



Spokane Public Schools Aviation History

Course: JROTC Aviation History	Total Framework Hours up to: 180 hours
CIP Code: 280301 <input type="checkbox"/> Exploratory <input checked="" type="checkbox"/> Preparatory	Date Last Modified: 4/15/2015
Career Cluster: Government and Public Administration	Cluster Pathway: National Security

COMPONENTS AND ASSESSMENTS

Performance Assessments: Students receive diagnostic, formative and summative assessments on projects and activities demonstrating knowledge of early attempts at flight within the context of the curriculum. Students will keep a notebook with every lesson's vocabulary/definitions and answers to the textbook review questions at the end of each lesson. Students will write a fictional news article about an actual ancient flying machine or attempt to fly.

Leadership Alignment:

Students will ***create media products*** by writing a fictional news article on an ancient attempt to fly or an ancient flying machine.
 Students will ***access and evaluate information*** by studying the text.
 Students will ***communicate clearly*** through written and verbal assignments.
 They will ***implement innovations*** through the writing process.
 Students will ***think creatively*** as they write a story which appears modern but addresses an ancient or little known event.

Standards and Competencies

Standard/Unit: Imagining Flight

Competencies

Total Learning Hours for Unit: 27 Hours

- a. Know how humans tried to fly in ancient times.
- b. Know key aviation devices created during ancient times.
- c. Know why machines do not fly the way birds do.
- d. Know the developments in flight from da Vinci to the Wright Brothers.
- e. Demonstrate the impact of balloons in the Civil War and Spanish American War.

Aligned Washington State Standards

Arts	
Educational Technology	EALR 1.1 Innovate: Demonstrate creative thinking, construct knowledge and develop innovative products and processes using technology. EALR 1.3 Investigate and Think Critically: Research, manage and evaluate information and solve problems using digital tools and resources.
Health and Fitness	
Language	L 6. 9-12 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
Math	

Reading	RH 4 9-10 Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.
Science	
Social Studies	RH 3. 9-10 Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
Speaking and Listening	
Writing	<p>W 3. 9-10 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p> <p>b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</p> <p>d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p> <p>WHST 2. 9-10 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.</p> <p>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p>

COMPONENTS AND ASSESSMENTS

Performance Assessments: Students receive diagnostic, formative and summative assessments on projects and activities demonstrating knowledge of early attempts at flight within the context of the curriculum. Students will keep a notebook with every lesson's vocabulary/definitions and answers to the textbook review questions at the end of each lesson. They will produce and present a power point presentation on an aerospace vehicle developed from between 1903 and 1930.

Leadership Alignment:

Students will ***use and manage information*** through investigation of the text.

They will ***create media products*** including an oral presentation and ***apply technology effectively*** through mastering the basics of the PowerPoint briefing.

Standards and Competencies

Standard/Unit: Exploring Flight

Competencies

Total Learning Hours for Unit: 27 Hours

- a. Know how the Wright brothers succeeded in the first flight.
- b. Know the anatomy of the *Wright Flyer*.
- c. Know the principles of airplane flight.
- d. Know the history of the Wright brothers' involvement with the US Army.
- e. Know the key individuals involved in early aircraft development.
- f. Know the names and anatomy of period aircraft.
- g. Know the significance of other American pioneers in aviation following the Wright brothers.
- h. Know the contributions of US pilots during World War I.
- i. Know the role of air power in World War I.
- j. Know the ways air power expanded during World War I.
- k. Know the barnstormers
- l. Know the major contributions of the barnstormers
- m. Know how the barnstormers contributed to public awareness of aviation.
- n. Know Charles Lindbergh's famous contribution to aviation
- o. Know the significance of the first transatlantic flight
- p. Know other significant contributions that helped flight become mainstream
- q. Know early developments in commercial flight
- r. Know about the use of the airplane in delivering mail
- s. Know about the development and use of helicopters

Aligned Washington State Standards

Arts	
Educational Technology	<p>EALR 1.1 Innovate: Demonstrate creative thinking, construct knowledge and develop innovative products and processes using technology</p> <p>EALR 1.2 Collaborate: Use digital media and environments to communicate and work collaboratively to support individual learning and contribute to the learning of others</p> <p>EALR 1.3 Investigate and Think Critically: Research, manage, and solve problems using digital tools and resources</p> <p>EALR 2.3 Select and Use Applications: Use productivity tools and common applications effectively and constructively</p>
Health and Fitness	
Language	L 6. 9-12 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
Math	
Reading	<p>RI 9-10 1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RH 4 9-10 Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.</p>
Science	<p>APPB 9-12 Students know that the technological design process begins by defining a problem in terms of criteria and constraints, conducting research, and generating several different solutions.</p> <p>APPC 9-12 Students know that choosing the best solution involves comparing alternatives with respect to criteria and constraints, then building and testing a model or other representation of the final design.</p> <p>APPD 9-12 Students know that the ability to solve problems is greatly enhanced by use of mathematics and information technologies.</p> <p>APPE 9-12 Students know that perfect solutions do not exist. All technological solutions involve trade-offs in which decisions to include more of one quality means less of another. All solutions involve consequences, some intended, others not.</p> <p>APPF 9-12 Students know that it is important for all citizens to apply science and technology to critical issues that influence society.</p>

	<p>PS1C 9-11 Students know that an object at rest will remain at rest unless acted on by an unbalanced force. An object in motion at constant velocity will continue at the same velocity unless acted on by an unbalanced force. (Newton's First Law of Motion, the Law of Inertia)</p> <p>PS1D 9-11 Students know that a net force will cause an object to accelerate or change direction. A less massive object will speed up more quickly than a more massive object subjected to the same force. (Newton's Second Law of Motion, $F=ma$)</p> <p>PS1E 9-11 Students know that whenever one object exerts a force on another object, a force of equal magnitude is exerted on the first object in the opposite direction. (Newton's Third Law of Motion)</p> <p>PS1F 9-11 Students know that gravitation is a universal attractive force by which objects with mass attract one another. The gravitational force between two objects is proportional to their masses and inversely proportional to the square of the distance between the objects. (Newton's Law of Universal Gravitation)</p>
Social Studies	
Speaking and Listening	SL 5. 9-12 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
Writing	<p>W 9-10 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W 9-10 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>W 9-10 6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.</p>

COMPONENTS AND ASSESSMENTS

Performance Assessments: Students receive diagnostic, formative and summative assessments on projects and activities demonstrating knowledge of early attempts at flight within the context of the curriculum. Students will keep a notebook with every lesson's vocabulary/definitions and answers to the textbook review questions at the end of each lesson. Students will produce and present a power point presentation on an aerospace vehicle developed from between 1941 and the present.

Leadership Alignment:

Students will ***use and manage Information*** through investigation of the text.

They will ***create media products*** including an oral presentation and ***apply technology effectively*** through mastering the basics of the PowerPoint briefing.

Standards and Competencies

Standard/Unit: Developing Flight

Competencies

Total Learning Hours for Unit: 27 Hours

- a. Know the predecessors of the U. S. Air Force.
- b. Know how the Army Air Corps developed.
- c. Know the Air Force's path toward independence.
- d. Know the role air power played in WWII and its significance.
- e. Know how air power was developed during WWII.
- f. Know the significance of the Allied air campaigns.
- g. Know key developments in commercial aircraft.
- h. Know developments in commercial flight use.
- i. Know key contributors to the expansion of commercial flight.
- j. Know the significance of the development of the jet engine.
- k. Know key developments in the commercial flight industry.
- l. Know the pros and cons of commercial flight travel for passengers.
- m. Know about the creation of an independent Air Force in 1947.

- n. Know what the Cold War was and how it began.
- o. Know the USAF role in the Berlin Airlift.
- p. Know the role of air power in the Korean War.
- q. Know the role of air power in the Cuban Missile Crisis.
- r. Know the role of air power in the Vietnam War.
- s. Know how the USAF gained an increasingly significant role in other US military operations during the Cold War.
- t. Know key developments in aircraft, missile capability, and nuclear capability during the Cold War.
- u. Know the significance of stealth aircraft.
- v. Know the role of air power in the Gulf War (Operation Desert Storm).
- w. Know the role of air power in Operation Enduring Freedom (OEF).
- x. Know the role of air power in Operation Iraqi Freedom (OIF).
- y. Know the role of air power in various other US military operations from 1990.

Aligned Washington State Standards

Arts	
Educational Technology	<p>EALR 1.1 Innovate: Demonstrate creative thinking, construct knowledge and develop innovative products and processes using technology</p> <p>EALR 1.2 Collaborate: Use digital media and environments to communicate and work collaboratively to support individual learning and contribute to the learning of others</p> <p>EALR 1.3 Investigate and Think Critically: Research, manage, and solve problems using digital tools and resources</p> <p>EALR 2.3 Select and Use Applications: Use productivity tools and common applications effectively and constructively</p>
Health and Fitness	
Language	L 6. 9-12 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
Math	
Reading	<p>RH 4 9-10 Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.</p> <p>RI 4 9-10 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text</p>
Science	<p>APPB 9-12 Students know that the technological design process begins by defining a problem in terms of criteria and constraints, conducting research, and generating several different solutions.</p> <p>APPC 9-12 Students know that choosing the best solution involves comparing alternatives with respect to criteria and constraints, then building and testing a model or other representation of the final design.</p> <p>APPD 9-12 Students know that the ability to solve problems is greatly enhanced by use of mathematics and information technologies.</p> <p>APPE 9-12 Students know that perfect solutions do not exist. All technological solutions involve trade-offs in which decisions to include more of one quality means less of another. All solutions involve consequences, some intended, others not.</p> <p>APPF 9-12 Students know that it is important for all citizens to apply science and technology to critical issues that influence society.</p> <p>PS1C 9-11 Students know that an object at rest will remain at rest unless acted on by an unbalanced force. An object in motion at constant velocity will continue at the same velocity unless acted on by an unbalanced force. (Newton's First Law of Motion, the Law of Inertia)</p> <p>PS1D 9-11 Students know that a net force will cause an object to accelerate or change direction. A less massive object will speed up more quickly than a more massive object subjected to the same force. (Newton's Second Law of Motion, $F=ma$)</p> <p>PS1E 9-11 Students know that whenever one object exerts a force on another object, a force of equal magnitude is exerted on the first object in the opposite direction. (Newton's Third Law of Motion)</p>

	PS1F 9-11	Students know that gravitation is a universal attractive force by which objects with mass attract one another. The gravitational force between two objects is proportional to their masses and inversely proportional to the square of the distance between the objects. (Newton's Law of Universal Gravitation)
Social Studies		
Speaking and Listening	SL 5. 9-12	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
Writing	W 4. 9-10	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
	W 5. 9-10	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
	W 6. 9-10	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

COMPONENTS AND ASSESSMENTS

Performance Assessments: Students receive diagnostic, formative and summative assessments on projects and activities demonstrating knowledge of major contributors to the development of flight within the context of the Aviation History curriculum. Individual and group projects will be used throughout the unit as well as a group summative project demonstrating mastery of key concepts. Group projects are assessed using 2 different rubrics: research, and presentation. Individually, students will design a paper folded airplane and compete to determine the most efficient design. As a member of a team, they construct and launch a model rocket.

Leadership Alignment:

Students **work creatively with others, communicate clearly, collaborate, apply technology effectively, interact effectively with others, work in diverse teams, manage projects, and produce results** through interaction with other students as they construct and launch the model rocket.

Standards and Competencies

Standard/Unit: Extending Flight

Competencies

Total Learning Hours for Unit: 27 Hours

- a. Know the objects in the solar system.
- b. Know the significant contributions of key early astronomers.
- c. Know how developments in rocketry made space exploration possible.
- d. Know how the Cold War led to a race in space.
- e. Know the key steps in the US and Soviet space programs.
- f. Know the key steps in the development of spacecraft.
- g. Know the significance of the phrase: "One small step for (a) man, one giant leap for mankind."
- h. Know the key space shuttle missions.
- i. Know the purpose of the International Space Station.
- j. Know current and anticipated developments in manned air vehicles.
- k. Know current and anticipated developments in unmanned systems.
- l. Know current and anticipated developments in cyber warfare.
- m. Know anticipated Air Force plans for integrating air and space operations.
- n. Know NASA's vision for the future.

Aligned Washington State Standards

Arts	
Educational Technology	
Health and Fitness	
Language	L 6. 9-12 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing,

	speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
Math	G-SRT 8. Use trigonometric ratios and the Pythagorean Theorem to solve right triangles in applied problems.
Reading	RH 4 9-10 Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.
	RI 4 9-10 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text
Science	PS1E 9-11 Whenever one object exerts a force on another object, a force of equal magnitude is exerted on the first object in the opposite direction. (Newton's Third Law of Motion)
	PS1F 9-11 Gravitation is a universal attractive force by which objects with mass attract one another. The gravitational force between two objects is proportional to their masses and inversely proportional to the square of the distance between the objects. (Newton's Law of Universal Gravitation)
Social Studies	
Speaking and Listening	
Writing	

COMPONENTS AND ASSESSMENTS

Performance Assessments: Students receive diagnostic, formative and summative assessments on projects and activities demonstrating knowledge of the heritage, organization and traditions of the Air Force and AFJROTC program within the context of the curriculum. Individual and group projects will be used throughout the unit as well as a group summative project demonstrating mastery of key concepts.

Leadership Alignment:

Students will ***use systems thinking*** in analyzing how each one is part of a whole and interacts with each other to produce overall outcomes in complex systems, organizations, and units within the United States military and AFJROTC.

They will ***guide, lead and collaborate with others*** as they demonstrate the ability to work both as a leader and subordinate member of a military-style unit.

Standards and Competencies

Standard/Unit: Heritage, Organization, and Tradition

Competencies

Total Learning Hours for Unit: 9 hours

- a. Know the purpose of the Air Force Junior ROTC program.
- b. Know the structure of the Air Force Junior ROTC program.
- c. Know the history of the military uniform.
- d. Know Air Force Junior ROTC uniform and standards for dress and personal appearance.
- e. Know Air Force and Air Force Junior ROTC insignia.
- f. Know Air Force Junior ROTC and historic customs and courtesies.
- g. Know when and how to salute.
- h. Know how to address military personnel using the correct title.
- i. Know the meaning and purpose of attitude and discipline.
- j. Know the roles of respect and integrity in the Air Force Junior ROTC program.
- k. Know how values and ethics are formed and how they affect both individuals and society.
- l. Know the United States Air Force core values.
- m. Know how to make ethical decisions.

Aligned Washington State Standards	
Arts	
Educational Technology	
Health and Fitness	
Language	L 6. 9-12 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
Math	
Reading	RH 4 9-10 Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies. RI 4 9-10 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text
Science	
Social Studies	
Speaking and Listening	
Writing	

COMPONENTS AND ASSESSMENTS

Performance Assessments: Students receive diagnostic, formative and summative assessments on projects and activities demonstrating knowledge of the heritage, organization and traditions of the Air Force and AFJROTC program within the context of the curriculum. Individual and group projects will be used throughout the unit as well as a group summative project demonstrating mastery of key concepts.

Leadership Alignment:
Students will learn common public (civic) courtesies to ***interact effectively with others*** in various social situations. They will know when it is appropriate to listen, when to speak, and to conduct themselves in a respectful, professional manner; and other social and cross-cultural skills.

Standards and Competencies

Standard/Unit: Individual Self-Control

Competencies **Total Learning Hours for Unit: 9 hours**

- a. Know how to behave in social settings.
- b. Know how to maintain appropriate personal hygiene and grooming.
- c. Know the main causes and effects of stress.
- d. Know how to manage stress.
- e. Know how to make healthful decisions.
- f. Know how to set and achieve personal goals.
- g. Know how to communicate effectively.
- h. Know suicide risk factors and signs.
- i. Know when and how to seek professional mental health care.
- j. Know how to predict and prevent violence.
- k. Know how to protect yourself from violence.

Aligned Washington State Standards

Arts	
Educational Technology	

Health and Fitness	
Language	
Math	
Reading	RH 4 9-10 Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies. RI 4 9-10 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text
Science	
Social Studies	
Speaking and Listening	
Writing	

COMPONENTS AND ASSESSMENTS

Performance Assessments: Students receive diagnostic, formative and summative assessments through projects and activities demonstrating knowledge of current national wellness and fitness concepts and initiatives, including those professed by the Air Force and AFJROTC program, within the context of the curriculum. Individual and group projects will be used throughout the unit as well as a group summative project demonstrating mastery of key concepts.

Leadership Alignment:

Students will obtain, interpret, and understand basic health information and services and use such information and services in ways that enhance health, understand preventive physical and mental health measures, including proper diet, nutrition, exercise, risk avoidance, and stress reduction, use available information to make appropriate health-related decisions, establish and monitor personal and family health goals, and understand national and international public health and safety issues.

Standards and Competencies

Standard/Unit: Wellness & Fitness

Competencies

Total Learning Hours for Unit: 9 hours

- a. Know why and how to seek preventative health care services.
- b. Know the roles of various health organizations, including government agencies.
- c. Know how to choose and maintain a healthful diet.
- d. Know how to use resources to make healthful dietary decisions.
- e. Know how to prepare for a medical emergency.
- f. Know what to do in a medical emergency.
- g. Know the importance of physical fitness.
- h. Know the measures of physical fitness.
- i. Know how to plan and execute a physical fitness plan.
- j. Know how to eat healthfully.
- k. Know the health risks of eating disorders.
- l. Know how to seek help for an eating disorder.
- m. Know the difference between medicine and drugs.
- n. Know the dangers of drug abuse.
- o. Know how to avoid drugs.
- p. Know when and how to seek help for drug-related issues.
- q. Know the dangers of tobacco.
- r. Know how to avoid tobacco use.
- s. Know how to seek help in quitting tobacco use.
- t. Know the dangers of alcohol.

- u. Know how to avoid using alcohol.
- v. Know when and how to seek help for alcohol-related issues.

Aligned Washington State Standards

Arts	
Educational Technology	
Health and Fitness	
Language	
Math	
Reading	RH 4 9-10 Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies. RI 4 9-10 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text
Science	
Social Studies	
Speaking and Listening	
Writing	

COMPONENTS AND ASSESSMENTS

Performance Assessments: Students receive diagnostic, formative and summative assessments on projects and activities demonstrating knowledge of the heritage, organization and traditions of the Air Force and AFJROTC program within the context of the curriculum. Individual and group projects will be used throughout the unit as well as a group summative project demonstrating mastery of key concepts.

Leadership Alignment: Major emphasis is on civic literacy. Preparing students to participate effectively in civic life through knowing how to stay informed and understanding governmental processes. Preparing the students to exercise the rights and obligations of citizenship at local, state, national, and global levels. Students will understand the local and global implications of civic decisions.

Standards and Competencies

Standard/Unit: Citizenship in the United States

Competencies

Total Learning Hours for Unit: 9 hours

- a. Know the history and courtesies rendered to the flag of the United States and the National Anthem.
- b. Know about the Great Seal of the United States and the Air Force Seal.
- c. Know the Pledge of Allegiance and the American's Creed.
- d. Know the role and functions of government.
- e. Know the citizenship and naturalization process.
- f. Know the duties and responsibilities of citizenship.
- g. Know the content of the United States Constitution.
- h. Know how the United States Constitution is amended and interpreted.
- i. Know the content of the Bill of Rights.
- j. Know how citizens can protect their rights and freedoms.
- k. Know the structure of the three branches of government.
- l. Know the duties and responsibilities of the three branches of government.
- m. Know the defining characteristics of authoritarian governments.

n. Know the salient features of current non-democratic governments and nations.	
o. Know the defining characteristics of democratic governments.	
<i>Aligned Washington State Standards</i>	
Arts	
Educational Technology	
Health and Fitness	
Language	
Math	
Reading	RH 4 9-10 Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.
	RI 4 9-10 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text
	RI 11.8 Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).
	RI 9 11-12 Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address) for their themes, purposes, and rhetorical features.
Science	
Social Studies	
Speaking and Listening	
Writing	

COMPONENTS AND ASSESSMENTS	
Performance Assessments: Students receive diagnostic, formative and summative assessments on projects and activities demonstrating knowledge of the heritage, organization and traditions of the Air Force and AFJROTC program within the context of the curriculum. Individual and group projects will be used throughout the unit as well as a group summative project demonstrating mastery of key concepts. Students will demonstrate proficiency in individually performing the 30 step drill sequence.	
Leadership Alignment: Students complete the transition from modified versions of movement forms to more complex applications across all types of physical activities. Students demonstrate more specialized knowledge in identifying and applying key movement motor skills and movement concepts. They assess their skill performance.	
<i>Standards and Competencies</i>	
Standard/Unit: Drill & Ceremonies	
Competencies	Total Learning Hours for Unit: 36 hours
a. Know the importance of drill and ceremonies. b. Know basic commands and characteristics of the command voice. c. Apply and execute the concepts and principles of basic drill positions and 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 groups and wings are formed.
- h. Know the purpose and definition of ceremonies and parades.

Aligned Washington State Standards

Arts	
Educational Technology	
Health and Fitness	EALR 1: GLE 1.1.1 Applies complex motor skills and movement concepts to activities to enhance a physically active life. Demonstrates proficiency in complex motor skills, strategies, and rules in an increasing number of complex versions of at least two of the following: Aquatics, individual activities, team games/activities, outdoor pursuits, self-defense, or dance.
Language	
Math	
Reading	RH 4 9-10 Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies. RI 4 9-10 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text
Science	
Social Studies	
Speaking and Listening	
Writing	

21st Century Skills

Check those that students will demonstrate in this course:

<p>LEARNING & INNOVATION</p> <p>Creativity and Innovation</p> <p><input checked="" type="checkbox"/> Think Creatively</p> <p><input checked="" type="checkbox"/> Work Creatively with Others</p> <p><input checked="" type="checkbox"/> Implement Innovations</p> <p>Critical Thinking and Problem Solving</p> <p><input type="checkbox"/> Reason Effectively</p> <p><input checked="" type="checkbox"/> Use Systems Thinking</p> <p><input type="checkbox"/> Make Judgments and Decisions</p> <p><input type="checkbox"/> Solve Problems</p> <p>Communication and Collaboration</p> <p><input checked="" type="checkbox"/> Communicate Clearly</p> <p><input checked="" type="checkbox"/> Collaborate with Others</p>	<p>INFORMATION, MEDIA & TECHNOLOGY SKILLS</p> <p>Information Literacy</p> <p><input checked="" type="checkbox"/> Access and /evaluate Information</p> <p><input checked="" type="checkbox"/> Use and Manage Information</p> <p>Media Literacy</p> <p><input type="checkbox"/> Analyze Media</p> <p><input checked="" type="checkbox"/> Create Media Products</p> <p>Information, Communications and Technology (ICT Literacy)</p> <p><input checked="" type="checkbox"/> Apply Technology Effectively</p>	<p>LIFE & CAREER SKILLS</p> <p>Flexibility and Adaptability</p> <p><input type="checkbox"/> Adapt to Change</p> <p><input type="checkbox"/> Be Flexible</p> <p>Initiative and Self-Direction</p> <p><input type="checkbox"/> Manage Goals and Time</p> <p><input type="checkbox"/> Work Independently</p> <p><input type="checkbox"/> Be Self-Directed Learners</p> <p>Social and Cross-Cultural</p> <p><input checked="" type="checkbox"/> Interact Effectively with Others</p> <p><input checked="" type="checkbox"/> Work Effectively in Diverse Teams</p> <p>Productivity and Accountability</p> <p><input checked="" type="checkbox"/> Manage Projects</p> <p><input checked="" type="checkbox"/> Produce Results</p> <p>Leadership and Responsibility</p> <p><input checked="" type="checkbox"/> Guide and Lead Others</p> <p><input type="checkbox"/> Be Responsible to Others</p>
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