian note and refuse to participate in the drill and ceremonies curriculum will be sent to the Vice-Principal's office and will be removed from the program at the earliest possible date.

(NOTE: These same rules apply to PT participation.)

- 3. Disciplinary Action & Disenrollment policy.** Poor classroom behavior affects your citizenship grade and restricts your participation in AFJROTC activities. If you are disruptive in class or fail to do what is expected, disciplinary action will be taken. Any of the following may occur in any order:
- A. You are issued a verbal warning after you have violated a classroom rule.
 - B. Points may be deducted from your weekly leadership grade.
 - C. If you continue to behave poorly, you are referred to the Vice-Principal and your parents are contacted and notified of your behavior. Student shall write a memo accounting for his/her actions and it shall be subsequently signed by parent/guardian.
 - D. A written notice of unsatisfactory performance and potential academic and/or behavioral probation shall be issued and signed by parent/guardian.
 - E. Continued violations may result in a Board of Inquiry (BOI). The BOI, which is conducted by the cadet staff, reviews the behavioral problem and recommends corrective action, disciplinary action, or removal from the program to the ASI/SASI. In addition, a formal meeting shall take place with parents and school administrator(s) with the possibility of academic and/or behavioral probation.
 - F. **Removal from the academy. The SASI may dis-enroll any cadet at any time during the academic year with proper cause (as may the principal).** *A maximum of no more than three (3) weeks shall be allowed for this entire administrative process. (NOTE: any student who is removed from the Academy may be required to return to their home school if they are on permit or Open Enrollment.)*
 *These steps are in addition to any actions taken by classroom teachers, school counselors, and/or administrators.

CHAPTER 2:

THE CADET CORPS

Section I -- Corps Management

1. **General.** Management of the cadet corps is an integral part of the AFJROTC program. Cadets assigned to leadership positions in an established organizational command structure conduct this management. These cadets are assigned specific tasks and responsibilities that are necessary for the cadet corps to successfully function and carry out its objectives.
2. **Organization.** The California 841 (CA-841) cadet corps is organized as a Group as illustrated in Attachment III.
3. **Position Assignment.** The position assignment system places cadets in leadership positions in the organizational command structure through an application process that takes place at the conclusion of each semester (a suspense date is announced by a Support Bulletin or c/Group Commander) All cadets must turn in an application to the Cadet Group Commander by the suspense date. [Refer to attachment XVII] The Group Commander and Vice Commander will review these applications and the SASI, ASI, Cadet Group Commander and Cadet Vice Commander will assign cadets to jobs based on their leadership potential and ability, academic performance, extracurricular participation, and recommendations from the staff. A cadet may be assigned to a position he/she did not apply for based on the jobs available.
- 3a. **Position Rotation.** Position assignments are rotated to ensure that each cadet has an opportunity to participate in the management of the corps and learn from these experiences. Position terms are usually a semester long, but can be suspended if job performance is unsatisfactory, or extended if required.

3b. **Selection Criteria.** To be considered for a position, you must be in good academic standing. This means you must have at least a 2.0 grade point average (GPA), and no failing grades or any unsatisfactory citizenship grades.

Section II -- Job Descriptions

1. Job Descriptions. The following is a description of the responsibilities that accompany each job in the CA-841 Cadet Group:

The Special Assistant is directly responsible to the SASI and ASI for special projects, programs and issues assigned. This position shall normally only be held during the second semester and shall be filled by the previous semester's c/CC.

The Cadet Group Commander is responsible for:

- A. Command and management of the cadet Group
- B. Commanding the Group in mass formations
- C. Overseeing all Group activities
- D. Holding staff meetings as necessary
- E. Reviewing staff summary reports
- F. Chairing the Board of Inquiry
- G. Recommending cadets for jobs, promotions, and awards
- H. Assisting the SASI/ASI as required

The Cadet Group Vice-Commander is responsible for:

- A. Assuming the duties of the Cadet Group Commander in his/her absence
- B. Assisting the Cadet Group Commander, SASI and ASI as required

The Quality Assurance Officer is responsible for:

- A. Evaluating the job performance of the cadet staff officers.
- B. Ensuring proper communication between the officers and their respective non-commissioned officers by reviewing all performances evaluations.
- C. Monitoring staff complaints. (continued)
- D. Assisting the Cadet Group Commander as required.

The Chief Enlisted Manager is responsible for:

- A. Evaluating the job performance of the cadet non-commissioned officers
- B. Monitoring complaints among the non-commissioned officers
- C. Assisting the Squadron Commanders with Flight meetings as necessary
- D. Maintaining control and discipline among enlisted cadets
- E. Assisting Cadet Group Commander as required
- F. Calculating uniform wear percentage for Group CC

The 41st / 916th Squadron Commanders are responsible for:

- A. Command and management of the squadron
- B. Commanding squadron in mass formations
- C. Inspecting and monitoring all squadron activity
- D. Holding squadron inspections once a quarter to ensure proper uniform standards
- E. Maintaining records of squadron progress

The Operations Squadron Commander is responsible for:

- A. Command and management of the squadron
- B. Monitoring and inspecting all squadron activities
- C. Maintaining a record of all squadron progress
- D. The Operations Squadron includes: Aerospace Club, Armory, Athletics, Color Guard, Drill Team w/o Arms, Flight Club, Marksmanship, Recruiting, and Drill Team w/ Arms.
- E. Attending all competitions, and team events (word better)
- F. Create criteria for team ribbons and cords with approval of team OIC's and NCO's

The Aerospace Club Commander is responsible for:

- A. Command and management of the aerospace club.
- B. Training the cadets on all information pertinent to aerospace club.
- C. Holding weekly team meetings.

- D. Maintaining a record of all team activities.
- E. Establishing criteria for earning an Aerospace Model Rocketry Badge.
- F. Keeping an inventory of all team supplies.
- G. Instructing cadets on the theory and construction of rockets
- H. Ensuring all safety rules are followed when launching of rockets

The Armory Commander is responsible for:

- A. Maintaining cleanliness of all weapons
- B. Reporting weapons' status to squadron commander through Staff Summary Sheets
- C. Keeping records of the quantity of weapons, along with serial numbers
- D. Ordering needed parts through the SASI
- E. Maintaining a clean and orderly armory

The Athletics Officer is responsible for:

- A. Planning and coordinating a physical training test for each flight every quarter.
- B. Establishing criteria for earning the physical fitness ribbon.
- C. Keeping an inventory of all sports equipment.

The Color Guard CC is responsible for:

- A. Commanding and managing the team
- B. Training and preparing respective teams as required
- C. Holding meetings as required (suggested: twice per week)
- D. Maintaining a record of all team activities
- E. Keeping inventory of all team supplies
- F. Establishing criteria for earning ribbons and cords in conjunction with the Ops. Sq. CC
- G. Ensuring all team members are in good academic standing by doing periodic grade checks

The Drill Team (w/arms) Commander is responsible for:

- A. Command and management of Drill Team w/ Arms
- B. Schedule and lead practices
- C. Inspection, Standard Drill, Exhibition Drill
- D. Training and preparing cadets for competition
- E. Maintaining individual training records
- F. Keeping inventory of all equipment

The Drill Team (w/o arms) Commander is responsible for:

- A. Command and management of the Drill Team
- B. Schedule and lead practices
- C. Inspection, Standard Drill, Exhibition Drill
- D. Training and preparing cadets for competition
- E. Maintaining individual training records
- F. Keeping inventory of all equipment

The Flight Club Commander is responsible for:

- A. Monitoring and managing the flight simulator
- B. Holding meetings as required
- C. Posting challenges for the club

The Marksmanship Team Commander is responsible for:

- A. Command and manage team
- B. Training and preparing teams
- C. Holding meetings as required
- D. Maintaining a record of all team activities
- E. Keeping inventory of all team supplies
- F. Establishing criteria for earning team ribbons and cords
- G. Ensuring all team members are in good academic standing by doing periodic grade checks
- H. Setting up and cleaning the tarps and target boards

The Recruiting Commander is responsible for:

- A. Command and management of the team
- B. Scheduling trips to Junior High Schools to recruit and give information on

- ROTC to graduating Junior High School students
- C. Training the cadets on all information pertinent to Recruiting
- D. Holding meetings as necessary and maintaining records of all team activities
- E. Establishing criteria for earning the Recruiting Ribbon

The Support Squadron Commander is responsible for:

- A. Command and management of the squadron.
- B. Inspection all squadron activities.
- C. Maintaining records of squadron progress.

The Support Officer is responsible for:

- A. Punctually publishing all bulletins pertinent to the activities of the group.
- B. Maintaining a record of all supports bulletins

The Audio Visual/Public Affairs Officer is responsible for:

- A. Maintaining a visual record of all AFJROTC extracurricular activities.
- B. Updates the activity board with current pictures of each event.
- C. Maintain a historical account (slideshow) of corps activities. (preferably monthly)
- D. Publishing a quarterly newsletter, covering ROTC events. The newsletter must be approved by the SASI or ASI before publication.

The Computer Officer is responsible for:

- A. Maintaining the operative effectiveness of the computers.
- B. Repairing/Replacing computer supplies as necessary.
- C. Maintaining the cleanliness of the computer lab area.
- D. Keep an inventory of all computer supplies & reporting this inventory quarterly to the SASI.

The Facilities Management Officer is responsible for:

- A. Maintaining the cleanliness of the AFJROTC classroom, conference room, changing areas, and the immediate surrounding outside area of the ROTC quad.
- B. Empty all trash containers as necessary.
- C. Recycle bottles and cans

The Information Management Officer is responsible for:

- A. Punctually issuing special orders regarding promotions and awards.
- B. Maintaining a record of all special orders
- C. Maintaining an accurate record of cadet service hours and publishing them monthly

The Personnel Management/WINGS Officer is responsible for:

- A. Inputting personnel data into WINGS computer
- B. Inputting cadet information about events, awards, ribbons, etc.
- C. Maintaining personnel records for each cadet's service hours, rank, and ribbons
- D. File all correspondence (See SASI or ASI).

The Safety OIC shall be responsible for:

- A. The Safety/First Aid during McClatchy events, as designated by the SASI.
- B. Updating the First Aid Kit with supplies

The Training Officer is responsible for:

- A. Ensuring proper training of the cadets among the enlisted ranks
- B. Offering assistance to cadets that need help with drill and ceremonies
- C. Assisting the OIC with the Summer Leadership Program and the Drill and Ceremonies Instructional day (DCI)
- D. Assist Personnel Management with updating promotion tests

The Male/Female Logistics Squadron Commanders are responsible for:

- A. Command and management of the squadron.
- B. Inspecting all squadron activities.
- C. Maintaining a record of squadron progress.
- D. Reviewing officer's progress with the NCOs.

The Logistics Officers (Female/Male) are responsible for:

- A. Issuing and collecting all uniform items to/from cadets
- B. Maintaining a record of uniform issuance for each cadet
- C. Keeping an inventory of uniform supplies
- D. Maintaining the cleanliness of the uniform vault and Logistics rooms
- E. Training Logistics NCOs as required

The Male/Female WINGS OICs are responsible for:

- A. Maintaining a computer database of all uniform items using WINGS.
- B. Keeping accurate records of all uniform items issued to each cadet, all uniform items maintained in stock, and updating records as uniform items are issued or received.
- C. Assisting ASI with the annual uniform order.

The Male/Female Flight Superintendents (A/B/C/D/E/F) are responsible for:

- A. Issuing uniform items to their flight members
- B. Logging issued items on each cadet's uniform issue sheet.

The Supply Squadron Commander shall be responsible for:

- A. Issuing cadet rank and ribbons
- B. Maintain an adequate inventory of rank and ribbons

The Supply Superintendents (A/B/C/D/E/F) shall be responsible for:

- A. Assisting the Supply Commander in the issue of rank and ribbons for their respective flights
- B. Keeping record of issued supplies

The Flight Commanders (A/B/C/D/E/F) are responsible for:

- A. Command and management of the flight
- B. Commanding flight in mass formations
- C. Training the flight in drill and ceremonies
- D. Inspecting the flight to ensure proper uniform standards
- E. Taking charge of flight in absence of SASI/ASI

The Flight Sergeants (A/B/C/D/E/F) are responsible for:

- A. Assume duties of Flight Commander in his/her presence
- B. Maintaining a weekly attendance and uniform grade sheet for the flight
- C. Developing and updating a seating chart for the flight
- D. Assisting flight commander as required
- E. Maintain discipline in class

The Guidon Bearers (Group/Squadron/Flight) are responsible for:

- A. Carrying the Flight, Squadron, or Group guidon in all formations involving his/her respective
- B. Flight, Squadron or Group
- C. Knowing all commands pertaining to guidon positioning and movement.
- D. The Group Guidon is responsible for training all flight guidons

2a. NCOICs. As illustrated on the organizational chart in Attachment III, certain staff officers have an assistant known as a non-commissioned officer in charge (NCOIC). It is the responsibility of this NCOIC to assist the officer in carrying out their duties.

2b. Expectations. As a staff officer or NCOIC, you are expected to maintain at least a 2.00 GPA, have no failing grades, and no unsatisfactory citizenship grades. Additionally, you must carry out your job responsibilities in a timely and efficient manner. If you cannot meet these requirements, you will be removed from your position. Special exceptions may be made if approved by Group CC, Vice Group CC, the OIC, SASI, and ASI.

Section III -- Promotion Procedures

1. Cadet Rank. There are two types of rank a cadet can hold; permanent and appointed. Standardized AFJROTC insignia that are worn on the uniform represent these ranks. The order of rank from lowest to highest is as follows:

<u>Cadet Enlisted Rank</u>	<u>Symbol</u>
E-1 Airman Basic	C/AB
E-2 Airman	C/AMN
E-3 Airman First Class	C/A1C
E-4 Senior Airman	C/SRA
E-5 Staff Sergeant	C/SSgt
E-6 Technical Sergeant	C/TSgt
E-7 Master Sergeant	C/MSgt
E-8 Senior Master Sergeant	C/SMSgt
E-9 Chief Master Sergeant	C/CMSgt {appointed only}
<u>Cadet Officer Rank</u>	
O-1 Second Lieutenant	C/2 Lt
O-2 First Lieutenant	C/1 Lt
O-3 Captain	C/Capt
O-4 Major	C/Maj
O-5 Lieutenant Colonel	C/Lt Col {appointed only}
O-6 Colonel	C/Col {appointed only}

2. Permanent Rank. Every cadet in AFJROTC holds a permanent rank upon entering the AFJROTC program. First-year cadets start with the rank Cadet Airman Basic. There are two methods of earning a higher permanent rank: through the promotion process, or earn a “spot” promotion. The ranks of C/CMSgt, C/Lt Col, and C/Col are appointed ranks, and cannot be earned through tests.

2a. Promotion Process. There will be three permanent rank promotion cycles each year.

To earn a promotion, you must pass the promotion test with a **score of 70% or higher**, be in good academic standing (2.00 GPA or higher), have no more than one (1) other failing (F) grades, no unsatisfactory (U) citizenship grades and a “C” or higher in AFJROTC.

2b. Spot Promotions. The “spot” promotion system promotes cadets who have earned significant recognition such as cadet of the semester, or accomplished a significant task such as developing the CA-841 Web Site. Spot promotions are at the discretion of the SASI.

3. Appointed Rank. Cadets in staff positions temporarily hold appointed rank to correspond with the position held. Each position carries with it a minimum appointed rank and a maximum appointed rank. Cadets initially assigned to a staff position are appointed the minimum rank. The rank is upgraded at the end of the quarter, **with the Squadron Commander and Group Commander recommendations.**

4. AFJROTC Cadet Job Performance Report. Each staff officer must accomplish and submit Cadet Job Performance Report on each cadet in their chain-of-command when requested by the Cadet Group Commander.

5. Staff Meetings. Staff meetings will be held each week. The day and time will be left to the discretion of the group Commander and be announced via a Support Bulletin. The Cadet Vice Group Commander will preside in the absence of the Group Commander. The Cadet Information Management Officer will be in charge of keeping minutes of each staff meeting. All minutes will be given to the Cadet Vice Commander to review, then to the SASI, in formal, typed form.

Section IV--- Unit Manning Document

<u>Position</u>	<u>Min. Rank</u>	<u>Max. Rank</u>
<u>CA-841 Group</u>		
Cadet Group Commander	C/Lt Col	C/Col
Special Assistant to SASI & ASI	C/Lt Col	C/Col
Cadet Group Vice Commander	C/Maj	C/Lt Col
Quality Assurance Officer	C/1 Lt	C/Capt
Chief Enlisted Manager	C/CMSgt	C/CMSgt
Group Guidon Bearer	C/SrA	C/SSgt

41st Squadron

41 st Squadron Commander	C/Capt	C/Maj
41 st Squadron Guidon Bearer	C/SRA	C/SSgt
Alpha Flight Commander	C/Lt Col	C/Col
Alpha Flight Sergeant	C/Maj	C/Lt Col
Alpha Flight Guidon Bearer	C/SrA	C/SSgt
Charlie Flight Commander	C/TSgt	C/MSgt
Charlie Flight Sergeant	C/SSgt	C/TSgt
Charlie Flight Guidon Bearer	C/SrA	C/SSgt
Echo Flight Commander	C/TSgt	C/MSgt
Echo Flight Sergeant	C/SSgt	C/TSgt
Echo Flight Guidon Bearer	C/SrA	C/SSgt

916th Squadron

916th Squadron Commander	C/Capt	C/Maj
916th Squadron Guidon Bearer	C/SrA	C/SSgt
Bravo Flight Commander	C/1 Lt	C/Capt
Bravo Flight Sergeant	C/2 Lt	C/1 Lt
Bravo Flight Guidon Bearer	C/SrA	C/SSgt
Delta Flight Commander	C/TSgt	C/MSgt
Delta Flight Sergeant	C/SSgt	C/TSgt
Delta Flight Guidon Bearer	C/SRA	C/SSgt
Falcon Flight Commander	C/TSgt	C/MSgt
Falcon Flight Sergeant	C/SSgt	C/TSgt
Falcon Flight Guidon Bearer	C/SrA	C/SSgt

Operations Squadron

Operations Squadron Commander	C/Capt	C/Maj.
Aerospace Club Commander	C/2 Lt	C/1 Lt
Aerospace Club NCOIC	C/SSgt	C/TSgt
Athletics Officer	C/2 Lt	C/1 Lt
Athletics NCOIC	C/SSgt	C/TSgt
Armory OIC	C/2Lt	C/1Lt
Armory NCO	C/SSgt	C/TSgt
Color Guard Commander	C/2 Lt	C/1 Lt.
Color Guard NCOIC	C/SSgt	C/TSgt
Drill Team Commander	C/2 Lt.	C/1 Lt
Drill Team NCOIC	C/SSgt	C/TSgt
Light Weapons Team Commander	C/2 Lt	C/1 Lt
Light Weapons Team NCOIC	C/SSgt	C/TSgt
Marksmanship Team Commander	C/2 Lt	C/1 Lt
Marksmanship NCOIC	C/SSgt	C/TSgt
Recruiting Team Commander	C/2 Lt	C/1 Lt
Recruiting Team NCOIC	C/SSgt	C/TSgt
Rifle Team Commander	C/2 Lt	C/1 Lt
Rifle Team NCOIC	C/SSgt	C/TSgt
Training OIC	C/2 Lt	C/1 Lt
Training NCOIC	C/SSgt	C/TSgt

Support Squadron

Support Squadron Commander	C/Capt	C/Maj
Audio-Visual/Public Affairs Officer	C/2 Lt	C/1 Lt
Audio-Visual/Public Affairs NCOIC	C/SSgt	C/TSgt
Computer/Info Management Officer	C/2 Lt	C/1 Lt
Computer/Info Management NCOIC	C/SSgt	C/TSgt
Facilities Management Officer	C/2 Lt	C/1 Lt
Facilities Management NCOIC	C/SSgt	C/TSgt
Operations Officer	C/2 Lt	C/1 Lt
Operations NCOIC	C/TSgt	C/MSgt
Personnel Management/WINGS Officer	C/1 Lt	C/Capt

Personnel Management/WINGS NCOIC	C/TSgt	C/MSgt
Safety Officer	C/2 Lt	C/1 Lt

Supply Squadron

Supply Squadron Commander	C/Capt	C/Maj
Supply Officer	C/ 2 Lt	C/1 Lt
Supply NCOIC	C/TSgt	C/MSgt
Supply WINGS OIC	C/2 Lt	C/1 Lt
Supply WINGS NCOIC	C/TSgt	C/MSgt
Flight Supply Superintendents	C/SrA	C/SSgt

Female Logistics Squadron

Female Logistics Squadron Commander	C/Capt	C/Maj
Female Logistics Officer	C/2 Lt	C/1 Lt
Female Logistics NCOIC	C/TSgt	C/MSgt
Female Logistics WINGS OIC	C/2Lt	C/1Lt
Female Logistics WINGS NCOIC	C/TSgt	C/MSgt
Flight Logistics Superintendents	C/SrA	C/SSgt

Male Logistics Squadron

Male Logistics Squadron Commander	C/Capt	C/Maj
Male Logistics Officer	C/2Lt	C/1Lt
Male Logistics NCOIC	C/TSgt	C/MSgt
Male Logistics WINGS OIC	C/2lt	C/1Lt
Male Logistics WINGS NCOIC	C/TSgt	C/MSgt
Flight Logistics Superintendents	C/SrA	C/SSgt

CHAPTER 3: THE UNIFORM

Section I—Uniform Wear

1. General. Each cadet in AFJROTC is issued a standard Air Force service uniform at the beginning of the school year. You are required to properly wear the uniform as a part of your leadership training and it is a sizeable portion of your leadership grade. Complete knowledge of the uniform is necessary to earn a satisfactory grade in uniform wear. *Any uniform guidance not aforementioned in this cadet guide will be referenced from AFI 36-2903 and strictly adhered to.*

2. Uniform Issue. When the uniform is issued to you at the beginning of the school year, you become responsible for its maintenance and protection. However, the uniform is the property of AFJROTC. Any lost or willfully damaged uniform items must be paid for by the student or responsible guardian. Also, you must dry clean all the issued uniform items routinely throughout the year as necessary and prior turning them in at the end of the school year.

Any cadet who fails to turn in their dry cleaned uniform prior to finals week will receive an incomplete grade at the end of the semester. Failure to turn in AF uniforms and property will result in your parent/guardian receiving a corresponding bill from the CKM registrar equal to the amount of missing equipment/uniform parts (approximately \$350.00).

3. Grading Policy. All cadets will wear the prescribed uniform to and from school **every Wednesday** throughout the school year unless otherwise specified. The entire uniform must be worn properly **throughout the entire school day** unless the SASI or ASI authorizes you to remove it.

- a. If you spill something on your uniform – talk to the instructors BEFORE you change out.
- b. If you have ceramics – you still have to ask the instructors before changing.
- c. If your uniform is in the dry cleaners – SHOW us the receipt...otherwise you will receive a zero.
- d. Showing up in your red shirt instead of your uniform does not constitute a uniform wear – unless you receive prior approval from the instructors.

If you are unexcused absent on uniform day, you must make up the uniform wear prior to the next uniform wear day (Friday is PT day and is not eligible for uniform wear). **The highest grade you can receive for a uniform makeup is 80%. If the uniform is not worn prior to the next scheduled uniform wear - your leadership grade will be a zero for that week.** Your uniform and grooming standards' are inspected and evaluated in accordance with the uniform grading sheet based on this cadet guide and AFI 36-2903. This evaluation accounts for a portion of your uniform wear. If for some reason you are not in uniform during inspection, you are to stand at parade rest until the inspection is complete. **Three (3) unexcused uniform wears per semester results in a failing grade in ROTC and removal from the program at the end of the semester.**

4. Uniform. There are multiple uniform combinations that may be worn. Each Wednesday the entire cadet group wears a specific uniform uniformly. If you do not wear the proper uniform or you do not have a regulation hairstyle/color, you will automatically receive a score of zero on your uniform wear.

Note: It is the cadet's responsibility to clean and repair the uniform. All items, (except for shirts, T-shirts and socks), must be dry cleaned.

Section II—Uniform Guidelines

1. Dress and Appearance. The uniform AFJROTC cadets wear is the same, with certain exceptions, as that worn by active duty Air Force personnel. Just as the person on active duty, you are also obligated to wear the uniform properly. The standards for wearing the uniform consist of four elements: **neatness, cleanliness, safety,** and **military image.** The following list outlines the guidelines for properly maintaining this standard of dress and appearance in uniform:

- A. Flight Cap:** The flight cap is to be worn on the head with the front crease directly above the nose and the bottom of the cap tilted forward in a position that allows two finger widths between the top of the nose and the bottom of the cap. Hair should not protrude in front of the cap. The flight cap must be worn when in an outdoor area – this includes walking to and from home, walking across the ROTC quad and walking to the “D” Wing. Do not wear your hat indoors.
- A. Short Sleeve Shirt:** “The short sleeve shirt will be properly fitted so that if a cadet bends his/her arms at a 90 degree angle, the bottom of the sleeve should come within one inch of the forearm. The shirt should always be tucked into the slacks. If wearing a tie/tie tab with the shirt, always button the top button of the shirt (leave it unbuttoned otherwise.) Always wear a V-neck undershirt under the uniform.” The shirt should be ironed weekly. The sleeves are to be creased, with the exception of McClatchy and ROTC patches.
- B. Slacks:** The slacks should be properly fitted around the waist and should be tailored with a boot cut. This means that the back of the trouser leg will extend 7/8 of an inch longer than the front. The bottom of the trousers should rest on the front of the shoes with a slight break in the crease. Always wear your belt with your slacks. The belt should be tight enough to hold up your pants without buckling the fabric. When you adjust the belt buckle cut off any excess material hanging past the edge of the belt. Keep the pocket buttoned and do not place bulky items in it. Slacks should also be ironed with creases (place a towel over pants, then iron).
- C. Service Coat:** The service coat should be properly fitted so that if you hang your arms naturally, the coat sleeves extend roughly one half of an inch from the base of the thumb.
- D. Lightweight Jacket:** The jacket must be zipped at ¾ of the way up at all times when worn.
- E. Shoes/Socks:** Keep your shoes shined, including the heels and the edge of the soles. Socks must be black. No other color is allowed, this will result in an automatic zero.
- F. Gig Line:** The gig line is the line formed by the front of your shirt line, the right edge of your belt buckle, and the flap of your fly. This line should be straight and unbroken.
- G. Threads:** Inspect your uniform for loose threads and cut them off.

- H. **Insignia:** Proper insignia placement on the uniform is illustrated on the Uniform Diagrams in Attachment VI. Also, refer to Attachment VII for the Ribbon Chart to determine the order of precedence for your ribbon bar.
- I. **Tie/Tie Tab:** The tie should be tied with a Four-in-Hand Knot or a Windsor Knot. It should rest at the halfway point of the belt buckle. The Tie Tab should be neatly and comfortably fitted around the neck.

2. **Male Grooming Standards.**

- A. **Hair.** Keep your hair clean, neat, and trimmed. It must not contain large amounts of grooming aids such as greasy creams, oils, and sprays that remain visible in the hair. When your hair is groomed, it should not touch your ears or eyebrows, and only the closely cut or shaved hair on the back of your neck should not touch the collar. Your hair **may not exceed 1 ¼ inches in bulk** regardless of the length.

Note: Bulk is the distance that the hair projects from the scalp when groomed (as opposed to length of the hair). The bulk and length of your hair must not interfere with wearing any Air Force headgear properly, and it must not protrude below the front band of the headgear.

Your hair must have a tapered appearance on both sides and back, both with and without headgear. A tapered appearance means that, when viewed from any angle, the outline of the hair on the side and back with generally match the shape of the skull, curving inward to the end point. Your hair may not contain or have attached to it any visible foreign items. If you dye your hair, it should look natural. You may not dye your hair an unusual color or one that contrasts with your natural coloring. You may have sideburns if they are neatly trimmed and tapered in the same manner as your haircut. Sideburns must be straight and of even width (not flared) and end in a clean-shaved horizontal line. They may not extend below the lowest part of the outer ear properly worn headgear.

- B. **Earrings, Piercings and rings:** Cadets cannot wear any type of facial piercing while in uniform, this includes the blue uniform and PT uniform. Females only may wear a maximum of one 6mm stud style earring in the lower lobe of each ear while in uniform both the blue uniform and PT gear.
- C. **Fingernails:** Male cadets are not authorized to wear nail polish. Fingernails must not exceed ¼ inch in length beyond the tip of the finger and must be clean and well groomed.
- D. **Necklaces, Watches, and Bracelets:** will not be visible at any time. If worn, will be concealed under a collar or undershirt. Cadets can wear a wristwatch of solid color black, brown, silver or gold, rings (no more than three combined). Cadets may wear one bracelet around their wrist. If worn, the bracelet will be conservative (moderate, being within reasonable limits; not excessive or extreme) (which is defined as plain, not drawing attention or faddish) in design, no wider than ½ inch, gold or silver in color.
- E. **Headphones:** wear/use of an earpiece, any blue tooth technology or headphones, while in uniform, indoors or outdoors, is prohibited.

****No writing of any kind is allowed on student's hands or exposed body parts while in uniform (tattoos included).***

Figure 3.1. Male Hair Grooming Standards.

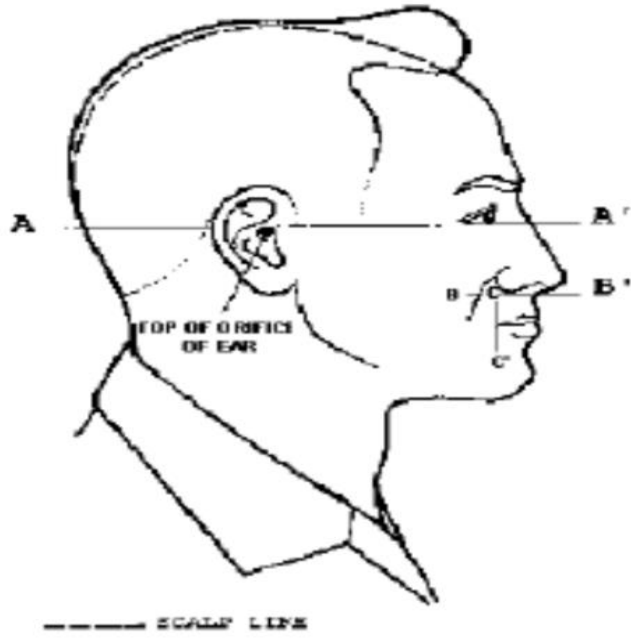


Figure 1-2
Male Grooming Standards (Side View)

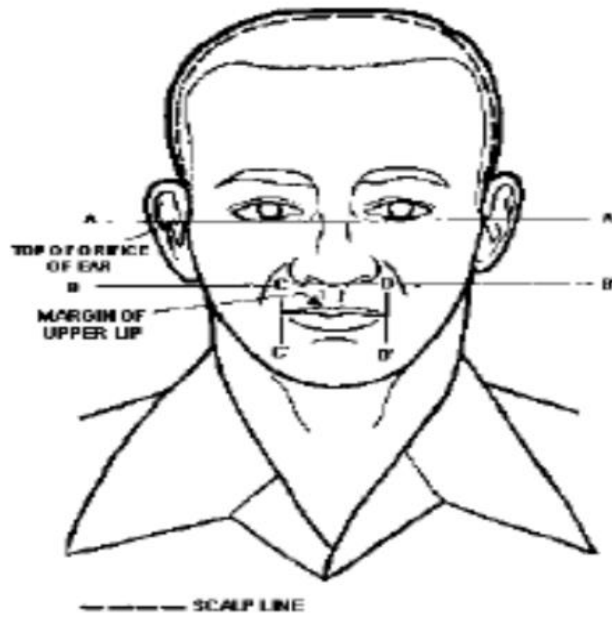


Figure 1-1
Male Dressing Standards (Front View)

3. Female Grooming Standards.

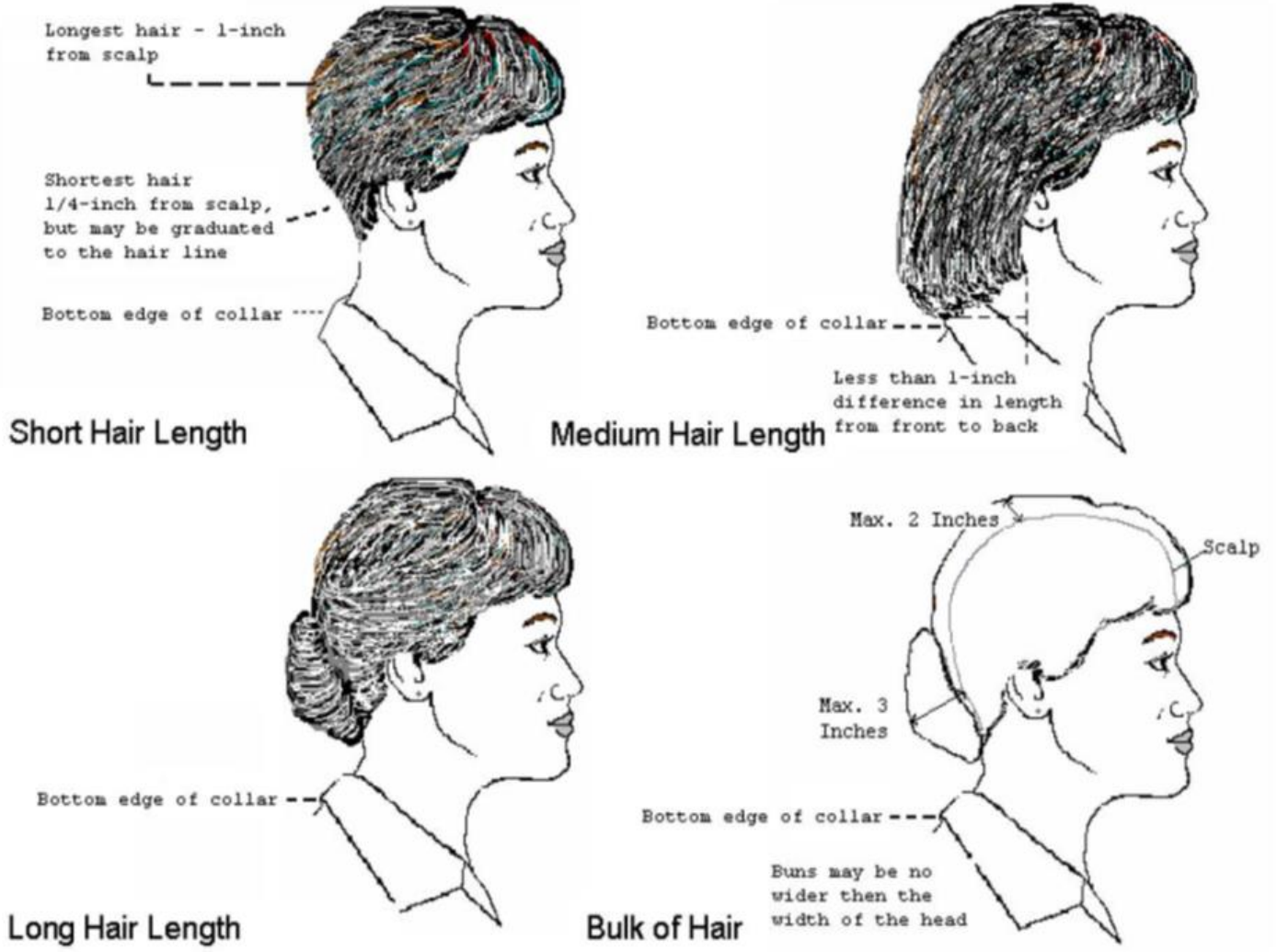
- A. Hair.** Female cadets may not wear their hair past the bottom edge of the shirt collar at the back of the neck. Your hairstyle must be conservative – no extreme or faddish styles are allowed. Hair weaves are authorized as long as they adhere to the following criteria. It should look professional and allow you to wear uniform headgear in the proper manner; your hair must not be too full or too high on the head. Bangs, or side-swiped hair will not touch either eyebrows. Hair must be able to be placed in a bun (maximum of 3-1/2 inches bulk) (see Fig 3.2 below).

In addition, your hairstyle shouldn't need many grooming aids. If you use pins, combs, barrettes, elastic bands or similar items, they must be plain, similar in color to your hair, and modest in size. Wigs or hairpieces must also conform to these guidelines. Hair will not contain excessive amounts of grooming aids or touch eyebrows. Hair color/highlights/frosting (must not be faddish). The hair will be only one (1) color. Examples of natural looking for human beings: Blonde/Brunette/Natural red/Black/Grey. Braids, Micro-braids and cornrows are authorized. However, they must be a natural looking color similar to the individual's hair color; conservative (moderate, being within reasonable limits; not excessive or extreme) and not present a faddish appearance. A braid is three or more portions/strands of interwoven hair. All locs, braids, and twists, when worn will be of uniform dimension, no wider than one inch, with natural spacing between the locs, braids, or twists and must be tightly interwoven to present a neat, professional and well-groomed appearance. When worn, multiple locs, braids, or twists shall be of uniform dimension, small in diameter (approx. ¼ inches), show no more than ¼ inch of scalp between the locs, braids or twists and must be tightly fused/interwoven to present a neat, professional appearance. A loc, or braid must continue to the end of the hair without design and following the contour of the head, and may be worn loose or in a secured style within hair standards.

- B. Earrings, Piercings and rings:** Cadets cannot wear any type of facial piercing while in uniform, this includes the blue uniform and PT uniform. Females only may wear a maximum of one 6mm stud style earring in the lower lobe of each ear while in uniform both the blue uniform and PT gear. The earrings must be spherical, conservative round white diamond, gold, white pearl, or silver. Cadets can wear a wristwatch of solid color black, brown, silver or gold, rings (no more than three combined).
- C. Fingernails:** Nail polish will be a single color that does not distinctly contrast with the female cadet's complexion, detract from the uniform, or be extreme colors. Some examples of extreme colors included, but not limited to, purple, gold, blue, black, bright (fire engine) red and florescent colors. Do not apply designs to nails or apply two-tone or multi-tone colors. However, white-tip French manicures are authorized. Fingernails must not exceed ¼ inch in length beyond the tip of the finger and must be clean and well groomed.
- D. Necklaces, Watches, and Bracelets:** will not be visible at any time. If worn, will be concealed under a collar or undershirt. Cadets can wear a wristwatch of solid color black, brown, silver or gold, rings (no more than three combined). Cadets may wear one bracelet around their wrist. If worn, the bracelet will be conservative (moderate, being within reasonable limits; not excessive or extreme) (which is defined as plain, not drawing attention or faddish) in design, no wider than ½ inch, gold or silver in color.
- E. Headphones:** wear/use of an earpiece, any blue tooth technology or headphones, while in uniform, indoors or outdoors, is prohibited.

****No writing of any kind is allowed on student's hands or exposed body parts while in uniform (tattoos included).***

Figure 3.2. Female Hair Grooming Standards



CHAPTER 4: CUSTOMS AND COURTESIES

Section I -- Saluting

1. General. The salute is a traditional greeting between military personnel. It is merely a way of saying hello while showing respect. The salute in its various forms is a courteous exchange of greeting and is considered a military greeting the world over. In many countries it is a symbol of respect. Military people consider the salute as a courteous and respectful greeting between members, and it is one of the oldest traditions binding military professionals together. Cadets must salute all higher-ranking officers and SASI/ASI. Do not pretend not to see these people. They know when people are trying to hide from them, and all infractions will be reported to the QA or SEA.

2. The Hand Salute. This is a quick salute.

3. Who and When to Salute. When in uniform and in an outside area (when you are wearing a hat) you should salute the following people: the SASI, ASI, and all cadet officers who hold a higher rank. Also, when reporting in at the ASI/SASI offices.

RULES ON SALUTING

Saluting: You will be taught the proper manner for saluting and the rules that govern its use among military services. There are special rules at C. K. McClatchy (CKM) High School governing the salute and saluting areas with which you must become completely familiar.

All cadets will salute all commissioned and warrant officers of the US Armed forces as well as officers of friendly foreign nations, when outdoors in uniform. The cadet will initiate the salute and salutation that will be courteously returned by the officer.

Saluting cadet officers at CKM High School is required when outdoors in uniform (this includes PT uniform). Cadet Airmen and NCOs will salute cadet officers. Lower ranking cadet officers will salute higher-ranking cadet officers. The junior cadet will initiate the salute and salutation that will be courteously returned by the cadet officer.

How to Salute: The salute and salutation will be rendered when approximately six paces from the commissioned, warrant, or cadet officer even if the cadet is not passing directly by the officer. Cadets should remember that the salute is a form of greeting similar to speaking to someone when not in uniform. When in doubt, it is always better to salute.

Bring the upper part of your right arm parallel to the ground...you right hand fully extended with fingers together...bring your first and second finger up to a point at the outside corner of your right eye.

General rules for saluting:

- A salute is never given or returned while running. The cadet will come to Quick Time (a walk), and render the salute when approximately six paces from the officer.
- Cadets not in uniform may render the salute as if they were in uniform. The commissioned, warrant officer or higher ranking cadet officer will return the salute.
- Saluting between cadets in uniform is not required at sports events and other school activities. However, if a cadet renders a salute, the higher-ranking cadet should return the salute.
- Cadets in uniform at other functions, i.e., drill competitions, luncheons, etc., shall render the proper salutes to other cadet officers as well as to commissioned or warrant officers.
- When a cadet is late for a formation, he/she will approach the cadet or person in charge when the formation is at a halt, salute, and request permission to fall in.
- If a cadet observes the American flag being raised or lowered from any flagpole, he/she will assume the position of attention, present arms (if in uniform) and hold it until the flag has reached the summit or base of the staff. If the cadet is in civilian clothes, he/she will assume the position of attention and place the right hand over the heart. If a male cadet is wearing civilian headgear, he will remove it and hold it to his left shoulder so that the right hand is over the heart.
- When observing a parade, the American flag will be saluted when it goes by. The cadet will come to attention and salute (either the military "Present Arms" or the civilian right hand over the heart) when the flag is 6 paces prior to being in front of you. Hold the salute until the flag is 6 paces past your position.

- Cadet Officers and NCOs should correct saluting violations in a courteous and helpful manner when cadets make such violations. Each cadet is expected to accept corrections because the suggestions, if followed, will improve his/her military bearing.

Section II: REPORTING IN/OUT (INSTRUCTORS' OFFICE)

It is important that you observe proper reporting procedures when reporting in to the instructors' office. You will abide by the following steps when reporting in/out:

1. Knock on the office door/door-jam three (3) times and wait for permission to enter or acknowledgment depending on whether the door is already open or not. ***If the instructor is talking to another individual or on the phone – wait or come back later.***
2. Stand at attention and render a hand salute.
3. Report in by saluting and stating “*Good (morning/afternoon) (sir/ma’am) this Cadet’s name is (give your rank and last name), reporting Sir.*”
4. Always begin and end each sentence with sir or ma’am during inspection or when talking to anyone who is above you in rank or position.
5. If you mess up say: “(sir/ma’am) permission to recover (sir/ma’am)”
6. Wait for the instructor to return your salute and then drop yours.
7. After acknowledged, enter the office and proceed by the most direct route to a spot centered on and two paces away from the individual.
8. Once you have completed talking to the instructor and are dismissed – proceed to the door, about face -stand at attention by the doorway and render another salute, about face and exit.

Section III: INSPECTION FORMATION PROTOCOL:

NOTE: an inspector may intentionally try to break your bearing – NEVER break bearing no matter what they say. ALWAYS look forward...never at the inspector. Always pick a point directly in front of you and just keep looking at that spot. NEVER change facial expression – you should actually look kind of blank.

- When asking permission to move in formation...if at attention: lift your right arm making a 90 degree angle and say “(sir/ma’am) permission to adjust.” If at parade rest: go to attention first and then do the same as you would do at attention.

CHAPTER 5:

Leadership Development Requirements

Section I -- Description

1. General. The following is a description of some the Leadership Development Requirements (LDR) offered in AFJROTC. These and any added activities will be announced in class and in Support Bulletins. Cadets must maintain a minimum GPA of 2.0 with no failing grades to participate in LDRs. Periodic grade checks will be accomplished.

Drill Teams are used to teach the Drill Curriculum (Cumulative) course by providing an in-depth introduction to drill and ceremonies. The course concentrates on the elements of military drill, and describes individual and group precision movements, procedures for saluting, drill, ceremonies, reviews, parades, and development of the command voice.

Dining-In and Dining-Out. A dining-in and dining-out cultivates a spirit of loyalty, pride and enthusiasm. They stimulate cadets' *morale* and *esprit de corps* and provide experiences in Air Force customs and traditions. The dining-in and dining-out also provides an appropriate setting for recognizing individual and unit achievements. It is important for the success of the dining-in and dining-out that members enjoy the festivities, and those ceremonies are done in a tasteful, dignified manner.

Curriculum-In-Action (CIA). CIA school-sponsored activities include field trips to aerospace facilities such as aerospace industries, military museums, NASA, commercial airports, military bases, parades, etc.

AFJROTC Aerospace Static Model Program (Optional STEM Course): Static Modeling is the designing and/or building of small model rockets or planes. A static model program can provide an exciting introduction for cadets to concepts of aerospace engineering and design.

Cadet Orientation Flight Program: The Cadet Orientation Flight Program is designed to introduce cadets to general aviation through hands-on familiarization flights in single-engine aircraft. The program is motivational and should stimulate an interest in general aviation and aerospace activities.

Model Rocketry Program (Optional STEM Course): Model rocketry is the designing, building, and flying of small rockets that are made of paper, plastic, balsa wood, or any other lightweight material. Model rockets constructed in this manner are approved for use by AFJROTC members.

Quad-Copter Program (Optional STEM Courses): Radio controlled aircraft are pre-assembled and assembled “ready to fly” kits; the categories include trainer, sport, park flyer, gliders and sailplanes, and quad-copters.

Kitty Hawk Air Society (KHAS) is the official academic honor society of AFJROTC. The society upholds academic standards and promotes further interest in academic achievement. The KHAS is also affiliated with the Air Force Association. Its purpose is to:

1. Promote high academic standards and achievement,
2. Promote school and community service,
3. Promote self-confidence and initiative.
4. Develop leadership abilities, recognizes academic excellence, and
5. Further members’ knowledge of the Air Force role in aerospace.

StellarXplorers is an engaging competition designed to excite young people about space and the many opportunities that are available in the space operations field. One of the goals of StellarXplorers is for students to learn some of the academic information about space operations.

Flight Simulator is a CAP provided STEM kit includes *Microsoft Flight Simulator as a Training Aid* book and accompanying flight simulation CD, yoke and rudder pedals. Included with kit is the *Microsoft Flight Simulator X STEAM Edition*, a downloadable product code (no disc required). The flight simulator book has many activities to help learners use flight planning aeronautical charts and other lessons to extend the experiential portion of the flight simulator program. The hands-on approach is designed to spark an interest in flying, especially for AFJROTC cadets who are given opportunities for orientation flights and flight training in CAP.

CyberPatriot is the National Youth Cyber Education Program created by the Air Force Association to inspire high school, middle school and elementary school students toward careers in cybersecurity or other science, technology, engineering, and mathematics (STEM) disciplines critical to our nation's future and to help students be safe on line.

Section II — Ribbon Description

Note: National Funded Awards are only awarded on Awards’ Night

Distinguished Unit Award. Awarded to cadets enrolled in ROTC with a passing grade (D or higher) during the period when the DUA is awarded. Cadets will receive and wear the Outstanding Unit Award Ribbon.

Outstanding Flight Ribbon. Awarded each term to members of the outstanding flight having the highest academic and leadership average determined by the SASI.

Top Performer Award. Awarded to maximum of 2% of cadets by Area Administrator during Unit Evaluations.

Outstanding Cadet Ribbon. Awarded to the outstanding first-year (2), second-year (2), third-year (1), and fourth-year cadet. The recipient from each class must be of high moral character, demonstrate positive personal attributes, display outstanding military potential, and attain academic and military excellence.

Leadership Ribbon. Awarded for outstanding performance in a position of leadership as an AFJROTC cadet in corps training activities. The leadership ribbon is the recruiting ribbon with a star.

Special Teams Competition Ribbon. Awarded to team members placing 1st, 2nd, or 3rd in a drill meet.

Achievement Ribbon. Awarded for outstanding performance in a position of leadership in a training activity.

Superior Performance Ribbon. Awarded for outstanding achievement or meritorious service rendered specifically on behalf of AFJROTC at the discretion of the SASI.

Academic Ribbon. Awarded for academic excellence as signified by attaining an overall grade point average of at least a “B” for on academic term, in addition to an “A” average in AFJROTC over the same grading period.

Leadership School Ribbon. Awarded for completion of Summer Leadership School or Encampment.

Orienteering Ribbon. Awarded to team members for at least “placing” in an orienteering meet.

Co-curricular Activities Leadership Ribbon. Awarded for leadership in AFJROTC extracurricular activities (individual and team). The recipient(s) must have demonstrated exceptional leadership in achieving objectives through the coordinated efforts of others. The bronze star may be worn a maximum of four times on the ribbon.

Drill Team Ribbon (w/ & w/o Arms) Awarded for participation in at least 75 percent of all scheduled rifle/drill team events, provided the team commander gives his/her recommendation. The ASI will act as the final authority.

Color Guard Ribbon Awarded for participation in at least 75 percent of all scheduled rifle/drill team events, provided the team commander gives his/her recommendation. The ASI will act as the final authority.

Sabre Team Ribbon. Awarded for participation in two (2) Sabre Arch events - such as Military Ball or parades

Marksmanship Ribbon. Awarded for participation on the marksmanship team. {Devices determined by CMP.}

Good Conduct Ribbon. Awarded annually to cadets with no unexcused absences, no more than two unexcused tardies, and no suspensions. Also the cadet may not have an F or “U” in JROTC, and is awarded at the discretion of the SASI/ASI.

Service Ribbon. Awarded for the completion of each ten (10) service hours.

Health and Wellness Ribbon. Awarded annually for meeting the requirements as established by Headquarter AFJROTC and outlined in the Extreme Excellence Challenge (E2C) Wellness Program directive.

Recruiting Ribbon. Awarded for the recruitment of one member to JROTC that must have a written letter from the member they recruit and be in JROTC for one semester.

Activities Ribbon. Awarded for participation in co-curricular activities (drill meets, color guard, parades, rocket meets, academic meets, etc.). If a cadet has qualified for the Co-curricular Activities Leadership Silver Star and also qualifies for the Activities Ribbon, the cadet may wear two ribbons (the maximum allowed).

Attendance Ribbon. Awarded to the cadets with no more than 4 excused absences and 6 unexcused tardies in the year.

Dress and Appearance Ribbon. Awarded to cadets who:

- Follow uniform procedures
- Received no less than 70% on **any** uniform inspection
- Flight Commander’s recommendation for proper uniform wear.

Longevity Ribbon. Awarded for the successful completion of each year in ROTC with a grade of D or higher.

Clusters. If awarded the same ribbon more than once, you will receive a cluster. No more than four clusters are permitted on any one ribbon.

Section III -- Cadet Cords. Shoulder cords will be awarded for certain accomplishments:

- | | |
|--|-----------------------|
| • Group Commander | Royal Blue and Silver |
| • Vice Group Commander | Royal Blue |
| • Chief Enlisted Manager | Silver |
| • Group Guidon | Silver/Maroon |
| • Quality Assurance | Yellow/Red |
| • 41 st Squadron Commander | Blue/White |
| • 916 th Squadron Commander | Blue/Red |
| • Operations Squadron Commander | Red/Black |
| • Support Squadron Commander | Light Blue/White |
| • Supply Squadron Commander | Green/Black |
| • Male/Female Logistic Squadron Commanders | White |
| • Public Affairs | White/Black |
| • PT OIC | Maroon |
| • Marksman OIC | Gold/Black |
| • Safety OIC | Purple |
| • Kitty Hawk (AFJROTC Honor Society) | Gold |
| • Special Assistant | Black |

** Note: Team Cords - awarded to team members who participate in the required number of events, with team commander's recommendation and SASI approval.*

***Note: Flight CC (Cardinal Color) and Sergeant (Green Color) cords – given to flight commanders and sergeants*

Section IV DCI/GDC/Competitions

DCI

Everyone who attends DCI in uniform receives an Activities ribbon. {First year cadets completing DCI will be promoted.} The flight that does the best in each evaluation earns the respective ribbon:

- Inspection = Achievement Ribbon
- Drill = Superior Performance Ribbon
- Overall= Outstanding Flight Ribbon

GDC

Everyone in uniform receives an Activities ribbon. And the flight that does the best in each evaluation earns the respective ribbon:

- Inspection = Achievement Ribbon
- Drill = Superior Performance Ribbon
- Overall = Outstanding Flight Ribbon

Besides the above ribbons, the winning flights place the following streamers on the Flight Guidon:

- **Honor Flight** - Silver streamer
- **Academic Flight** - Yellow streamer
- **Leadership Flight** - Red streamer
- **Drill Comp Flight** - Green streamer.

Co-curricular Drill, Athletic, or Academic Competitions. When cadets participate in extracurricular competitions such as TITAN, Academic Challenge, Basketball, etc., they will receive the following recognition:

- First place-** Achievement Ribbon and Drill Competition Ribbon
- Second place-** Superior Performance Ribbon and Drill Competition Ribbon
- Third place-** Service Ribbon and Drill Competition Ribbon for competing, but not placing = Activities Ribbon

CA-841 AFJROTC Varsity Letter

The CA-841 AFJROTC letterman patch is awarded annually during the awards ceremony to the most outstanding cadets in the unit.

The purpose of this award is to recognize individual cadets who devote extra time and effort towards AFJROTC program goals, which are to encourage a greater level of responsibility and to become better citizen. The cadets who receive this award are those who show a genuine desire for advanced leadership and responsibility and show the effort needed to excel in the unit.

The criteria for this award places the block letter in the ranks of the highest achievements that an individual cadet may earn. Uniform grades, participation in class, and academic performance are put into consideration while evaluating cadet eligibility.

The following are minimum requirements to be nominated for the AFJROTC block letter:

1. Participate in at least one LDR (Leadership Development Requirement) from each category: STEM, Activity, and Unit
2. Participate in 5 community service activities, totaling 25 hours
3. Earn all 4 “common” AFJROTC ribbons: Academic, Good Conduct, Dress & Appearance, and Attendance
4. Maintain a 3.0 GPA for the current school year with no grades that fall below a C- on their report card
5. Maintain an “A-“ or above in AFJROTC and stay in the top 25% of their AS/LE classes.
6. Must attend ALL mandatory events per the cadet guide i.e. homecoming parade, Veterans Day parade, military ball, hosted events, and the annual awards ceremony. If a cadet has a valid/documented reason to not attend exceptions can be made.
7. Two letters of recommendation from current year teachers at CKM.
8. Participate in at least one specialized drill team event (i.e. color guard, sabre team, flag detail, exhibition, drill meet).
9. Pass ALL promotion tests for the year.
10. Be recommended by squadron commander.

ATTACHMENT I – 30 Step Drill Sequence

1. *Fall in
2. Open ranks march
3. Ready front
4. Close ranks march
5. Present arms
6. Order arms
7. Parade rest
8. Attention
9. Left face
10. About face
11. Forward march
12. Right flank march
13. Left flank march
14. Column right march
15. Forward march
16. To the rear march (Sizing of flight/count off is not required)
17. To the rear march
18. Column right march
19. Forward march
20. Eyes right (salute the evaluator)
21. Ready Front
22. Column right march
23. Forward march
24. Change step march
25. Column right march
26. Forward march
27. Flight halt
28. Left face
29. Right step march
30. Flight halt

Attachment II – Organizational Chart

CA-841

(Principal, C.K. McClatchy)
Andrea Egan

Senior Aerospace Science Instructor (SASI)
Lt Col Edward P. Fedor

Aerospace Science Instructor (ASI)
MSgt Phil Magreevy

(Special Assistant)
{Outgoing Cadet Commander}

Group Commander

Vice Group Commander

Quality Assurance Officer

Chief Enlisted Manager

Group Guidon

41st SOD CC
CC

916th SOD CC

Support SOD CC

Logistics SOD CC

Operations SOD CC

Supply SOD

Guidon
Flight Superintendent

Guidon

Audio Visual

Logistics OIC, Female

Aerospace Club

“A”

Alpha Flt. CC
Flight Superintendent

Bravo Flt. CC

NCOIC

Superintendent

NCOIC

“B”

Sgt
Flight Superintendent

SGT.

Computer

Logistics OIC, Male

Recruiting

“C”

Guidon
Flight Superintendent

Guidon

NCOIC

Superintendent

NCOIC

“D”

Charlie Flt. CC
Flight Superintendent

Delta Flt. CC

Facilities

Armory

“E”

SGT.
Flight Superintendent

SGT.

NCOIC

NCOIC

“F”

Guidon

Guidon

Information Mgmt.

Athletic

Echo Flt. CC

Falcon Flt. CC

NCOIC

NCOIC

SGT.

SGT.

Operations

Color Guard

Guidon

Guidon

NCOIC

NCOIC

Personnel

Drill Team

NCOIC

NCOIC

Public Affairs

Rifle Team

NCOIC

NCOIC

Safety

NCOIC

Training

NCOIC

Attachment III - Office Symbols

<u>SYMBOLS</u>	<u>POSITION</u>
CC	Cadet Group Commander
CV	Cadet Vice Commander
QA	Quality Assurance Officer
CEM	Chief Enlisted Manager
41 SQ	41st Squadron Commander
A Flt CC	Alpha Flight Commander
A Flt Sgt	Alpha Flight Sergeant
C Flt CC	Charlie Flight Commander
C Flt Sgt	Charlie Flight Sergeant
E Flt CC	Echo Flight Commander
E Flt Sgt	Echo Flight Sergeant
916 SQ	916th Squadron Commander
B Flt CC	Bravo Flight Commander
B Flt Sgt	Bravo Flight Sergeant
D Flt CC	Delta Flight Commander
D Flt Sgt	Delta Flight Sergeant
F Flt CC	Falcon Flight Commander
F Flt Sgt	Falcon Flight Commander
DOSQ	Operations Squadron Commander
DOCG	Color Guard
DODT	Drill Team (w/o arms)
DORT	Rifle Team (w/arms)
DODC	Drill & Ceremony (training)
DOARM	Armory
DOC	Aerospace Club
DORC	Rocketry Club
DOAPT	APT/Recruiting
DOAT	Athletics
DOMT	Marksmanship
DOPT	Physical Training
DO	Operations
SSQ	Support Squadron Commander
SOCIM	Computer/Information Management
SOF	Facilities
SOP	Personnel
SOAV	Audio Visual/Public Affairs
SOS	Safety
SUSQ	Supply Squadron Commander
SUFS	“C” Flight- Superintendent
	“D” Flight – Superintendent
	“E” Flight – Superintendent
	“F” Flight – Superintendent
LOGSQ	Logistics Squadron Commander
LOGSQF	Female Logistics Squadron Superintendent
LOGF	Female Logistics
LOGCIMF	Female Logistics WINGS
LOGSQM	Male Logistics Squadron Superintendent
LOGM	Male Logistics
LOGCIMM	Male Logistics Male WINGS
LOGC	Curriculum Logistics

Attachment IV - ROTC Projects

PROJECTS and LDRs

- *Cadet Leadership Course (summer leadership)
- *Freshman Orientation, Open House, Open Enrollment Night
- *Back to School Night
- *Homecoming Parade/Game
- *Softball Tournament
- *Volleyball
- *Fun Olympics
- *Veterans' Day Parade
- *Titan Drill Competition (fall)
- *Northern California Invitational Drill Meet (NORCAL) (spring)
- *Basketball Tournament
- *Military Ball
- *CA-841 Awards Night
- *Drill and Ceremonies Instructional Day (DCI)
- *Group Drill Competition (GDC)
- *JROTC Leadership & Academic Bowl (LDR)
- *Marksmanship
- *Rocketry (LDR)
- *Unmanned Aircraft Systems LDR)
- *Kitty Hawk Air Society (LDR)
- *Orienteering (LDR)
- *Cyber Patriot (LDR)
- *StellarXplorers (LDR)
- *Graduation(s)
- *Federal Inspection (2021)

Attachment VI - MANDATORY EVENTS

All cadets must attend the following graded events:

1. Drill & Ceremony Instruction Day (DCI)
2. Parades (TBA)
3. Federal Inspection (every third year, next 2021)
4. CA-841 hosted events (i.e. basketball tournament)
5. Awards Night (approximately three weeks before graduation)
6. Military Ball (usually around Valentines' Day)

*And any other events as directed by the instructors

Attachment VII - Phonetic Alphabet

A = Alpha	H = Hotel	O = Oscar	V = Victor
B = Bravo	I = India	P = Papa	W = Whiskey
C = Charlie	J = Juliet	Q = Quebec	X = X-ray
D = Delta	K = Kilo	R = Romeo	Y = Yankee
E = Echo	L = Lima	S = Sierra	Z = Zulu
F = Foxtrot	M = Mike	T = Tango	
G = Golf	N = November	U = Uniform	

AUTHORIZED AIR FORCE JROTC BADGES AND INSIGNIA



Hap Arnold Optional
Enlisted/Officer Service
Cap Insignia



OFFICERS
SERVICE CAP
INSIGNIA



MODEL ROCKETRY
BADGE



KITTY HAWK
AIR SOCIETY
BADGE



DISTINGUISHED
CADET BADGE



METAL OR CLOTH



GROUND SCHOOL
BADGE



FLIGHT SOLO
BADGE



FLIGHT CERTIFICATE
BADGE



AWARENESS
PRESENTATION
TEAM BADGE

Cadets can choose only one badge. Either the APT badge or the Marksmanship Shield. Follow APT placement criteria if cadets wear the Marksmanship Shield.



AEF BADGE

The National Finalists CyberPatriot badge is the

only CyberPatriot badge that may be worn. See placement in Attachments 9, 10, 11, and 12. Notes 15 and/or 16.



Badges/Insignia not listed here are unauthorized for wear.

AUTHORIZED AIR FORCE JROTC BADGES AND INSIGNIA

Marksmanship Badges – Wear Only One



CMP Awarded Badges



Unit Awarded Badges

If earned choose only one – **CADETS MAY ONLY WEAR ONE on their uniform.** Place directly underneath ribbons. Cadets may NOT wear Marksmanship Shield (see below) with Marksmanship Badge.
Do not wear Marksmanship badges with medals



Marksmanship
Shield

Choose either the APT or Marksmanship Shield and a Marksmanship Badge.
Only one may be worn.

Males and females may wear the marksmanship badge (may only wear one) below the ribbons on the blue shirt or service dress uniform or

Marksmanship badges will not be worn with medals.

Badges/Insignia not listed here are unauthorized for wear.

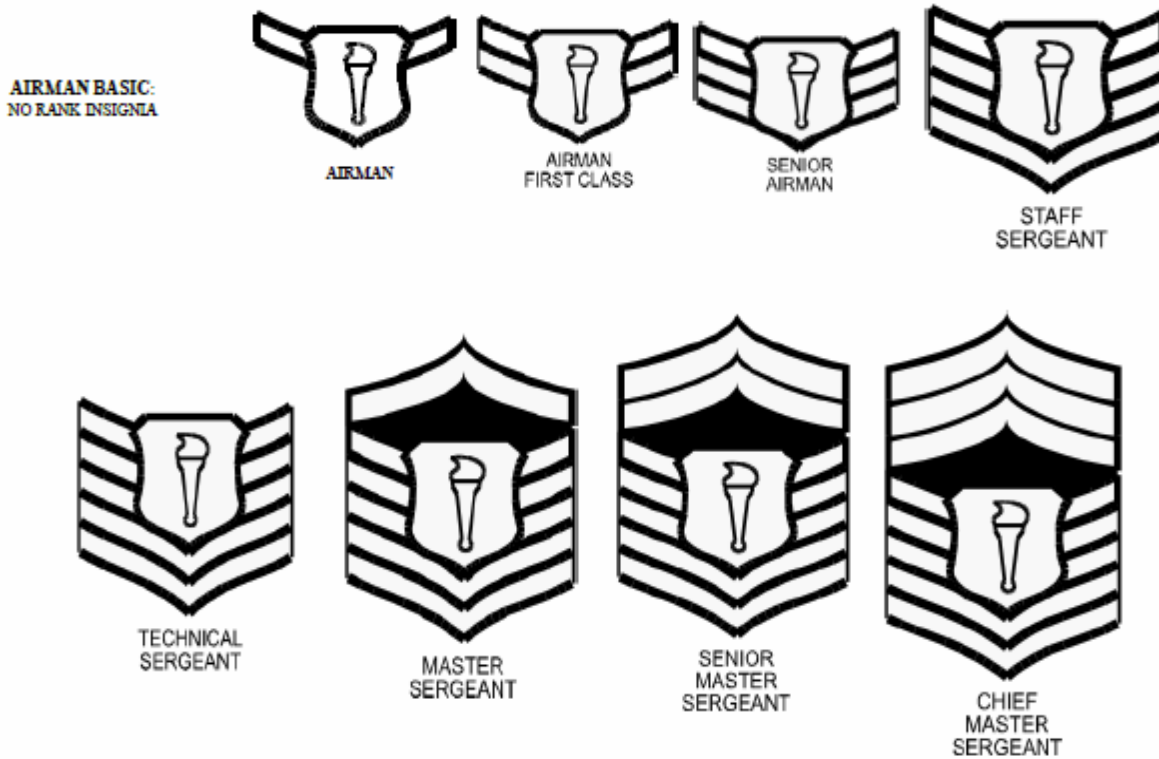
AIR FORCE JROTC RANK INSIGNIA

CADET OFFICER RANK



NOTE: Cadet Officer rank used is either cloth epaulet or collar rank, depending on specific uniform worn.

CADET ENLISTED RANK

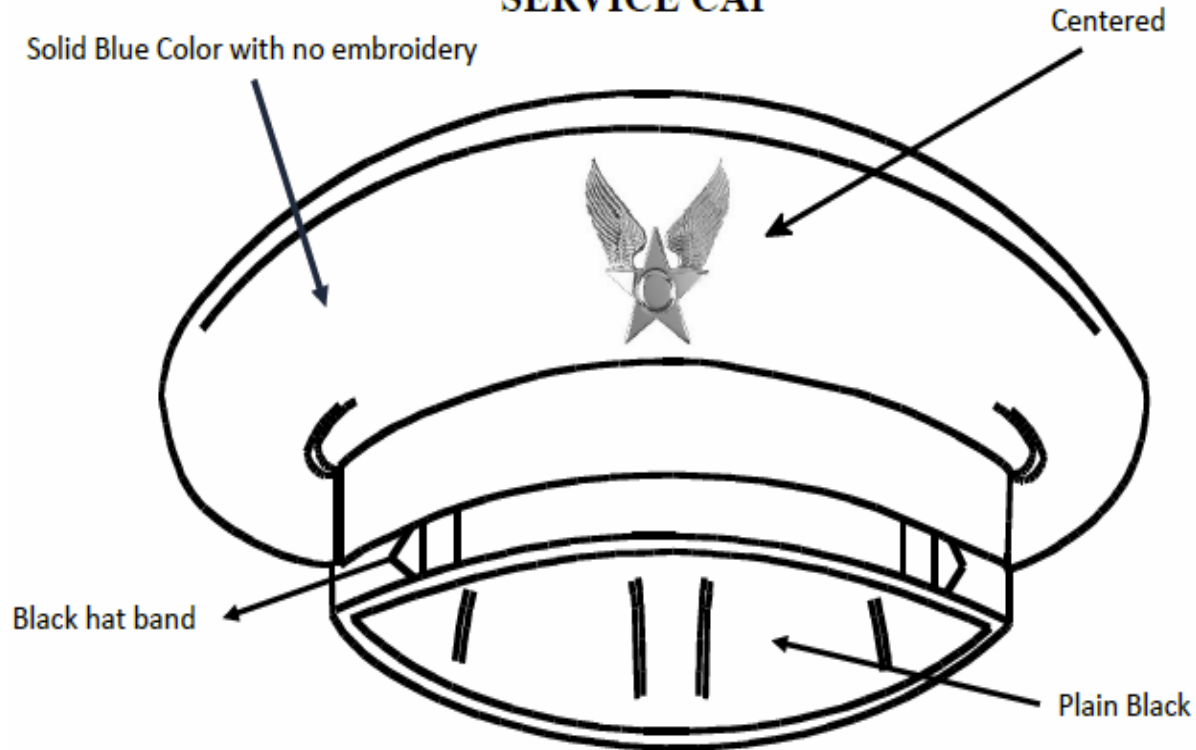


NOTE: Cadet Enlisted rank used is small collar rank only, regardless of uniform worn

Rank insignia not listed here is unauthorized.
The First Sergeant device is not authorized.

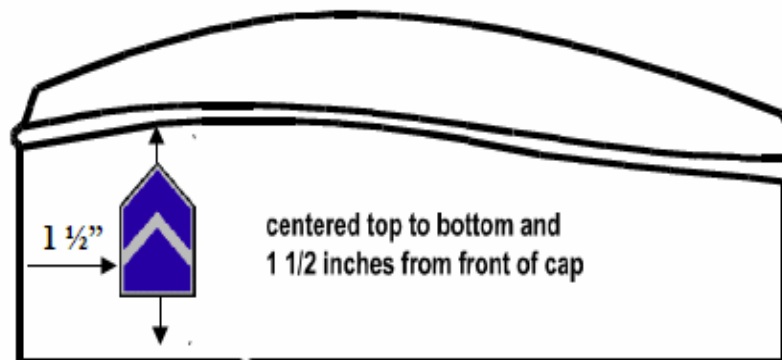
CADET MALE HEADGEAR

SERVICE CAP



Service Cap – Solid dark Air Force blue color only. Cadet officers may wear the AFJROTC officer hat insignia or the large Hap Arnold Wings insignia. Enlisted cadets may only wear the large Hap Arnold Wings insignia

FLIGHT CAP*



- Enlisted Ranks will have no hat insignia on the flight cap.
- The former officer flight cap emblem will not be worn on the flight cap.

CADET FEMALE HEADGEAR

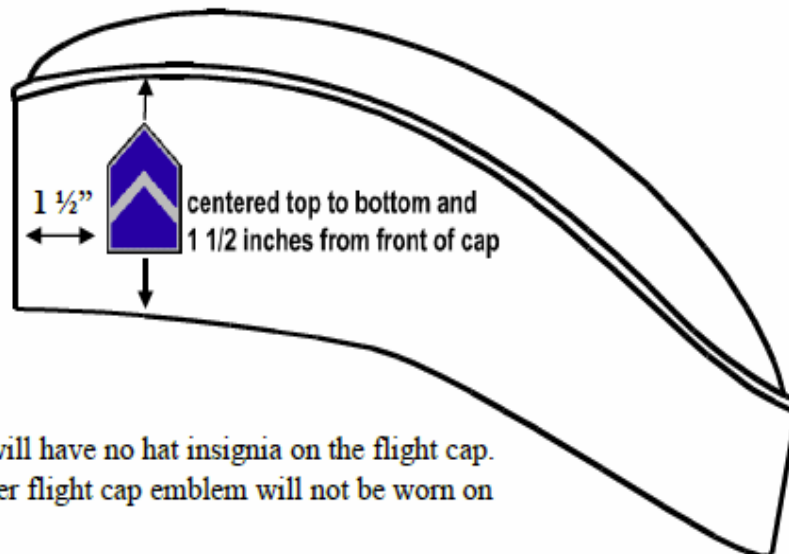
SERVICE CAP

Solid Blue Color with no embroidery



Service Cap - Solid dark Air Force blue color only. Cadet officers may wear the AFJROTC officer hat insignia or the large Hap Arnold Wings insignia. Enlisted cadets may only wear the large Hap Arnold Wings insignia.

FLIGHT CAP*



- Enlisted Ranks will have no hat insignia on the flight cap.
- The former officer flight cap emblem will not be worn on the flight cap.

CADET BERET HEADGEAR

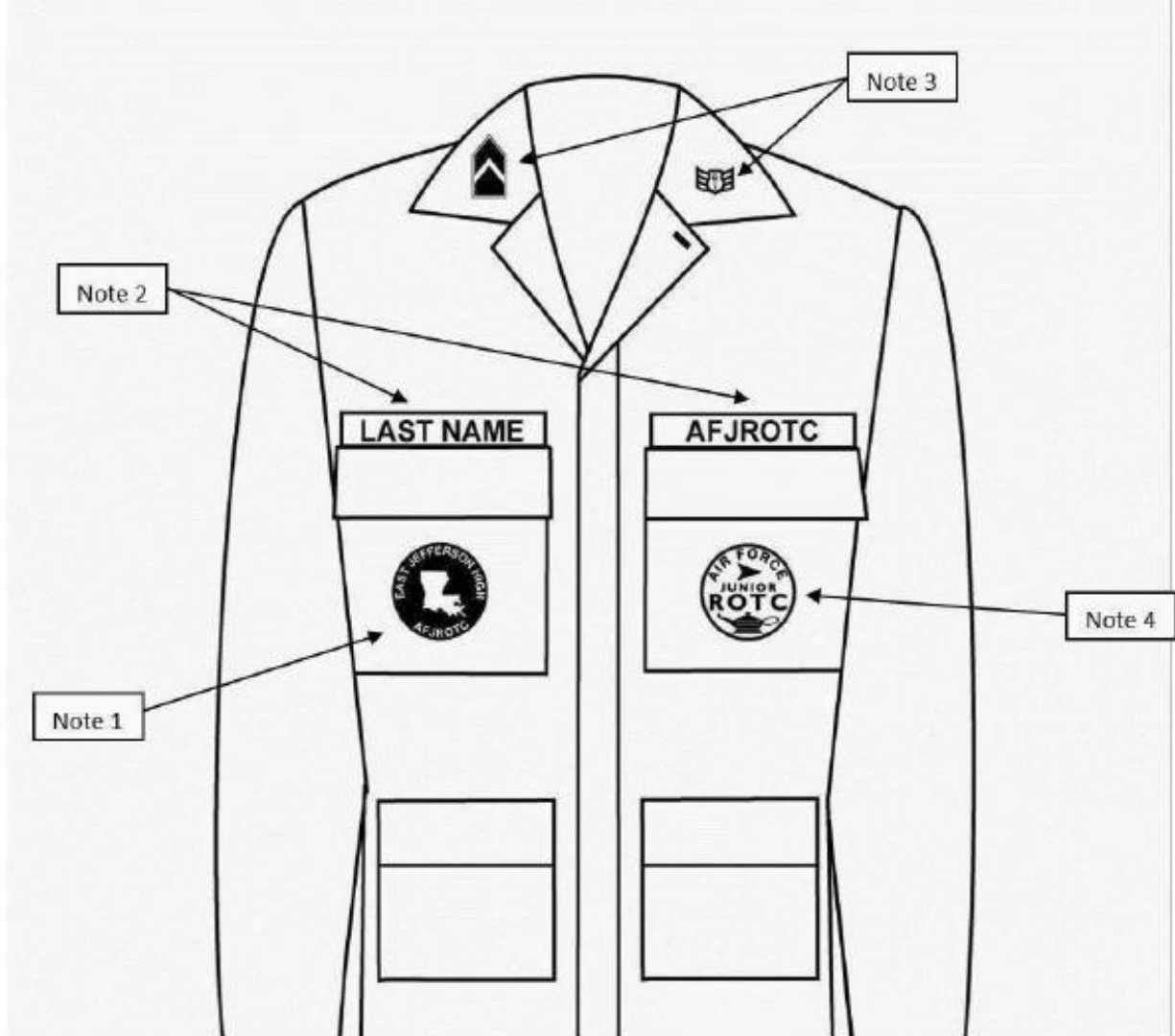
BERET



Berets.

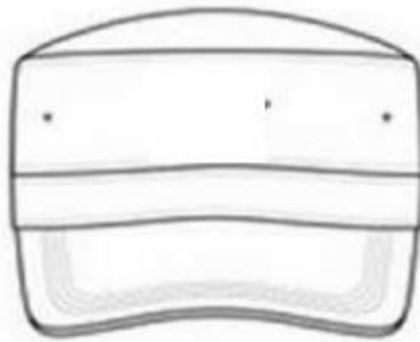
1. Solid Color white, dark blue or black ONLY, with AFJROTC officer rank insignia or mini-Hap Arnold Insignia pin. The former officer/enlisted flight cap emblems will not be worn on the beret. The wear of a “Beret Flash” or mini unit patch is not authorized.
2. Position headband straight across the forehead, 1 inch above the eyebrows. Drape the top over the right ear. Wear the stiffener with the aligned insignia above the left eye. Adjust ribbon for comfort, tie in a knot, and tuck inside or cut-off. The insignia will be centered, ¼ inch above and parallel to the headband.
3. The wear of a “Beret Flash” is not authorized.

CADET ABU Male and Female

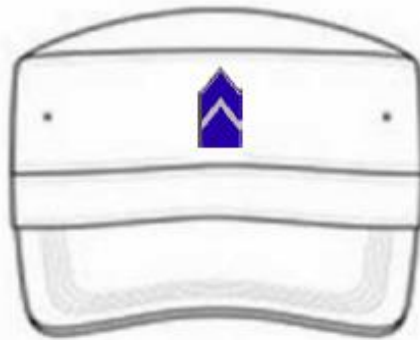


1. Unit patch (optional). If worn, will be placed on right pocket and centered. (AF Funds may not be used to procure unit patches.)
2. Last Name and AFJROTC tapes. Letters are dark blue on digital camo background (mandatory). Tapes are grounded and centered on pockets. Name tape only may be held with Velcro to enable reuse/reissue to a different cadet.
3. Grade insignia (officer or enlisted) (mandatory). Will be worn on the left and right collars, centered on collar and parallel with bottom of collar. Airman Basic have no collar insignia.
4. AFJROTC Patch (white, Lamp of Knowledge): **WHITE patch only (mandatory)**. Will be worn on left pocket and centered.
5. **Berets, ascots, and shoulder cords will not be worn with ABUs.**
6. **ABU sage green boots may be reissued to cadets. Spray boots with disinfectant spray before reissuing ABU boots.**
7. **OCP uniforms are not authorized for wear by AFJROTC cadets at any time.**

CADET ABU HEADGEAR



Enlisted Cadets will not wear rank on the ABU cap.

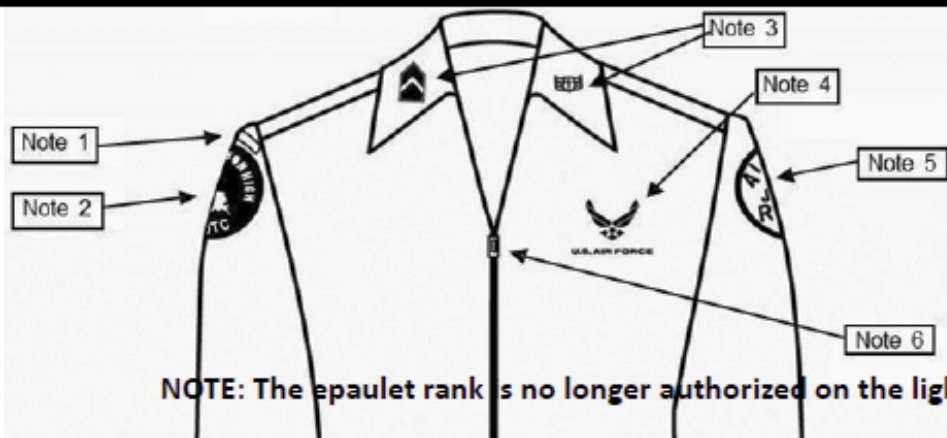


Officers will wear rank insignia on the ABU cap.

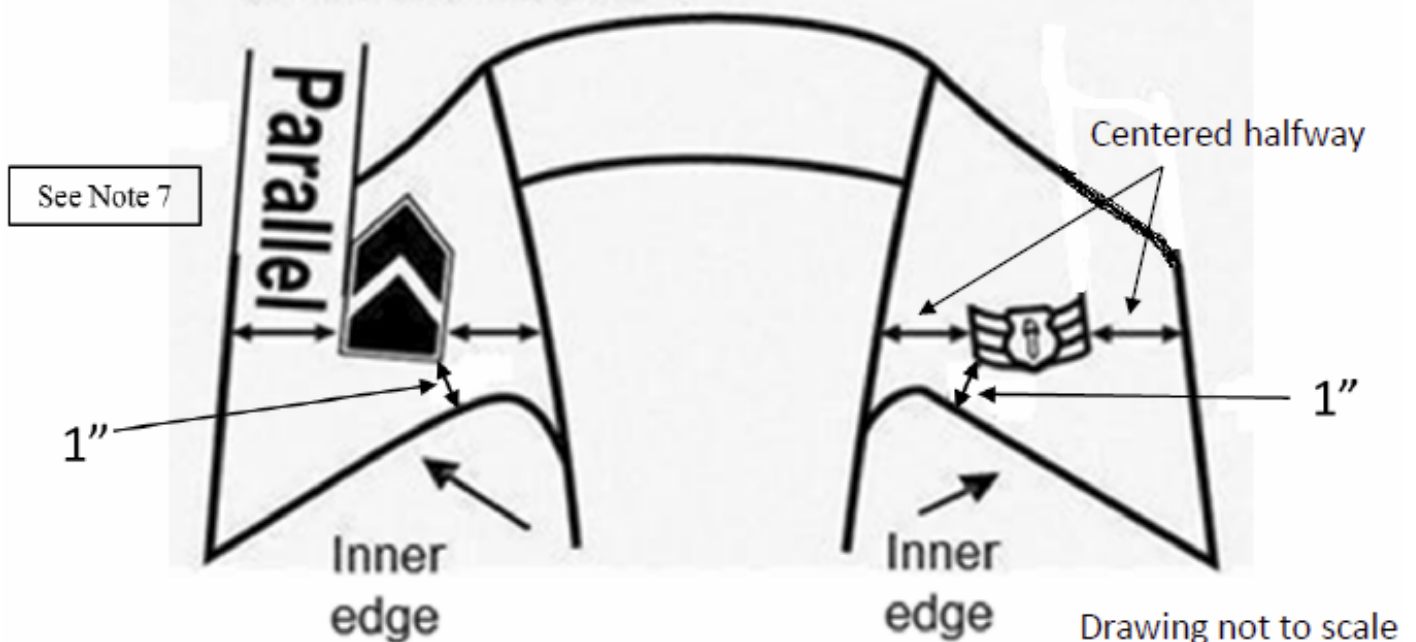
No other style of head gear is authorized for wear with ABUs.

Exception is for Cadet Leadership Course (CLC) specific headgear that will ONLY be worn during the period of the CLC course.

CADET LIGHT WEIGHT BLUE JACKET

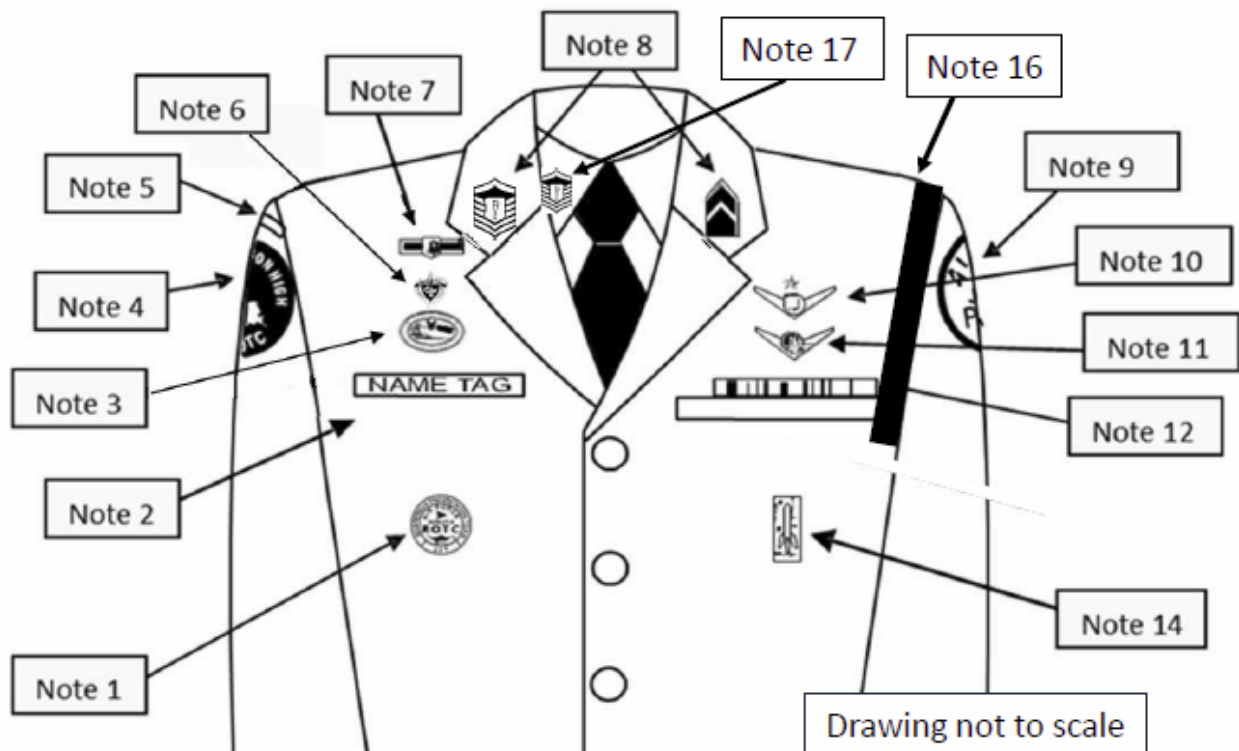


NOTE: The epaulet rank is no longer authorized on the lightweight blue jacket.



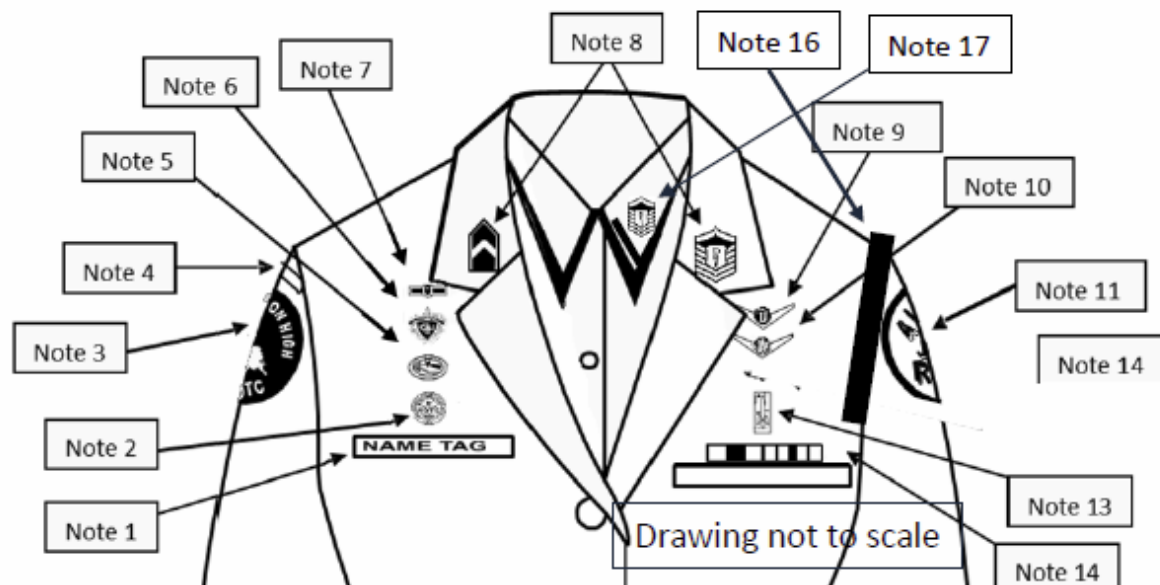
1. Shoulder tabs are centered between unit patch and shoulder seam. If no patch, then 1 inch below shoulder seam.
2. Unit patch on right $\frac{1}{2}$ to 1 inch below shoulder seam and centered.
3. Grade insignia (officer and enlisted) will be worn on both lapels, mandatory. For placement see Note 7.
4. Optional item: center vertically between the shoulder seam and where the underarm side seam joins the armhole sleeve and center horizontally between the center zipper and the sleeve armhole seam. Per AFJROTCI 36-2010, para 6.1.1.10.1. The words "U.S. Air Force" must appear directly below the symbol, or units can choose to use "AFJROTC." Embroidery expenses must be at no cost to the Air Force.
5. AFJROTC Patch (white, Lamp of Knowledge), mandatory. Center $\frac{1}{2}$ to 1 inch below left shoulder seam
6. Jacket will be closed to at least the halfway point.
7. Center insignia horizontally on collar. Place 1 inch from bottom of collar and parallel to the outer edge of the collar.
8. Enlisted rank insignia **MUST** be worn on the blue shirt while wearing the light weight jacket.
9. Ascots and shoulder cords will not be worn on this uniform.

CADET MALE SERVICE DRESS



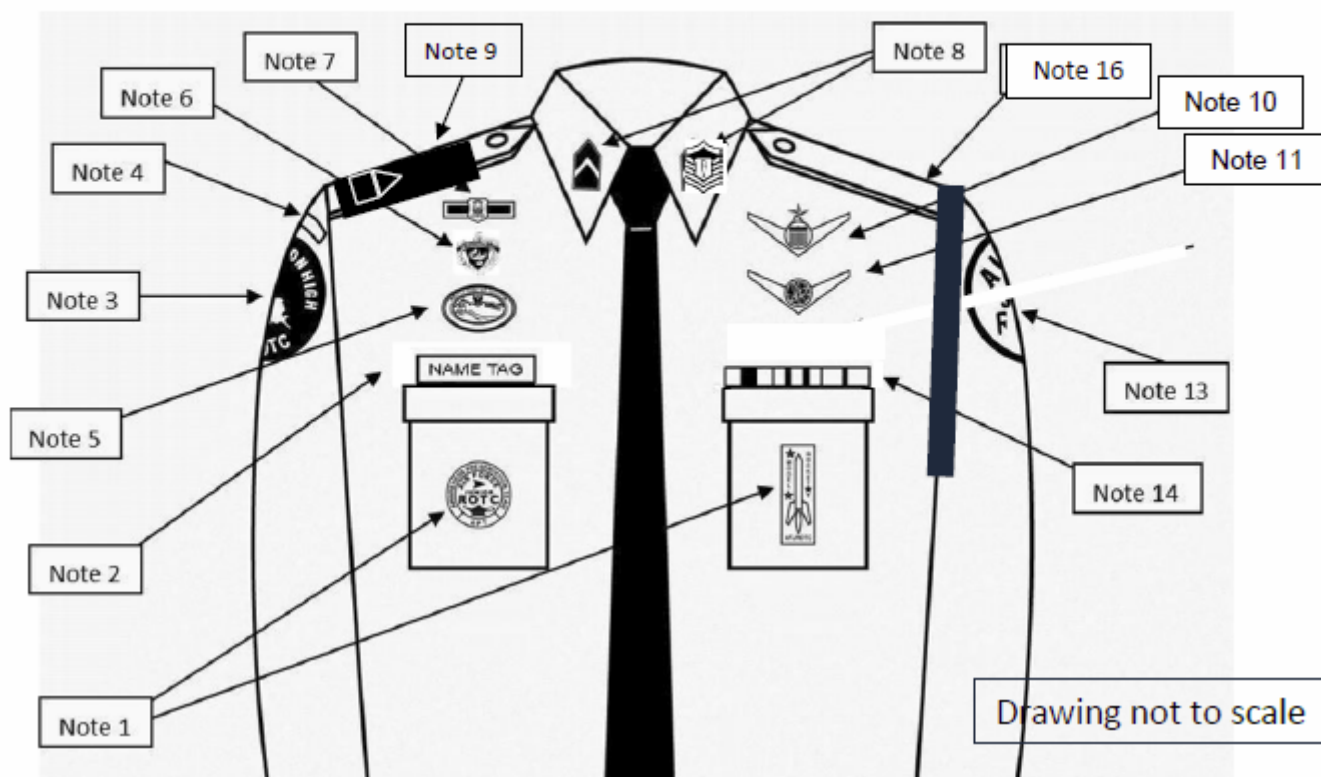
1. Awareness Presentation Team (APT) Badge. Centered 3 inches below the bottom of the silver name tag.
2. Silver Name tag, mandatory. Center on the right side between arm seam and lapel with bottom edge parallel to top of welt pocket.
3. Kitty Hawk Badge. See Note 15 below.
4. Unit patch. Place $\frac{1}{2}$ to 1 inch below shoulder seam and centered.
5. Shoulder tab: Center between unit patch and shoulder seam. If no patch, then 1 inch below shoulder seam.
6. Aerospace Education Foundation (AEF) Badge. See Note 15 below.
7. Distinguished Cadet Badge. # 1 See Note 15 below.
8. Grade insignia (officer and enlisted) worn on both lapels, mandatory. Place insignia halfway up the seam, resting on but not over it. Bottom of insignia is horizontal with the ground.
9. AFJROTC Patch (white, Lamp of Knowledge), mandatory. Center $\frac{1}{2}$ to 1 inch below left shoulder seam.
10. Flight Solo or Flight Certificate Badge. See Note 15 below.
11. Ground School Badge. See Note 15 below.
12. Ribbons, mandatory. Centered, on but not over edge of pocket. Wear 3 or 4 in a row. Wear all or some ribbons earned.
13. Marksmanship Badge - Marksmanship competition awards/badges may be worn on the AFJROTC uniform. Males and females will wear the badge (may only wear one) below the ribbons on the blue shirt or service dress uniform. Marksmanship badges will not be worn with medals.
14. Model Rocketry Badge. Worn 2 inches below the pocket.
15. Except marksmanship badge. Wear first badge placed $\frac{1}{2}$ inch above silver name tag or ribbons and is centered horizontally. Additional badges are placed $\frac{1}{2}$ inch above previous badge. Order of precedence for badges are as show on the diagram. Distinguished Cadet Badge, then the AEF Badge, then the Kitty Hawk Badge and lastly the CyberPatriot National Finalist Badge. No more than two Flight badges are authorized.
16. Shoulder Cord. No wider than 1 inch and will be grounded to the seam of the left shoulder. May be solid or multi-colored.
17. Enlisted rank insignia MUST be worn on the blue shirt while wearing the service dress.
18. Medals are not authorized for wear on this uniform with ribbons. Ribbons and medals may not be mixed.

CADET FEMALE SERVICE DRESS



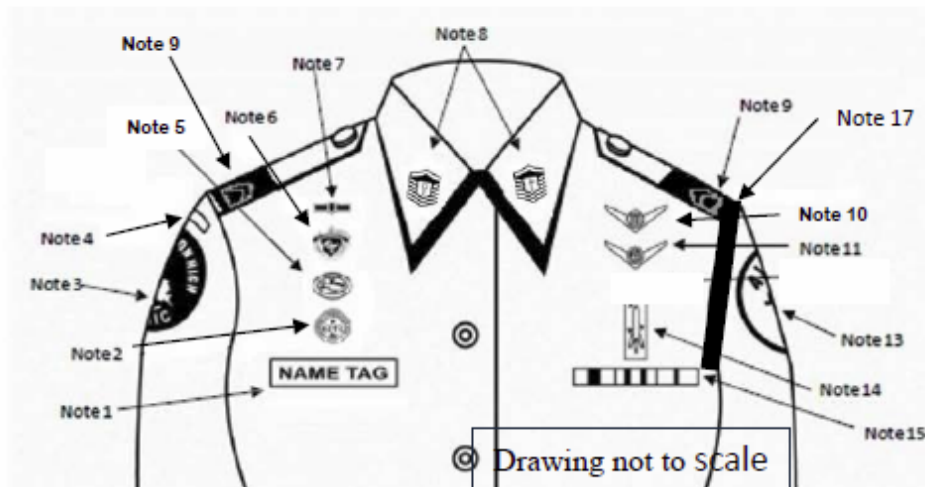
1. Silver Name tag, mandatory. **Center on the wearer's right between the sleeve seam and lapel and the bottom of the name tag will be parallel with the bottom of ribbons.**
2. Awareness Presentation Team Badge. See Note 15 below.
3. Unit patch. Center $\frac{1}{2}$ to 1 inch below shoulder seam
4. Shoulder tab: Center between unit patch and shoulder seam. If no patch, then 1 inch below shoulder seam
5. Kitty Hawk Badge. See Note 15 below.
6. Aerospace Education Foundation (AEF) Badge. See Note 15 below.
7. Distinguished Cadet Badge. See Note 15 below.
8. Grade insignia (officer and enlisted) worn on both lapels, mandatory. Place insignia halfway up the seam, resting on but not over it. Bottom of insignia is horizontal with the ground.
9. Flight Solo or Flight Certificate Badge. See Note 15 below.
10. Ground School Badge. See Note 15 below.
11. AFJROTC Patch (white, Lamp of Knowledge), mandatory. Center $\frac{1}{2}$ to 1 inch below left shoulder seam.
12. **Marksmanship Badge - Marksmanship competition awards/badges may be worn on the AFJROTC uniform. Males and females will wear the badge (may only wear one) below the ribbons on the blue shirt or service dress uniform. Marksmanship badges will not be worn with medals.**
13. Model Rocketry Badge. See Note 15.
14. Ribbons, mandatory. Center ribbons resting on but not over edge of welt pocket. Wear 3 or 4 in a row. Wear all or some ribbons earned.
15. Except marksmanship badge. Wear first badge placed $\frac{1}{2}$ inch above silver name tag or ribbons and is centered horizontally. Additional badges are placed $\frac{1}{2}$ inch above previous badge. Order of precedence for badges are as show on the diagram. Distinguished Cadet Badge, then the AEF Badge, then the Kitty Hawk Badge , then the Awareness Presentation Team Badge and lastly the CyberPatriot National Finalist Badge. **No more than two Flight badges are authorized.**
16. Shoulder Cord. No wider than 1 inch and will be grounded to the seam of the left shoulder. May be solid or multi-colored.
17. Enlisted rank insignia **MUST** be worn on the blue shirt while wearing the service dress.
18. **Medals are not authorized for wear on this uniform with ribbons. Ribbons and medals may not be mixed.**

CADET MALE BLUE SHIRT



1. Awareness Presentation Team (APT) and Model Rocketry Badge are centered on the pockets on the appropriate sides as displayed above.
2. Name Tag: Mandatory wear. Blue Plastic with white letters. Must be grounded and centered over wearer's right pocket.
3. Unit patch. Centered $\frac{1}{4}$ to 1 inch below the shoulder seam.
4. Shoulder tab. Centered between unit patch and shoulder seam. If no patch, then place 1 inch below shoulder seam.
5. Kitty Hawk Badge. See Note 15.
6. Aerospace Education Foundation (AEF) Badge. See Note 15.
7. Distinguished Cadet Badge. See Note 15.
8. Grade insignia, mandatory (officer and enlisted) worn on both left and right collar, centered side to side and top to bottom. Enlisted rank's bottom point of torch points towards the point of the collar. Officer top point of rank aligned with point of collar. Cadet/Amn Basic have no insignia of any kind on the collar.
9. Officers only. When using officer cloth rank on epaulets versus miniature metal rank on collar, place as close as possible to shoulder seam. (Use larger male epaulets only).
10. Flight Solo or Flight Certificate Badge. See Note 15.
11. Ground School Badge. See Note 15.
12. Marksmanship competition awards/badges may be worn on the AFJROTC uniform. Males and females will wear the badge (may only wear one) below the ribbons on the blue shirt or service dress uniform. Marksmanship badges will not be worn with medals.
13. AFJROTC Patch (white, Lamp of Knowledge), mandatory. Center $\frac{1}{4}$ to 1 inch below left shoulder seam.
14. Ribbons are optional. Wear all, some or no ribbons earned. If worn, ribbons will be centered, resting on, but not over the edge of the pleated pocket on the wearers left.
15. Except marksmanship badges. First badge placed $\frac{1}{8}$ inch above name tag or ribbons and is centered horizontally. Additional badges placed $\frac{1}{8}$ inch above previous badge. Order of precedence for badges are as show on the diagram. Distinguished Cadet Badge, then AEF Badge, then Kitty Hawk Badge, and finally the CyberPatriot National Finalist Badge. **No more than two Flight badges are authorized.**
16. Shoulder Cord. No wider than 1 inch and will be grounded to the seam of the left shoulder under epaulet. May be solid or multi-colored.
17. Medals (regardless of what type) are not authorized for wear on this uniform.

CADET FEMALE BLUE SHIRT



1. Name Tag: Mandatory wear. Blue Plastic with white letters. Without ribbons: centered on right side, parallel to ground and within 1 ½ inches higher/lower than topmost exposed button. With Ribbons: Even with bottom row of ribbons, centered on right side, parallel to ground and within 1 ½ inches higher/lower than topmost exposed button.
2. Awareness Presentation Team (APT) Badge. See Note 16
3. Unit Patch. Centered on sleeve and ½ to 1 inch below shoulder seam.
4. Shoulder Tab (Metal or cloth). Centered between unit patch and shoulder seam. If no patch, then 1 inch below shoulder seam.
5. Kitty Hawk Air Society Badge. See Note 16.
6. Aerospace Education Foundation (AEF) Badge. See Note 16.
7. Distinguished Cadet Badge. See Note 16.
8. Grade insignia, mandatory (officer and enlisted) worn on both left and right collar, centered side to side and top to bottom. Enlisted rank's bottom point of torch points towards the point of the collar. Officer top point of rank aligned with point of collar. Cadet/Amn Basic have no insignia of any kind on the collar
9. Officers only. When using officer cloth rank on epaulets versus miniature metal rank on collar, place as close as possible to shoulder seam. (Use smaller female epaulets only)
10. Flight Solo or Flight Certificate Badge. See Note 16.
11. Ground School Badge. See Note 16.
12. **Marksmanship Badge - Marksmanship competition awards/badges may be worn on the AFJROTC uniform. Males and females will wear the badge (may only wear one) below the ribbons on the blue shirt or service dress uniform. Marksmanship badges will not be worn with medals.**
13. AFJROTC Patch (white, Lamp of Knowledge), mandatory. Center ½ to 1 inch below left shoulder seam
14. Model Rocketry Badge. See Note 16.
15. Ribbons are optional. Wear all, some or no ribbons earned. If worn, center ribbons on wearer's left, parallel with ground. Align bottom of the ribbons with the bottom of the name tag.
16. Except marksmanship badge. Wear first badge placed ½ inch above silver name tag or ribbons and is centered horizontally. Additional badges are placed ½ inch above previous badge. Order of precedence for badges are as show on the diagram. Distinguished Cadet Badge, then the AEF Badge, then the Kitty Hawk Badge, then the Awareness Presentation Team Badge and lastly the CyberPatriot National Finalist Badge. **No more than two Flight badges are authorized.**
17. Shoulder Cord. No wider than 1 inch and will be grounded to the seam of the left shoulder under the epaulet. May be solid or multi-colored.
18. **Medals (regardless of what type) are not authorized for wear on this uniform.**

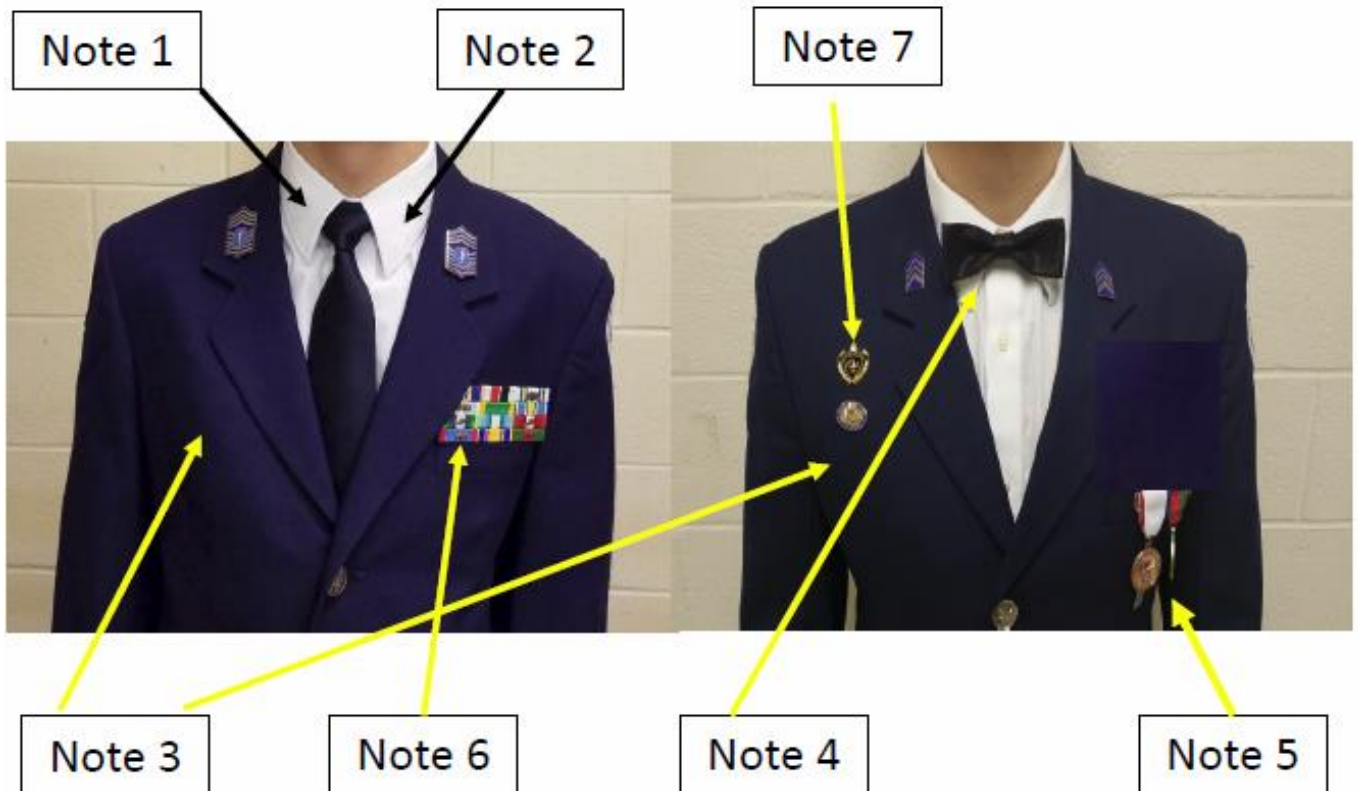
FLIGHT SUIT (Male and Female)



1. * AFJROTC Command Patch (mandatory). Velcro attached. This style of patch may only be worn on the Flight Suit. Cadets can only wear ground school, flight solo or flight certificate badges upon successful completion those programs (See Ops Supplement, Chapter 7, paras 7.2.1, 7.2.2 and 7.2.3).
2. The unit patch will be worn on the right sleeve (shoulder) of the Flight Suit, if the unit patch is unavailable then the white, Lamp of Knowledge, AFJROTC Patch will be worn Velcro attached.
3. * American Flag Patch (mandatory) on left shoulder. Velcro attached.
4. * Cadet Name Patch (mandatory). Velcro attached. Black background with silver border (if unit has a unit patch, units may substitute background color/border with unit patch colors). Cadet Name Badge – Top line will be Cadet Name and second line will be "CADET AFJROTC".
5. **Flight Suits are authorized for those cadets that have successfully passed a FAA written exam and solo certificate, attending or have completed the AFJROTC Flight Academy program and at a minimum solo'd, or been awarded a flight certificate badge. Patches will not be sewn directly onto the flight suit, all patches must be attached using Velcro.**

* Flight patches and Velcro may be purchased from a vendor using MilPer funds.

Semi-Formal Dress Uniform



1. The blue or white long-sleeve shirt will be plain, knit or woven, commercial type with a short or medium point collar, with button or French cuffs.
2. Enlisted members do not need to wear two sets of ranks on the semi-formal uniform.
3. The Silver Name Tag will not be worn on the semi-formal dress uniform.
4. Black or Blue bow tie may be worn with the semi-formal uniform (white shirt only).
5. Large medals will be worn on the semi-formal uniform coat $\frac{1}{2}$ inch below the top of the welt of the pocket, centered on the pocket. If medals are worn, ribbons will not be worn (no mixing).
6. AFJROTC ribbons may be worn on the semi-formal uniform. If ribbons are worn, medals will not be worn (no mixing).
7. Authorized badges may be worn on the semi-form dress uniform. If medals are worn, badges that are normally worn directly under the ribbon rack will not be worn.
8. Headgear is not worn with the semi-formal dress uniform.
9. Per Chapter 7 para 7.8.4.8. **Mess Dress Uniforms are not authorized for wear by AFJROTC cadets.**

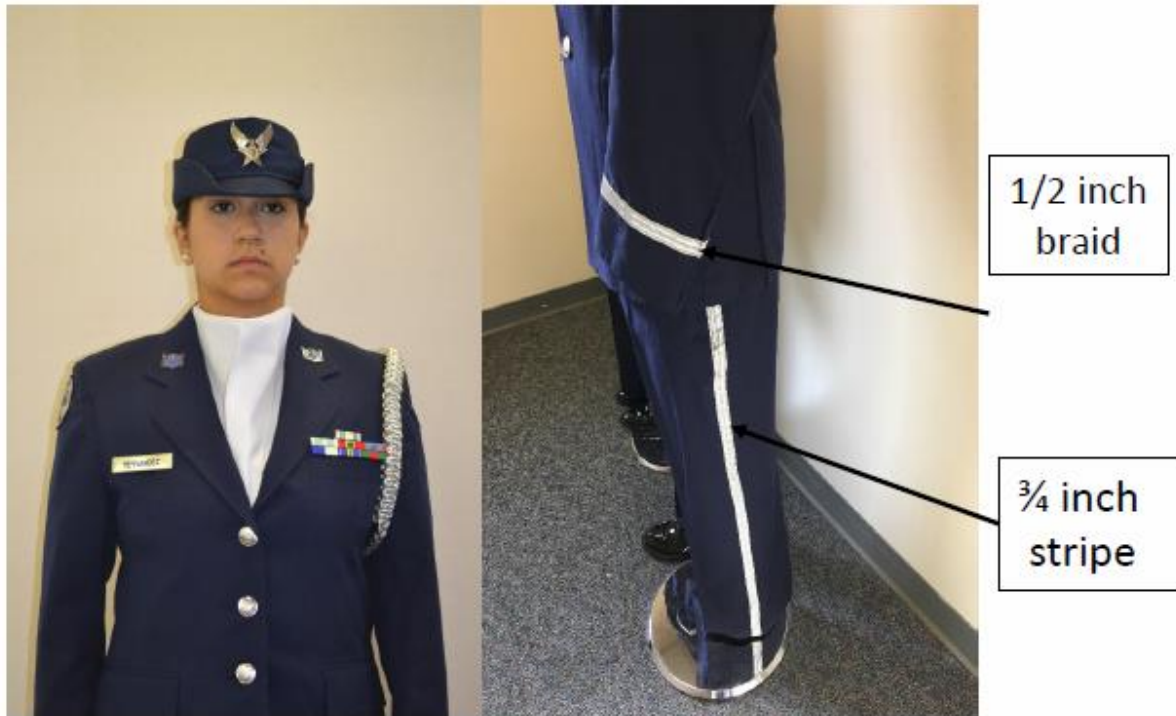
Sample Exhibition Uniform



$\frac{3}{4}$ inch
stripe

1. Solid Color white, dark blue or black ONLY, with AFJROTC officer rank insignia or mini-Hap Arnold Insignia pin. The former officer/enlisted flight cap emblems will not be worn on the beret. The wear of a “Beret Flash” or mini unit patch is not authorized.
2. Shoulder Cord. Cadets are authorized to wear one shoulder cord on the left shoulder. This will be a single “infantry” style cord, without metal tips, no more than 1-inch wide. On the blue shirt the cord will be under the epaulet, grounded to the left shoulder seam and pinned to the shoulder with the pin hidden beneath the cord. May be solid or multi-colored.
3. Blue/Silver Name Tags and ribbons may be omitted on uniforms where a drill rifle or other equipment may damage the item or injure the performing member. **This does not apply to uniforms worn during regular uniform days.**
4. Blue pants may be modified to have a $\frac{3}{4}$ inch stripe on the outside length of the pants, silver, blue, or black only. **These items will not be worn on regular uniform days.**
5. Solid color ascots may be worn (embroidery or a unit patch is authorized on the ascot), colors may be locally-determined (school colors), but must be conservative and in good taste, and defined in the Cadet Guide or Unit Operations Instruction. **Ascots will not be worn on regular uniform days.**
6. **Embroidery on the Air Force blue drill team uniform is not authorized, i.e., on the back of the blue shirt collar or shoulder yoke.**
7. **Specialized unit rank/shoulder boards are not authorized.**
8. **Wrist bands are not authorized.**
9. AFJROTC Patch (white, Lamp of Knowledge), mandatory. Center $\frac{1}{2}$ to 1 inch below left shoulder seam.
10. **Black Boots/corfams may be issued on an as required basis to the unit Color Guard or Drill Team. This is for restricted use and is not intended for use across unit's entire cadet corps. Black boots/corfams may be reissued to cadets. Spray boots/corfams with disinfectant spray before reissuing.**

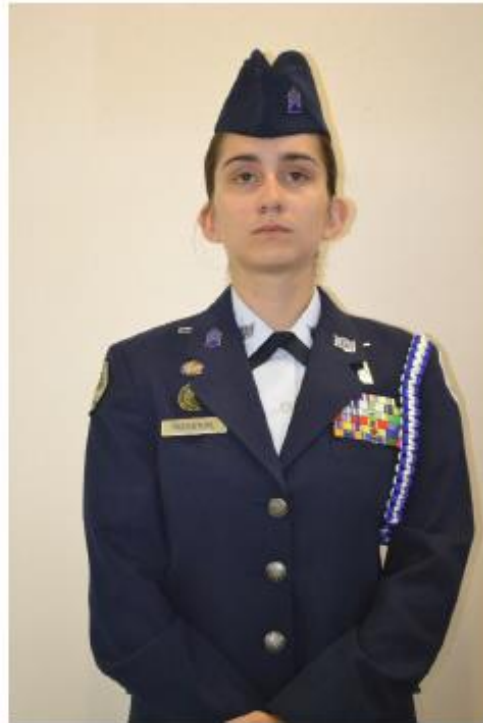
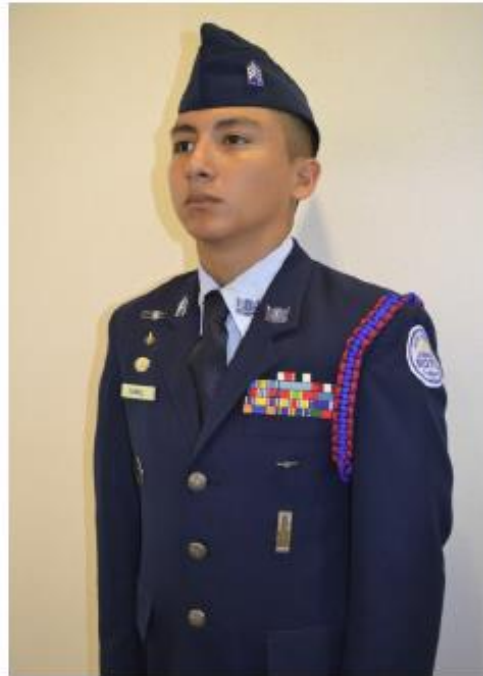
Sample Exhibition Uniform



1. Women's Service Caps may be worn with the Hap Arnold Wings insignia or Officer Service Cap may also be worn with the large officer service cap insignia large officer's . Service Caps (wheel and bucket hats) will be a **solid color and free of any embroidery.**
2. Shoulder Cord. Cadets are authorized to wear **one shoulder cord** on the left shoulder. This will be a single "infantry" style cord, without metal tips, no more than 1-inch wide. On the blue shirt the cord will be under the epaulet, grounded to the left shoulder seam and pinned to the shoulder with the pin hidden beneath the cord. May be solid or multi-colored.
3. Blue/Silver Name Tags and ribbons may be omitted on uniforms where a drill rifle or other equipment may damage the item or injure the performing member. **This does not apply to uniforms worn during regular uniform days.**
4. Blue pants may be modified to have a $\frac{3}{4}$ inch stripe on the outside length of the pants, silver, blue, or black only. **These items will not be worn on regular uniform days. .**
5. Solid color ascots may be worn (embroidery or a unit patch is authorized on the ascot), colors may be locally-determined (school colors), but must be conservative and in good taste, and defined in the Cadet Guide or Unit Operations Instruction. **Ascots will not be worn on regular uniform days.**
6. **Embroidery on the Air Force blue drill team uniform is not authorized, i.e., on the back of the blue shirt collar or shoulder yoke.**
7. **Specialized unit rank/shoulder boards are not authorized.**
8. A $\frac{1}{2}$ inch silver, dark blue, or black only sleeve braid, 3 inches from the end of the sleeve, may be worn.
9. AFJROTC Patch (white, Lamp of Knowledge), mandatory. Center $\frac{1}{2}$ to 1 inch below left shoulder seam.
10. **Black Boots/corfams may be issued on an as required basis to the unit Color Guard or Drill Team. This is for restricted use and is not intended for use across unit's entire cadet corps. Black boots/corfams may be reissued to cadets. Spray boots/corfams with disinfectant spray before reissuing.**

Sample Uniform Pictures

Cadets will not wear both officer and enlisted rank on their uniforms ... these are sample pictures only



Sample Uniform Pictures



Sample Uniform Pictures



Local Purchased PFT Gear



FEDMALL Purchased Air Force PTG

FEDMALL
Purchased Air Force
Sweat Shirt and
Pants



ATTACHMENT XIX - HOW TO TIE A FOUR-IN-HAND & A WINDSOR KNOT TIE



Four-In-Hand Knot

Start with the wide end of the tie on the right side; then cross the wide end over in back and to the left; bring it completely around the front to your right; bring it back and up through the center; pass it through the hoop in front; tighten the knot neatly, forming a “dimple” with your index finger.

Windsor Knot

With the wide end of the tie about 12 inches longer than the narrow end. Make a loop as shown. Bring the wide end around and behind the narrow end up and put it through the loop and around in front of the narrow end; bring it through the loop of the tie, pull the wide end through the knot and shape carefully.

ATTACHMENT XX - THE AIR FORCE SONG

*Off we go into the wild blue yonder,
Climbing high into the sun;
Here they come zooming to meet our
thunder,
At 'em boys give'r the gun!*

*Down we dive spouting our flame from
under,
Off with hell-uv-a-roar!
We live in fame or go down in flame,
Nothing'll stop the US Air Force!*

ATTACHMENT XXI - Sample Memorandum/Job Application

C.K. McCLATCHY HIGH SCHOOL
CA-841 AIR FORCE JUNIOR ROTC
3066 FREEPORT BOULEVARD
SACRAMENTO, CA 95818-4397

DD MONTH YYYY

MEMORANDUM FOR GROUP COMMANDER

FROM: c/Rank First Last

SUBJECT: Job Application

1. I am applying for the following job(s):
 - a. Title of job
 - b. Title of job
 - c. Title of job
2. I am qualified for these positions because my current jobs require me to face unforeseen problems. One is Audiovisual OIC, meaning that I understand the workings of the Operations Squadron. Through this position, I have found that I do have the motivation to punctually get any job finished. My pride and joy was the Audio-visual board, which, by far, turned out much better than it had in past years. Also, as I have done in the past, I will devote every minute that it takes to do an outstanding job on anything that is assigned to me. I will work my hardest to excel and follow orders. I promise to rise up to any challenge that faces me and will not let my commanders down. Not only that, but as flight commander of Echo Flight, I had to problem solve and deal with many troublesome issues that came up at a moment's notice.
3. I am applying for these jobs because I've always wanted to be a larger force in the corps, either indirectly or directly. I've made a difference as flight commander and sergeant and Audiovisual NCO and OIC, but I am looking for something more. I feel that these jobs would give me a chance to prove myself in a different way and give me unique challenges with which to deal. Each job in the corps is different and I find these the most appealing.
4. Thank you for taking the time to examine my application and I hope that you find me a superior candidate for the positions for which I am applying.

FIRST M. LAST, c/Rank, CA-841
Title (if applicable), Your Flight

ATTACHMENT XXIV – Rank Chart

Rank Insignia of the United States Armed Forces

ENLISTED

E-1	E-2	E-3	E-4	E-5	E-6	E-7		E-8		E-9		SEA	
AIR FORCE													
No Insignia													
Airman Basic (AB)	Airman (Amn)	Airman First Class (A1C)	Senior Airman (Sr.A)	Staff Sergeant (SSgt)	Technical Sergeant (TSgt)	Master Sergeant (MSgt)	First Sergeant (FS)	Senior Master Sergeant (SMSgt)	First Sergeant (FS)	Chief Master Sergeant (CMSgt)	First Sergeant (FS)	Command Chief Master Sergeant (CCM)	Chief Master Sergeant of the Air Force
ARMY													
No Insignia													
Private E-1 (PV1)	Private E-2 (PV2)	Private First Class (PFC)	Corporal (CPL)	Sergeant (SGT)	Staff Sergeant (SSG)	Sergeant First Class (SFC)	Master Sergeant (MSG)	First Sergeant (1SG)	Sergeant Major (SGM)	Command Sergeant Major (CSM)	Sergeant Major of the Army (SMA)		
				Specialist									
MARINES													
No Insignia													
Private (Pvt)	Private First Class (PFC)	Lance Corporal (LCpl)	Corporal (Cpl)	Sergeant (Sgt)	Staff Sergeant (SSgt)	Gunnery Sergeant (GySgt)	Master Sergeant (MSGt)	First Sergeant (1stSgt)	Master Gunnery Sergeant (MGySgt)	Sergeant Major (SgtMaj)	Sergeant Major of the Marine Corps (SgtMajMC)		
NAVY													
No Insignia													
Seaman Recruit (SR)	Seaman Apprentice (SA)	Seaman (SA)	Petty Officer 3 rd Class (PO3)	Petty Officer 2 nd Class (PO2)	Petty Officer 1 st Class (PO1)	Chief Petty Officer (CPO)	Senior Chief Petty Officer (CPO)	Master Chief Petty Officer (MCPO)	Force Command Master Chief Petty Officer (FORMC)	Fleet Command Chief Petty Officer (FLTMC)	Master Chief Petty Officer of the Navy (MCPON)		
COAST GUARD													
													
Seaman Recruit (SR)	Seaman Apprentice (SA)	Seaman (SA)	Petty Officer 3 rd Class (PO3)	Petty Officer 2 nd Class (PO2)	Petty Officer 1 st Class (PO1)	Chief Petty Officer (CPO)	Senior Chief Petty Officer (CPO)	Master chief Petty Officer (MCPO)	Command Master chief (CMC)	Master Chief Petty Officer of the Coast Guard (MCPCCG)			

Rank Insignia of the United States Armed Forces

OFFICERS

O-1	O-2	O-3	O-4	O-5	O-6	O-7	O-8	O-9	O-10	Special
AIR FORCE										
 Second Lieutenant (2d Lt)	 First Lieutenant (1st Lt)	 Captain (Capt)	 Major (Maj)	 Lieutenant Colonel (Lt Col)	 Colonel (Col)	 Brigadier General (Brig Gen)	 Major General (Maj Gen)	 Lieutenant General (Lt Gen)	 General (Gen)	 General of the Air Force (GAF)
ARMY										
 Second Lieutenant (2LT)	 First Lieutenant (1LT)	 Captain (CPT)	 Major (MAJ)	 Lieutenant Colonel (LTC)	 Colonel (COL)	 Brigadier General (BG)	 Major General (MG)	 Lieutenant General (LTG)	 General (GEN)	 General of the Army (GA)
MARINES										
 Second Lieutenant (2ndLt)	 First Lieutenant (1stLt)	 Captain (Capt)	 Major (Maj)	 Lieutenant Colonel (LtCol)	 Colonel (Col)	 Brigadier General (BGen)	 Major General (MajGen)	 Lieutenant General (LtGen)	 General (Gen)	
NAVY										
 Ensign (ENS)	 Lieutenant Junior Grade (LTJG)	 Lieutenant (LT)	 Lieutenant Commander (LCDR)	 Commander (CDR)	 Captain (CAPT)	 Rear Admiral Lower Half (RDML)	 Rear Admiral Upper Half (RADM)	 Vice Admiral (VADM)	 Admiral (ADM)	 Fleet Admiral (FADM)
COAST GUARD										
 Ensign (ENS)	 Lieutenant Junior Grade (LTJG)	 Lieutenant (LT)	 Lieutenant Commander (LCDR)	 Commander (CDR)	 Captain (CAPT)	 Rear Admiral Lower Half (RDML)	 Rear Admiral Upper Half (RADM)	 Vice Admiral (VADM)	 Admiral (ADM)	 Fleet Admiral (FADM)
WARRANT OFFICERS										
ARMY					MARINES					
 Warrant Officer (WO1)	 Chief Warrant Officer (CW2)	 Chief Warrant Officer (CW3)	 Chief Warrant Officer (CW4)	 Chief Warrant Officer (CW5)	 Warrant Officer (WO)	 Chief Warrant Officer (CWO2)	 Chief Warrant Officer (CWO3)	 Chief Warrant Officer (CWO4)	 Chief Warrant Officer (CWO5)	
NAVY					COAST GUARD					
The grade of Warrant Officer (WO) is no longer in use.					The grade of Warrant Officer (WO) is no longer in use.					
 Chief Warrant Officer (CWO-2)	 Chief Warrant Officer (CWO-3)	 Chief Warrant Officer (CWO-4)	 Chief Warrant Officer (CWO-5)		 Chief Warrant Officer (CWO-2)	 Chief Warrant Officer (CWO-3)	 Chief Warrant Officer (CWO-4)			The grade of chief Warrant Officer (CWO-5) is no longer in use.

**ATTACHMENT XXV
DRILL DEFINITIONS**

ALIGNMENT – Dress or cover

BASE - Element on which a movement is planned, regulated or aligned

CADENCE – Uniform step and rhythm in marching: steps marched per minute

CENTER – The middle point of a formation. Odd # front is center, even # front is right of center

COVER – Alignment of individuals one behind the other maintaining proper distance

DEPTH – Total space front to rear of a formation. An individual's depth is 12 inches

DISTANCE – Space front to rear between units. Distance between individuals is 40 inches measured from their chest to the back of the individual directly in front of them

DOUBLE TIME - Rate of marching 180 steps a minute (30 inch step)

DRESS - Alignment of individuals side by side maintaining proper interval

ELEMENT- The basic drill unit comprised of no less than 3 persons

FILE – A single line of persons placed one behind the other

FLANK – Extreme right or left (troops right/left) side of a formation in column or line

FLIGHT – At least two, but no more than four elements

FORMATION – An arrangement of units

FRONT – Space occupied by a unit measured from flank to flank

GUIDE – Individual designated to regulate the direction and rate of march

HEAD – The leading unit of a column

INTERVAL – Space between individuals placed side-by-side. Normal is arm's length close is 4 inches

IN COLUMN – Arrangement of units side-by-side with element leaders and guide at the head

IN LINE - Arrangement of units one behind other, element leaders and guide to extreme right flank

INVERTED COLUMN– Arrangement of units side-by-side with element leaders and guide to the rear

INVERTED LINE- Arrangement of units one behind other, with element leaders and guide to extreme left flank

MARK TIME – Marching in place at 100 - 120 steps per minute

PACE – A step of 24 inches. The length of a full step in quick time

POST – The correct place for an individual to stand while in formation

QUICK TIME - Rate of marching 100 - 120 steps a minute (12 or 24 inches)

RANK - A single line of persons placed side-by-side

STANDBY – Preparatory command that unit is waiting an order

STEP - Distance measured from heel to heel of a marching individual

UNIT – Any portion of a given formation

FORMATIONS

Less than 3 individuals make a detail

3 or more individuals make an element

2 elements make a flight

2 flights make a squadron

2 squadrons make a group

2 groups make a wing

POSITIONS OF REST

Parade Rest

At Ease

Rest

Fall Out

TYPES OF COMMANDS

Drill Commands: Most have a preparatory command and a command of execution

Supplementary Commands: when one unit of an element must execute a different movement or execute at a different time than other units

Informational Commands: have no preparatory command or command of execution and are not supplementary

COMMAND VOICE – Characteristics are

Loudness- volume used giving commands. It is not yelling, it is using your diaphragm.

Projection- ability to make your voice reach whatever distance desired without strain

Distinction- ability to enunciate correctly

Inflection- change in pitch of the voice, generally it is a rising pitch through the commands

Snap – extra quality demands immediate response, expresses confidence and decisiveness

COMMANDS ARE GIVEN AT THE POSITION OF ATTENTION

CUSTOMS & COURTESIES

RESPECT: The position of honor is on the right, i.e. the U.S. Flag and senior ranking personnel are on your right.

SALUTING: When in uniform cadets salute the President of the United States, commissioned and warrant officers of the U.S. Armed Forces (active, reserve, guard or retired) and friendly foreign nations.

Salute ROTC/JROTC cadet officers of higher rank. Cadets also salute the U. S. Flag when it's on the move or being raised or lowered on a flag pole.

Render the salute upon recognition of the individual to be saluted.

Do not salute indoors unless utilizing reporting procedures. If you are carrying something in both hands render a verbal greeting in lieu of a salute. Always wait for your salute to be returned before dropping your salute.

IN A GROUP: first to see the officer calls everyone to attention; all face the officer and salute

IN FORMATION: person in charge calls formation to attention; salutes for the formation

PART OF A WORK DETAIL: person in charge comes to attention and salutes for the detail

REPORTING FROM FORMATION: After the command of "Front and center", take one step back

with left foot and coordinated arm swing. Exit the formation at the closest flank in a military manner.

Halt two paces in front of and centered on the individual to whom you are to report. Salute and say,

"Sir/Ma'am Cadet Name reports as ordered". Drop your salute when the individual drops theirs.

When leaving, salute. Drop your salute when the officer drops theirs. Proceed back to your post in

the formation the by the same route you left the formation

COLOR GUARD/DAISY REPLICA M 1903/MANUAL OF ARMS
(FIELD MANUAL 3 -21 -5 AND AFMAN 26-2203 are the regulations used)

THE AMERICAN FLAG:

Carried higher than other flags in color guard
Doesn't dip during present arms
Has 13 Stripes alternating red and white; red being the first/last
Union (where the stars are) is half the width of the flag
The 50 stars on the flag represent the 50 United States

THE CALIFORNIA FLAG:

Carried lower than the U.S. Flag
Dips at a 45° angle during present arms
13 Stripes alternating red and yellow; red is the first/last
Stripes are symbolic of the 13 colonies and the western setting sun
Star is copper representing the state's chief product
A field of blue completes the lower half of the flag

MANUAL OF THE COLORS:

Casing and Uncasing the Colors: The Color guard is formed in a line formation with the cased Colors at the carry position (order position when indoors). The color guard commander commands Sling, Arms. The Color guards immediately adjust their slings and assume sling arms. The color guard commander commands Post. The Color guards face to the half left (right) in marching, take four steps, halt, and execute about face. The color guard commander then directs Uncase the Colors.

The Color bearers lower the Colors (same as present guidon). The two guards move forward and untie and uncase the Colors. The Color bearers unfurl and immediately return the Colors to the carry (order) position. While the Colors are being unfurled, the guards fold the cases and secure them in their left hand. When the Colors are in the carry position, the color guard commander commands Present, Arms. The color guard commander, Color guards, and the organizational color salute.

He/She commands Order, Arms, and then commands Post. On the command of execution Post, the Color guards place the folded canvas cases inside the cartridge belts (center rear) of the Color bearers. The Color guards assume their original positions.

On the command Adjust Slings, the guards adjust their slings, and return to right shoulder arms.

To case the Colors, the procedures are basically the same except present arms is given before the Colors are lowered. Position of the Flag at the Order: At the order, the flag bearer rests the ferrule of the staff on the ground on line with and touching the toe of the right shoe. With the right hand, the staff is clasped at a convenient place, keeping the back of the hand to the right and holding the staff in a vertical position

Position of the Flag at the Carry: Positions of the Flag at the Carry. At the carry, the ferrule of the staff rests in the socket of the sling. The flag bearer grasps the staff with the right hand at the height of the shoulder, only using the left hand to steady the staff in a strong wind. The staff is inclined slightly to the front.

Position of the Flag at Parade Rest: Parade rest with the flag is similar to parade rest for the individual airman except the flag bearer keeps the staff vertical. The order is resumed on the command Color guard, Attention Position of the Flag at the Salute: All flags except the National Colors are dipped in salute in all military ceremonies when the national anthem or To the Colors is played and when rendering honors.

In marching, all flags except the National Colors are dipped in salute when it is approximately six paces from the front of the person entitled to the salute. They resume the carry when they are approximately six paces beyond that person

To halt the color guard: Command Color guard, Halt.

To turn to the left (right) while marching: The color guard does not execute to the rear march or about face. On command of the senior flag bearer, executes a right or left wheel. The base or pivot point is the guard on the flank toward which the movement is directed. Each member turns (without pivot) around this point and maintains dress until the new direction is established.

Colors Reverse

Movement of Three-Man Color Guard to the Rear: To face a three-man Color guard to the rear, the command is Colors reverse, MARCH, and each man simultaneously executes the following movements:

Number 1 faces left while marking time, takes two steps forward, and faces to the left while marking time.

Number 2 takes one full step forward, executes about face while marking time, and takes one full step in the new direction, marking time.

Number 3 takes one full step and two half steps forward, faces to the right while marking time, takes two full steps, faces to the right in marching, taking two full steps, and marks time. When all are abreast of each other, they step off together or halt, as commanded.

Movement of Four-Man Color Guard to the Rear: To face a four-man Color guard to the rear, the command is Colors reverse, MARCH. At the command MARCH, each man simultaneously executes the following movements:

Number 1 takes two steps forward, faces to the left in marching, takes one full step and three half steps, faces to the left in marching, and takes two steps in the new direction.

Number 2 faces to the left in marching and faces to the left while marking time.

Number 3 takes one step forward, faces to the right in marching, takes two half steps, faces to the right in marching, and takes one step in the new direction.

Number 4 takes one step forward, faces to the right in marching, takes on full step and three half steps, faces to the right in marching, and takes one step forward in the new direction.

Numbers 2, 3, and 4 mark time, after completing their movements until all men are abreast, then step off together or halt, as the situation dictates.

DAISY REPLICA M-1903A3/MANUAL OF ARMS

M1903A3 SPRINGFIELD: This is a replica of the M1903A3, which is a .30 caliber bolt-action, magazine-fed, shoulder fired weapon. Manufactured by the Springfield Armory it weighs approximately 8.69 pounds. The weapon is approximately 43 inches long, and has a barrel length of 24 inches. It had a maximum range of 2800 meters and an effective range 800 meters.

NOTE: Facing movements are executed from Order Arms or Sling Arms. Sling Arms is the appropriate position for the weapon when marching however, flight drill can be conducted at Port Arms or Right/Left Shoulder Arms

MANUAL OF ARMS:

Order Arms: At the position of attention place the butt of the rifle on the ground centered on the right foot, with sights to the rear and touching the right foot. The toe of the butt (back edge of stock) is on line with the right foot. Secure the weapon with the right hand in a "U" formed by the fingers (extended and joined) and thumb, fingers pointing generally downward and touching the sides of the handguards. Keep the right hand and arm behind the rifle. Thumb runs along the seam of the trousers

Positions of Rest: For parade rest, the command and body movements with the left arm and the feet are the same as without a weapon. Thrust the muzzle forward, simultaneously changing the grip of the right hand to grasp the front hand guard just below the swivel, keeping the toe of the butt of the weapon on the ground and the right arm straight. For At ease and rest, keep the butt of the rifle in place as in parade rest.

Port Arms from Order Arms: This is a two count movement. On the command of execution, grasp the rifle with the right hand and raise the weapon diagonally across the body keeping the right elbow down. With the left hand simultaneously grasp the rifle at the balance so the weapon is 4 inches from waist. On count two, re-grasp the weapon at the small of the stock with the right hand. Hold the weapon diagonally across the body, 4 inches from the waist, right forearm horizontal, and elbows close to sides.

Order Arms from Port Arms: This is a three count movement. On the command of execution release the grasp with the right hand moving it up and across the body and firmly grasp the rifle just forward of the lower band the barrel. On count two, move the left hand from the balance and lower the weapon to the right side until it is about 1 inch from the ground. Guide the weapon to the side by placing the forefinger of the forward edge of the upper band, fingers extended and joined, palm to rear. On count three, move the left hand sharply to the left side, lower the weapon gently to the ground and resume the position of order arms.

Present Arms: Present arms from order arms is a three-count movement. One command of execution, execute port arms in two counts. On the third count, twist the rifle with the right hand so that the sights are to the rear, and move the rifle to a vertical position about 4 inches in front of and centered on the body. Lower the rifle until the left forearm is horizontal; keep the elbows in at the sides. Keep the left thumb alongside and touching the handguard.

Order Arms from Present Arms: This is a four-count movement. On the command of execution, return the rifle to port arms. Counts two, three, and four are the same as order arms from port arms. Port arms is assumed en route to or from present arms when going to or from right shoulder or left shoulder arms. Present arms from or to port arms is a one-count movement. When rendering reports or courtesy to an individual from order arms, execute present arms and turn the head and eyes toward the individual addressed. Order arms is executed automatically upon acknowledgment of the salute. When rendering courtesy to an individual with the rifle at right shoulder, left shoulder, or port arms and not in formation, execute present arms. Upon acknowledgment of the salute, automatically return to the original position. When double timing (not in formation), come to quick time prior to rendering the courtesy.

Inspection Arms: Inspection arms from order arms is a five-count movement. On the command of execution, execute port arms in two counts. On the third count, grasp the bolt with the thumb and forefinger of the right hand, rotate the handle forward and draw the bolt back. On the fourth count, lower the head and eyes and visually inspect the chamber to ensure the weapon is clear. On the fifth count, re-grasp the small of stock of the rifle, return head and eyes to the front as in the position of attention

Port Arms: This is the only command given from inspection arms. On the command Port, push the bolt forward and rotate the handle down locking the bolt in place, with the right hand re-grasp the small of the stock of the rifle with the right forefinger on the trigger. On the command Arms, pull the trigger and resume port arms.

Right Shoulder Arms: Right shoulder arms from order arms is a four count movement. On the command of execution, do count one of port arms. On count two, release the grasp of the right hand and grasp the heel of the butt of the weapon between the first two fingers with the thumb and the forefinger touching. On count three, without moving the head release the grasp of the left hand without changing the grasp of the right hand, twist the weapon so the sights are up, and place the weapon on the right shoulder, moving the left hand to the small of the stock to guide the weapon onto the right shoulder. Keep fingers and thumb of left hand extended and joined with palm toward body. The first joint of the left forefinger touches the

rear of the cocking piece. Keep the left elbow down, and keep the right forearm horizontal with the right upper arm against the side and in line with the back. On count four, sharply move the left hand back to the left side to the position of attention.

Order Arms from Right Shoulder Arms: This is a four count movement. On the command of execution, without moving the head and without changing the grasp of the right hand, press down quickly and firmly on the butt of the weapon with the right hand and twist the weapon, with the sights up, guiding it diagonally across the body and about 4 inches from the waist. Grasp the weapon with the left hand at the balance. On count two, move the right hand up and across the body and firmly grasp the weapon just forward of the lower band without moving the weapon. Counts three and four are the same as from port arms to order arms.

Left Shoulder Arms: left shoulder arms from order arms is a four count movement on the command of execution, execute port arms in two counts. On count three, release the grasp of the left hand and (without moving the head) place the weapon on the left shoulder with the right hand (with sights up) keeping the right elbow down. At the same time re-grasp the weapon with the left hand, with the heel of the butt between the first two fingers and with thumb and forefinger touching. The left forearm is horizontal and the left upper arm is against the side and on line with the back On count four, move the right hand to the right side as in the Position of Attention

Order Arms from Left Shoulder Arms: Order arms from left shoulder arms is a five count movement. On the command of execution, move the right hand up and across the body and grasp the small of the stock, keeping the right elbow down On count two (without moving the head) release the grasp of the left hand and with the right hand move the weapon diagonally across the body (sights up) about four inches from waist. At the same time, re-grasp the rifle at the balance with left hand and resume Port Arms Count three, four, and five are the same as Order Arms from Port Arms

Right Shoulder Arms from Port Arms: This is a three count movement. On the command of execution release the grasp of the right hand and re-grasp the weapon with the heel of the butt between the first two fingers, with the thumb and forefinger touching. Counts two and three are the same as counts three and four of Right Shoulder Arms from Order Arms. When marching the command is given as the right foot strikes the ground.

Port Arms from Right Shoulder Arms: This is a two count movement. On the command of execution execute count one of Order Arms from Right Shoulder Arms. On count two release the grasp of the right hand and re-grasp the weapon at the small of the stock and come to Port Arms. When marching the command is given as the right foot strikes the ground.

Left Shoulder Arms from Port Arms: This is a two count movement. On the command of execution execute Left Shoulder Arms in the same manner as counts three and four of Left Shoulder Arms from Order Arms. When marching the command is given as the left foot strikes the ground.

Port Arms from Left Shoulder Arms: This is a two count movement. On the command of execution execute the first two counts of Order Arms from Left Shoulder Arms. When marching the command is given as the left foot strikes the ground.

Left Shoulder Arms from Right Shoulder Arms: This is a four count movement. On the command of execution execute the first count the same as Order Arms. On count two remove the right hand from the butt of the weapon and re-grasp the small of the stock (Port Arms). Counts three and four are the same as Port Arms to Left Shoulder Arms. When marching the command is given as the left foot strikes the ground.

Right Shoulder Arms from Left Shoulder Arms: This is a five count movement. On the command of execution execute Port Arms in two counts. Counts three, four and five are executed the same as Right Shoulder Arms from Port Arms. When marching the command is given as the right foot strikes the ground.

Present Arms from Right Shoulder Arms or Left Shoulder Arms: This movement is executed from the halt only. On the command of execution come to Port Arms from either shoulder and execute Present Arms (in one count) from Port Arms. To resume Right/Left Shoulder from Present Arms. On the command of execution “Arms” execute Port Arms in one count and then execute the counts as prescribed for Right/Left Shoulder Arms from Port Arms

NOTE: One should be able to execute the 15 count manual of arms in unison from Order, to Right Shoulder, to Left Shoulder, to Present, to Order Arms. The command is: Fifteen-Count Manual, of Arms

Sling Arms from Order Arms with sling(s) loose: On the command of execution grasp the weapon barrel with the right hand and raise the weapon vertically. Grasp the sling near the upper swivel with the left hand and release the right hand. Place the right hand and arm between the sling and weapon and place the sling over the right shoulder. Re-grasp the sling with the right hand so the wrist is straight, the right forearm is horizontal, the elbow is tight against the side and the weapon is vertical. Release the grasp of the left hand and move it sharply to the left side as in the Position of Attention

Sling Arms from Order Arms with sling(s) tight: On the command of execution grasp the weapon barrel with the right hand and raise the weapon vertically. With the left hand place the weapon but on the right hip, cradle the weapon in the crook of the right arm and use both hands to adjust the sling, grasp the sling near the upper swivel and execute Sling Arms.

Order Arm from Sling Arms with tight sling(s): The command for this movement is Adjust Slings On the command of execution Slings; remove the weapon from the shoulder. Grasp the weapon barrel with the right hand and raise it vertically. With the left hand place the weapon but on the right hip, cradle the weapon in the crook of the right arm and use both hands to adjust the sling. Grasp the weapon barrel with the right hand and guide the weapon to the Order Arms position.

Saluting while at Sling Arms: The command for this movement is Present Arms. On the command of execution, reach across the body with the left hand and grasp the sling just above the right hand. Release the right hand and execute “Present Arms” as in Individual Drill. To terminate the salute the command is Order Arms. On the command of execution, lower the right hand sharply to the side as in the Position of Attention. Then re-grasp the sling with right hand at the original position. After re-grasping the sling with the right hand release the left hand and return it sharply to the side as in the Position of Attention.

INDIVIDUAL AND FLIGHT DRILL				
COMMAND	FOOT	ACTION TAKEN	HALTED	ACTION TAKEN
Flight Attention	Either	Take one more step, begin marching at attention with coordinated arm swing and 24" step maintain cadence and DCID	Yes	On preparatory command assume parade rest; bring left foot to right foot, heels on line and together, feet at 45°, hands cupped, close and pinned to seam of trousers, thumbs down, head and eyes straight ahead. Silence.
Parade Rest			Yes	Raise left foot from hip, place left foot 12" from right, arms fully extended behind back, back of right hand in palm of left, right thumb over left, fingers and thumbs pointing to ground. Silence.
At Ease			Yes	Free movement, right foot remains planted. Silence
Rest			Yes	Free movement, right foot remains planted, talking allowed
Fall Out			Yes	Relax in a standing position or break rank, talking permitted.
Right Face			Yes	Count one, without arm swing, pivot 90° on heel of the right foot, ball of the left foot. Count two, bring left foot smartly to right foot.
Left Face			Yes	Count one, without arm swing, pivot 90° on heel of the left foot, ball of the right foot. Count two, bring right foot smartly to left foot.
About face			Yes	Count one, without arm swing, place ball of right foot behind and slightly to left of left heel. Count two, pivot 180° to the right on the heel of the left foot, ball of the right foot.
Present Arms			Yes	Raise right hand from elbow, un-cup hand, palm flat facing body, thumb along forefinger, fingers extended/joined, upper arm parallel to ground palm tilted slightly toward face, tip of middle finger on contact point.
Oder Arms			Yes	Lower right hand from elbow, continue lower arm from, shoulder, cup hand at waist level, return hand to side as in the position of attention.

INDIVIDUAL AND FLIGHT DRILL-2				
COMMAND	FOOT	ACTION TAKEN	HALTED	ACTION TAKEN
Count Off			Yes	In Column; element leaders turn head and eyes 45° to right, say "One", smartly return head and eyes to front. After first rank returns head to front, next rank turns head and eyes 45° to right, say "Two" ... ETC. In Line; everyone turns head and eyes to right except element leaders, element leaders say "One". Next file turns head and eyes to front, say "Two... ETC.
Dress Right Dress (Normal Interval) For Inverted Line All actions are opposite of Line formation. Instead of turning head right and raising left arm, turn head left and raise right arm, Command is Dress Left, Dress		Commander moves by most direct route to right flank of formation one pace away centered on facing down line of 1st element. Align element by taking short side steps left and right, execute a face in marching to next element. When finished, halt 3 paces ahead and one pace to right of front rank	Yes	In Line formation, if someone is to your left-raise left arm to side parallel to ground, thumb along forefinger fingers extended and joined, if someone is to your right, turn head and eyes 45° to right, leading person in each file has exact shoulder to fingertip contact, all others arms hang in air or is placed behind person to left, use short choppy steps to establish DCID
Ready Front (Dress Right Dress)		After command of execution, commander proceeds by most direct route to normal position in front of flight	Yes	Return to position of attention without slapping side
At Close Interval Dress Right Dress (At Close Interval Dress Left Dress)		Same As Normal Interval	Yes	In Line formation, same as Normal Interval except left elbow is extended, hand un-cupped, heel of hand on waist, thumb along forefinger fingers extended and joined.
Fall In (Flight will be sized by commander commanding, Right Face, with exceptions taller tap, Right Face, with exceptions taller tap, Left Face with exceptions taller tap, Left Face)			Yes	1st element leader falls in directly to left of guide, once halted automatic Dress Right Dress. 2nd 3rd, and 4th element leaders fall in directly behind 1st element leader, automatic Dress Right Dress visually establish 40" distance and cover. Members of flight fall into any open position to left of element leaders, execute automatic Dress Right Dress. All Ready Front on individual basis, when they feel presence of another member

INDIVIDUAL AND FLIGHT DRILL-3				
COMMAND	FOOT	ACTION TAKEN	HALTED	ACTION TAKEN
Open Ranks March		1st Element takes three 24" steps, executes automatic Dress Right Dress. 2nd Element takes two 24" steps executes automatic Dress Right Dress. 3rd Element takes one 24" step executes automatic Dress Right Dress. 4th Element stands fast, executes automatic Dress Right Dress New distance is 70"	YES	Commander will align flight, as in Dress Right Dress. After commanding Ready Front-takes 1 step forward and faces right to receive inspecting official. After saluting and announcing the flight is prepared for inspection command 2nd 3rd and 4th Element-Parade Rest, accompany official in a position 1 pace to right and 1 pace behind official. When inspecting official finishes with front of one element, the next element leader calls their element to attention. When previous element leader can see inspecting official is inspecting the next element, give their element Parade Rest. 4th element leader gives element Parade Rest. After inspecting official/commander passes on the right. Prior to closing the formation, the commander must bring the flight to attention
Ready Front		All flight members return head and eyes to front and/or lower left arm to their side		
Close Ranks March		4th Element takes three 24" steps 3rd Element takes two 24" steps 2nd Element takes one 24" steps 1st Element stands fast		
Forward March	EITHER	Resume cadence of quick time. Move Forward	YES	Start with left foot take a 24" step with coordinated arm swing 6" to front and 3" to rear. Cadence is 120 steps per minute
Right Flank March	RIGHT	Take one 24" step with left foot, pivot 90° to right on ball of left foot, suspend arm swing in pivot	YES	In one count pivot 90° to right on ball of left foot, stepping off with right foot
Left Flank March	LEFT	Take one 24" step with right foot, pivot 90° to left on ball of foot, suspend arm swing in pivot	YES	In one count pivot 90° to left on ball of right foot, stepping off with left foot
To The Rear March	RIGHT	Take one 12" with left foot suspend arm swing, pivot 180° to right on balls of both feet, resume arm swing, take one 12" step with left foot and resume 24" step	NO	
Double Time March	EITHER	One step at quick time, begin 30" step, 180 steps a minute, forearms horizontal at waist	YES	Begin with left foot take 30" steps at 180 steps a minute, forearms horizontal at waist
Quick Time March	EITHER	4 steps between preparatory and command of execution, two more steps in double time, then 120 steps a minute with coordinated arm swing	NO	

INDIVIDUAL AND FLIGHT DRILL-4				
COMMAND	FOOT	ACTION TAKEN	HALTED	ACTION TAKEN
At Ease March	EITHER	One 24" step, begin free movement, maintain silence and DCID	NO	
Route Step March	EITHER	One 24" step maintain DCID begin free movement, talking	NO	
Half Step March	EITHER	Take one 24" step, next step is 12" as measured from heel to heel, don't scrape/stomp ground maintain arm swing as in marching at attention	NO	
Flight Halt	EITHER	In quick time; take one 24" step then plant it, bring trailing foot to planted foot, assume position of attention. In double time; take 2 steps in double time, then halt in quick time, plant it, bring trailing foot to planted foot, assume position of attention.	NO	
Eyes Right	RIGHT	All but flank turn head and eyes smartly 45° to the right	YES	Same
Ready Front	LEFT	Turn head and eyes to front	YES	Same
Eyes Left	LEFT	All but left flank turn head and eyes smartly 45° to the left	YES	Same
Ready Front	RIGHT	Turn head and eyes to front	YES	Same
Change Step March	RIGHT	Take one 24" step with the left foot, in one count place the ball of the right foot alongside the heel of the left foot, suspend arm swing, and shift the body weight to the right foot. Step off with the left foot with coordinated arm swing, upper body at attention throughout	NO	
Right Step March			YES	Extend right foot 12" to right from waist, bring heel of left foot smartly to right heel without arm swing maintain DCID
Flight Halt	Heels together	One more 12" step, plant foot, bring trail foot to right		
Left Step March			YES	Extend left foot 12" to left from waist, bring heel of right foot smartly to left heel without arm swing - maintain DCID
Flight Halt	Heels together	One more 12" step, plant foot, bring trail foot to left		

INDIVIDUAL AND FLIGHT DRILL-5				
COMMAND	FOOT	ACTION TAKEN	HALTED	ACTION TAKEN
Column Half Left March	LEFT	Element leaders take 24" step with right foot, pivot 45° to left on ball of right foot, 1st element leader takes 24" step then half steps, remaining in half steps until all other element leaders establish DCID and then pick up the half step, resume 24" step. Remaining members of flight march to approximate pivot point of element leader, execute in the same manner, establish DCID, conform to step	YES	Element leaders execute a face in marching 45° to left stepping off with left foot, 1st element leader takes 24" step then half steps until all remaining element leaders establish DCID and then pick up the half step, resume 24" step. Remaining members of flight march to approximate pivot point of element leader, pivot 45° to left on ball of right foot, establish DCID, conform to step
Column Half Right March	RIGHT	Element leaders take one 24" step with left foot, pivot 45° to right. 4th element leader takes one 24" step, then half steps, when each element leader is abreast of the element leader to the right pick up half step until all element leaders are aligned, resume 24" step, remaining members of flight march to the approximate pivot point of their element leader, execute drill movement in same manner, alignment and then conform to step	YES	Element leaders execute a face in marching 45° to right on ball of right foot, stepping out with left. 4th element leader takes 24" step then half steps, remaining in half steps until all other element leaders establish DCID and then pick up the half step, resume 24" step. Remaining members of flight march to approximate pivot point of element leader, pivot 45° to the right on the ball of the left foot, establish DCID conform to step
Close March	RIGHT	4th element takes one 24" step, begin half step 3rd element takes one 24" step pivot 45° to right, on ball of left foot, one 24" step, pivot 45° to left on ball of right foot, DCID, half step 2nd element takes one 24" step, pivot 45° to right, on ball of left foot, three 24" steps pivot 45° to left on ball of right foot, DCID, half step 1st element takes one 24" step, pivot 45° to right on ball of left foot, take five 24" steps pivot 45° to left on ball of right foot, DCID, half step	YES	4th element stands fast 3rd element takes two side steps to the right 2nd element takes four side steps to the right 1st element takes six side steps to the right

INDIVIDUAL AND FLIGHT DRILL-6				
COMMAND	FOOT	ACTION TAKEN	HALTED	ACTION TAKEN
Extend March	LEFT	<p>4th Element takes one 24" step, begin half step</p> <p>3rd Element takes one 24" step pivot 45° to left, on ball of right foot, take one 24" step, pivot 45° to right on ball of left foot, DCID, half step</p> <p>2nd Element takes one 24" pivot 45° to left, on ball of right foot, take three 24" steps, pivot 45° to right on ball of left foot, DCID, half step</p> <p>1st Element takes 24" step, pivot 45° to left, on ball of right foot, take five 24" steps, pivot 45° to right on ball of left foot, DCID, half step</p>	YES	<p>4th element stand fast</p> <p>3rd element takes two side steps to left</p> <p>2nd element takes four side steps to left</p> <p>1st element takes six side steps to left</p>
Column Right March (Normal Interval)	RIGHT	<p>4th element leader takes one 24" step, pivot 90° right on ball of left foot, take one 24" step then half steps, remainder of element marches to approximate pivot point</p> <p>3rd element leader takes one 24" step, pivot 45° right on ball of left foot, take two 24" steps pivot 45° to right on ball of left foot, take full 24" steps, DCID half steps, remainder of element marches to approximate pivot point, executes in same manner</p> <p>2nd element leader takes one 24" step pivots 45° right on ball of left foot, take four 24" steps, pivot 45° to right on ball of left foot, take full 24" steps, DCID, half steps, remainder of element marches to approximate pivot, executes in same manner</p> <p>1st element leader takes one 24" step, pivot 45° right on ball left foot, take six 24" steps, pivot 45° to right on ball of left foot, take full 24" steps, DCID, half steps, remainder of element marches to approximate pivot point, executes in same manner</p>	YES	<p>4th element leader take one 24" step pivot 90° to right on ball of the left foot, take one 24" step then half steps, remainder of element march to approximate pivot point, executes in the same manner</p> <p>3rd element leader takes one 24" step, pivots 45° right on ball of left foot, take two 24" steps, pivot 45° to right on ball of left foot, take full 24" steps, alignment then half steps, remainder of element march to approximate pivot point, executes in same manner</p> <p>2nd element leader takes one 24" step to right on ball of left foot, take four 24" steps, pivot 45° to right on ball of left foot, take full 24" steps, alignment then half steps, remainder of element marches to approximate pivot point, executes in same manner</p> <p>1st element leader takes one 24" step, pivot 45° to right on ball of left foot, take six 24" steps, pivot 45° to right on ball of left foot, take full 24" steps, alignment, then half steps, the remainder of the element marches to approximate pivot point, executes in same manner</p>
		<p><i>(For CLOSE INTERVAL the drill movement is executed in the same manner with the following exception: instead of 24" steps in between the 45 ° pivots take 12" steps)</i></p>		

How to Properly Fold the American Flag

Step 1

To properly fold the Flag, begin by holding it waist-high with another person so that its surface is parallel to the ground.



Step 2

Fold the lower half of the stripe section lengthwise over the field of stars, holding the bottom and top edges securely.



Step 3

Fold the flag again lengthwise with the blue field on the outside.



Step 4

Make a triangular fold by bringing the striped corner of the folded edge to meet the open edge of the flag.



Step 5

Turn the outer (end) point inward, parallel to the open edge, to form a second triangle.



Step 6

The triangular folding is continued until the entire length of the flag is folded in this manner.



Step 7

When the flag is completely folded, only a triangular blue field of stars should be visible.





AIR FORCE JUNIOR ROTC

Wear your Ribbons Properly and Proudly!

					
1. Air Force JROTC Gold Valor Award	2. Air Force JROTC Silver Valor Award	3. Cadet Humanitarian Award	4. Silver Star Community Service w/Excellence Award	5. Community Service with Excellence Award	6. Air Force Association Award
					
7. Daedalian Award	8. Daughters of the American Revolution Award	9. American Legion Scholastic Award	10. American Legion General Military Excellence Award	11. Reserve Officers Association Award	12. Military Officers Association Award
					
13. Veterans of Foreign Wars (VFW) Award	14. National Society United States Daughters of 1812	15. National Sojourners Award	16. Scottish Rite, Southern Jurisdiction Award	17. Military Order of the Purple Heart	18. Sons of the American Revolution Award
					
19. Military Order of World Wars Medal	20. American Veterans Award	21. Air Force Sergeants Association	22. Tuskegee Airman Inc. AFJROTC Cadet Award	23. The Retired Enlisted Association Award	24. Celebrate Freedom Foundation Award
					
25. Air Commando Association Award	26. Distinguished Unit Award w/Merit	27. Distinguished Unit Award	28. Outstanding Organization Award	29. Outstanding Flight Ribbon	30. Top Performer Award
					
31. Outstanding Cadet Ribbon	32. Leadership Ribbon	33. Superior Performance Ribbon	34. Achievement Ribbon	35. Academic Ribbon	36. Cadet Leadership Course Ribbon
					
37. Special Teams Placement Ribbon	38. All-Service National Competition Ribbon	39. Air Force Nationals Competition Ribbon	40. Orienteering Ribbon	41. Leadership Development Requirement (LDR) Leadership Ribbon	42. Drill Team Ribbon
					
43. Color Guard Ribbon	44. Sabre Team Ribbon	45. Marksmanship Ribbon	46. Good Conduct Ribbon	47. Service Ribbon	48. Health and Wellness Ribbon
					
49. Recruiting Ribbon	50. Activities Ribbon	51. Attendance Ribbon	52. Dress and Appearance Ribbon	53. Longevity Ribbon	54. Bataan Death March Memorial Hike Ribbon
					
55. Patriotic Flag Ribbon	56. Gen Carl A. Spaatz Award (CAP)	57. Gen Ira C. Eaker Award (CAP)	58. Amelia Earhart Award (CAP)	59. Gen Billy Mitchell Award (CAP)	60. Gen J. F. Curry Award (CAP)