

**Government and Public Administration Cluster  
Aerospace Leadership: Citizenship 100  
Course Number 28.01100**

**Course Description:**

The Leadership 100 textbook introduces cadets to the Air Force Junior Reserve Officer Training Corps (AFJROTC) program, providing a basis for progression through the rest of the AFJROTC program while instilling elements of good citizenship. It contains sections on cadet and Air Force organizational structure; uniform wear; customs, courtesies, and other military traditions; health and wellness; fitness; individual self-control; and citizenship.

**Course Standard 1**

**GPA-AFLC1-1**

The following standard is included in all CTAE courses adopted for the Career Cluster/Pathways. Teachers should incorporate the elements of this standard into lesson plans during the course. The topics listed for each element of the standard may be addressed in differentiated instruction matching the content of each course. These elements may also be addressed with specific lessons from a variety of resources. This content is not to be treated as a unit or separate body of knowledge but rather integrated into class activities as applications of the concept.

**Standard: Demonstrate employability skills required by business and industry.**

The following elements should be integrated throughout the content of this course.

**1.1 Communicate effectively through writing, speaking, listening, reading, and interpersonal abilities.**

Person-to-Person Etiquette	Telephone and Email Etiquette	Cell Phone and Internet Etiquette	Communicating At Work	Listening
Interacting with Your Boss	Telephone Conversations	Using Blogs	Improving Communication Skills	Reasons, Benefits, and Barriers
Interacting with Subordinates	Barriers to Phone conversations	Using Social Media	Effective Oral Communication	Listening Strategies
Interacting with Co-workers	Making and Returning Calls		Effective Written Communication	Ways We Filter What We Hear
Interacting with Suppliers	Making Cold Calls		Effective Nonverbal Skills	Developing a Listening Attitude
	Handling Conference Calls		Effective Word Use	Show You Are Listening
	Handling Unsolicited Calls		Giving and Receiving Feedback	Asking Questions
				Obtaining Feedback
				Getting Others to Listen

Nonverbal Communication	Written Communication	Speaking	Applications and Effective Résumés
Communicating Nonverbally	Writing Documents	Using Language Carefully	Completing a Job Application
Reading Body Language and Mixed Messages	Constructive Criticism in Writing	One-on-One Conversations	Writing a Cover Letter
Matching Verbal and Nonverbal communication		Small Group Communication	Things to Include in a Résumé
Improving Nonverbal Indicators		Large Group Communication	Selling Yourself in a Résumé
Nonverbal Feedback		Making Speeches	Terms to Use in a Résumé
Showing Confidence Nonverbally		Involving the Audience	Describing Your Job Strengths
Showing Assertiveness		Answering Questions	Organizing Your Résumé

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		Visual and Media Aids	Writing an Electronic Résumé
		Errors in Presentation	Dressing Up Your Résumé

**1.2 Demonstrate creativity by asking challenging questions and applying innovative procedures and methods.**

<b>Teamwork and Problem Solving</b>	<b>Meeting Etiquette</b>
Thinking Creatively	Preparation and Participation in Meetings
Taking Risks	Conducting Two-Person or Large Group Meetings
Building Team Communication	Inviting and Introducing Speakers
	Facilitating Discussions and Closing
	Preparing Visual Aids
	Virtual Meetings

**1.3 Exhibit critical thinking and problem solving skills to locate, analyze and apply information in career planning and employment situations.**

<b>Problem Solving</b>	<b>Customer Service</b>	<b>The Application Process</b>	<b>Interviewing Skills</b>	<b>Finding the Right Job</b>
Transferable Job Skills	Gaining Trust and Interacting with Customers	Providing Information, Accuracy and Double Checking	Preparing for an Interview	Locating Jobs and Networking
Becoming a Problem Solver	Learning and Giving Customers What They Want	Online Application Process	Questions to Ask in an Interview	Job Shopping Online
Identifying a Problem	Keeping Customers Coming Back	Following Up After Submitting an Application	Things to Include in a Career Portfolio	Job Search Websites
Becoming a Critical Thinker	Seeing the Customer's Point	Effective Résumés:	Traits Employers are Seeking	Participation in Job Fairs
Managing	Selling Yourself and the Company	Matching Your Talents to a Job	Considerations Before Taking a Job	Searching the Classified Ads
	Handling Customer Complaints	When a Résumé Should be Used		Using Employment Agencies
	Strategies for Customer Service			Landing an Internship
				Staying Motivated to Search

**1.4 Model work readiness traits required for success in the workplace including integrity, honesty, accountability, punctuality, time management, and respect for diversity.**

<b>Workplace Ethics</b>	<b>Personal Characteristics</b>	<b>Employer Expectations</b>	<b>Business Etiquette</b>	<b>Communicating at Work</b>
Demonstrating Good Work Ethic	Demonstrating a Good Attitude	Behaviors Employers Expect	Language and Behavior	Handling Anger
Behaving Appropriately	Gaining and Showing Respect	Objectionable Behaviors	Keeping Information Confidential	Dealing with Difficult Coworkers
Maintaining Honesty	Demonstrating Responsibility	Establishing Credibility	Avoiding Gossip	Dealing with a Difficult Boss
Playing Fair	Showing Dependability	Demonstrating Your Skills	Appropriate Work Email	Dealing with Difficult Customers
Using Ethical Language	Being Courteous	Building Work Relationships	Cell Phone Etiquette	Dealing with Conflict
Showing Responsibility	Gaining Coworkers' Trust		Appropriate Work Texting	
Reducing Harassment	Persevering		Understanding Copyright	
Respecting Diversity	Handling Criticism		Social Networking	

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Making Truthfulness a Habit	Showing Professionalism		
Leaving a Job Ethically			

### 1.5 Apply the appropriate skill sets to be productive in a changing, technological, diverse workplace to be able to work independently and apply team work skills.

Expected Work Traits	Teamwork	Time Management
Demonstrating Responsibility	Teamwork Skills	Managing Time
Dealing with Information Overload	Reasons Companies Use Teams	Putting First Things First
Transferable Job Skills	Decisions Teams Make	Juggling Many Priorities
Managing Change	Team Responsibilities	Overcoming Procrastination
Adopting a New Technology	Problems That Affect Teams	Organizing Workspace and Tasks
	Expressing Yourself on a Team	Staying Organized
	Giving and Receiving Constructive Criticism	Finding More Time
		Managing Projects
		Prioritizing Personal and Work Life

### 1.6 Present a professional image through appearance, behavior and language.

On-the-Job Etiquette	Person-to-Person Etiquette	Communication Etiquette	Presenting Yourself
Using Professional Manners	Meeting Business Acquaintances	Creating a Good Impression	Looking Professional
Introducing People	Meeting People for the First Time	Keeping Phone Calls Professional	Dressing for Success
Appropriate Dress	Showing Politeness	Proper Use of Work Email	Showing a Professional Attitude
Business Meal Functions		Proper Use of Cell Phone	Using Good Posture
Behavior at Work Parties		Proper Use in Texting	Presenting Yourself to Associates
Behavior at Conventions			Accepting Criticism
International Etiquette			Demonstrating Leadership
Cross-Cultural Etiquette			
Working in a Cubicle			

### Support of CTAE Foundation Course Standards and Georgia Standards of Excellence L9-10RST 1-10 and L9-10WHST 1-10

Georgia Standards of Excellence ELA/Literacy standards have been written specifically for technical subjects and have been adopted as part of the official standards for all CTAE courses.

## Course Standard 2

### GPA-AFLC1-2

**Students will explain the history of AFJROTC, the selection of commander and staff positions and describe the cadet organization.**

- 2.1 Define the purpose and mission of AFJROTC.
- 2.2 Explain the process for the selection of commanders and staff positions.
- 2.3 Diagram the organizational chart for the cadet organization.

## Course Standard 3

### GPA-AFLC1-3

**Students will summarize the history of the military uniform, recognize Air Force and AFJROTC insignia and explain the dress and personal appearance standards required when wearing the uniform.**

- 3.1 Explain the origins of the military uniform.
- 3.2 Distinguish between the various insignia.
- 3.3 Describe appearance and grooming standards.

## Course Standard 4

### GPA-AFLC1-4

**Students will explain historic customs and courtesies, when and how to salute and the use of correct military titles.**

- 4.1 Describe the difference between a custom and a courtesy.
- 4.2 Demonstrate how to salute.
- 4.3 Describe when and whom to salute.
- 4.4 Explain the importance of military titles.

## Course Standard 5

### GPA-AFLC1-5

**Students will summarize the meaning and purpose of attitude, discipline, respect, and integrity in AFJROTC.**

- 5.1 Describe the importance of a positive attitude.
- 5.2 Describe the importance of discipline.
- 5.3 Explain the role of respect and integrity.
- 5.4 Explain how drill helps instill discipline.

## Course Standard 6

### GPA-AFLC1-6

**Students will explain how values and ethics are formed, how they affect both individuals and society, how to make ethical decisions and be able to recognize the USAF core values.**

- 6.1 Describe the four basic rules of ethics and ethical traits.
- 6.2 Describe how to make ethical decisions.
- 6.3 Name the four types of values.
- 6.4 Select the qualities of effective leadership.

## Course Standard 7

### GPA-AFLC1-7

**Students will summarize and apply rules of etiquette and explain how to maintain appropriate personal hygiene and grooming.**

- 7.1 Demonstrate how to make introductions.
- 7.2 Explain dining etiquette requirements.
- 7.3 Explain the handling of social invitations.
- 7.4 Demonstrate the writing of thank-you notes.
- 7.5 Describe appropriate hygiene and grooming practices.

## Course Standard 8

### GPA-AFLC1-8

**Students will explain the main causes of stress and how to manage stress.**

- 8.1 Distinguish between positive and negative stress.
- 8.2 Explain the causes of stress.
- 8.3 Predict the effects of stress on the body.
- 8.4 Describe ways to manage stress.

## Course Standard 9

### GPA-AFLC1-9

**Students will explain suicide risk factors and signs, and when and how to seek professional mental health care.**

- 9.1 Describe the types of mental and emotional problems.
- 9.2 Name ways to recognize when a person is seriously depressed.
- 9.3 Select the warning signs of suicide.
- 9.4 Explain how to know if you need professional help for a mental or emotional problem.

- 9.5 Describe the kinds of treatment available.

### Course Standard 10

#### GPA-AFLC1-10

**Students will recognize how to predict and prevent violence, and how to protect themselves from violence.**

- 10.1 Select factors that contribute to teen violence.
- 10.2 Select policies to prevent violence in school.
- 10.3 Describe ways to protect themselves from violence.

### Course Standard 11

#### GPA-AFLC1-11

**Students will explain why and how to seek preventive health care services and identify the roles of various health organizations, including government agencies.**

- 11.1 Distinguish between people who provide health care services.
- 11.2 Explain why teens need regular checkups.
- 11.3 Distinguish between the health services provided state and local agencies.
- 11.4 Explain the role and services of non-governmental health organizations.

### Course Standard 12

#### GPA-AFLC1-12

**Students will explain how to choose and maintain a healthful diet and use resources to make healthful dietary decisions.**

- 12.1 Explain why the body needs nutritious food.
- 12.2 Predict what influences food choices.
- 12.3 Explain the difference between appetite and hunger.
- 12.4 List the six types of nutrients and explain how the body uses them.
- 12.5 Select the sources of different nutrients.
- 12.6 Explain the daily need for water and fiber.
- 12.7 Explain the substances in food that should be limited.
- 12.8 Describe resources that can help you make wise food choices.
- 12.9 Explain why it is important to have a balanced diet.

### Course Standard 13

#### GPA-AFLC1-13

**Students will explain how to prepare for and what to do in a medical emergency.**

- 13.1 Select ways to prepare for an emergency situation.
- 13.2 Describe universal precautions for first-aid providers.
- 13.3 Outline the basic steps to take in an emergency.
- 13.4 Explain how to recognize and evaluate common emergencies.
- 13.5 Describe first-aid treatments for common emergencies.
- 13.6 Explain when to call for medical assistance.
- 13.7 Explain how to deal with life-threatening emergencies.

### Course Standard 14

#### GPA-AFLC1-14

**Students will explain the importance of physical fitness, the measures of physical fitness demonstrate how to plan and execute physical fitness plan.**

- 14.1 Define physical fitness and explain the difference between physical activity and exercise.
- 14.2 Predict the benefits of physical activity.
- 14.3 Describe how to increase levels of fitness.
- 14.4 Explain heart and lung endurance and how it can be measured.
- 14.5 Describe muscle strength and endurance and how each can be measured.
- 14.6 Explain how to improve body composition.

- 14.7 Define flexibility and describe how it can be measured.
- 14.8 Explain how to set and achieve fitness goals.
- 14.9 Describe how to prepare an activity plan.
- 14.10 Label the three stages of an exercise session.
- 14.11 Explain how to check fitness progress.

### Course Standard 15

#### GPA-AFLC1-15

**Students will explain how to eat healthfully, the health risks of eating disorders, and how to seek help for an eating disorder.**

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

### Course Standard 16

#### GPA-AFLC1-16

**Students will describe the difference between medicine and drugs. The student will be able to explain the dangers of drug abuse, how to avoid drugs, and when and how to seek help for drug-related issues.**

- 16.1 Explain how medicines differ from drugs.
- 16.2 Define the various types of medicines.
- 16.3 Explain how medicines affect the body.
- 16.4 Explain the difference between drug misuse and drug abuse.
- 16.5 Distinguish between the effects of narcotics, stimulants, and depressants on the body.
- 16.6 Define narcotics, stimulants, and depressants.
- 16.7 Explain the dangers of hallucinogens and the risks of using marijuana.
- 16.8 Describe how inhalants affect the body and explain the risks of using club drugs and steroids.
- 16.9 Name places where people who abuse drugs can get help.
- 16.10 Describe alternatives to using drugs.

### Course Standard 17

#### GPA-AFLC1-17

**Students will describe the dangers of tobacco, how to avoid using it and how to seek help in quitting tobacco use.**

- 17.1 Generate a document describing several forms of tobacco, the harmful substances in tobacco, the harmful effects of tobacco on the body, the harmful effects of secondhand smoke on nonsmokers, and negative effects that tobacco may have on appearance and the cost of tobacco on society.
- 17.2 Explain why some teens start using tobacco.
- 17.3 Select strategies for avoiding tobacco use.
- 17.4 Explain ways smokers can quit.

### Course Standard 18

#### GPA-AFLC1-18

**Students will explain the dangers of alcohol, ways to avoid using alcohol, and when and how to seek help for alcohol-related issues.**

- 18.1 Construct a document describing the effects of alcohol on the body, the fetus, why it affects each individual differently, and the serious dangers of drinking.
- 18.2 Name the special problems alcohol causes in teens.

- 18.3 Generate a document describing the three stages of alcoholism, how alcoholics can recover, support groups that help alcohol-dependent persons and their family members, how the media influences our view of alcohol, and alternatives to alcohol for fun and relaxation.
- 18.4 Explain why teens use alcohol and ways they can refuse alcohol.

### Course Standard 19

#### GPA-AFLC1-19

**Students will summarize the history and courtesies rendered to the flag of the United States and the National Anthem. They will be able to explain the history of the Great Seal of the United States, the Air force Seal, the Pledge of Allegiance, and the American's Creed.**

- 19.1 Outline the history of the flag of the United States, and when and how to display the US flag.
- 19.2 Explain the courtesies rendered to the US flag.
- 19.3 List the courtesies rendered to the National Anthem.
- 19.4 Describe the:
  - a. Pledge of Allegiance
  - b. The American's Creed
  - c. The Great Seal of the United States
  - d. The Air Force Seal

### Course Standard 20

#### GPA-AFLC1-20

**Students will summarize the role and functions of government, citizenship and naturalization process and the duties and responsibilities of citizenship.**

- 20.1 Define civics.
- 20.2 Explain the need for government, the functions of government, including security and public services.
- 20.3 Diagram the different levels of government and democracy.
- 20.4 Distinguish between citizenship and the naturalization process.
- 20.5 Describe aliens in America.
- 20.6 Select duties and responsibilities of citizenship, including volunteerism.

### Course Standard 21

#### GPA-AFLC1-21

**Students will recognize the content of the United States Constitution and explain how it is amended and interpreted.**

- 21.1 Label the parts of the Constitution and explain what they mean.
- 21.2 Describe the process of amending the constitution.
- 21.3 Explain how the Constitution is interpreted.

### Course Standard 22

#### GPA-AFLC1-22

**Students will recognize the content of the Bill of Rights and summarize how citizens can protect their rights and freedoms.**

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

## Course Standard 23

### GPA-AFLC1-23

**Students will recognize the structure of the three branches of government and name and summarize the duties and responsibilities of the three branches of government.**

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

## Course Standard 24

### GPA-AFLC1-24

**Students will recognize and remember the defining characteristics of authoritarian governments, the salient features of current non-democratic governments and nations, and the characteristics of democratic governments.**

- 24.1 Define authoritarian governments, including monarchies, dictatorships, and totalitarianism.
- 24.2 Describe the government of:
  - a. The People's Republic of China
  - b. The Republic of Iran
  - c. The Republic of Iraq
  - d. The Democratic People's Republic of Korea
  - e. Russia
- 24.3 Describe communism in Cuba.
- 24.4 Describe the collapse of Soviet communism.
- 24.5 Describe democratic governments.
- 24.6 Explain presidential and parliamentary systems.