

# **CIVIL AIR PATROL**

## **United States Air Force Auxiliary**



### **Educational Corollaries between the Civil Air Patrol Cadet Program**

**and the**

### **State of Indiana's Academic Standards**

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## Introduction

Thank you for considering the Civil Air Patrol Cadet Program for incorporation into your school's curriculum. Contained in this reference are the Indiana Department of Education Academic Standards and their correlation to the Civil Air Patrol Cadet Program curriculum. The corollaries are identified in such a manner that little effort needs to be made to meet the standards listed by the state of Indiana. As with any educational material, prior planning and a little imagination on the part of the instructional staff can add to the already long list of standards that can be met. As an example, asking that cadets write a short essay about the individual for whom a specific cadet achievement is named can reinforce the English writing standards on biography and research writing.

The corollaries for the Leadership Laboratory phases are based on direct assessment of objectives listed in the *Leadership: 2000 and Beyond, 2<sup>nd</sup> edition, Volumes One and Two*. The leadership materials are written at a level equivalent to the eighth and ninth grade reading levels. You will notice that other grade levels, of course, benefit from these materials. The leadership concepts introduced and completion requirements for each cadet achievement are easily linked with standards for grades higher and lower than the targeted reading comprehension level.

The corollaries for the Aerospace Education portion are based on comparison of the National Science Standards published by Civil Air Patrol's National Headquarters, as well as the state standards. Educational materials for this educational track include two separate, but complementary, texts: *Aerospace Dimensions* and *Journey of Flight*. *Aerospace Dimensions* is written at the sixth to seventh grade levels. For this reason, only those grades are assessed. The *Journey of Flight* material is written at the ninth and tenth grade reading levels. Both texts present the same information using different approaches. Additional thematic materials for Aerospace Education (Model Rocketry, the AEX activity program, initiation of a Sally Ride Science Festival, etc) are available and are written at the seventh to eighth grade reading levels. These materials were not specifically reviewed for this project, but, again, can easily be added to lecture-based materials to meet specific educational requirements.

The corollaries for the Physical Training portion are based on review of the CAP physical fitness program and the state standards for physical education. Note, the CAP Physical Fitness program are based on the President's National Physical Fitness Program standards appropriate for age, gender and a increasing level of accomplishment marked against a percentile ranking of American youth.

The Indiana Department of Education has provided an initial review of the Civil Air Patrol School Program, aligning it with the high school course #0516: Junior Reserve Officer Training Corps. As with any incorporation of the Civil Air Patrol School Program, crediting it as a JROTC course is optional since curriculum decisions are made by local school corporations in Indiana. While school administrators with questions regarding curriculum standards can seek guidance from the Office of Program Development at the Indiana Department of Education's Center for School Improvement and Performance, CAP members should coordinate with Headquarters, Indiana Schools Group before contacting IN DOE officials.

## 6<sup>th</sup> Grade - English

<b>Aerospace Dimensions Module 1</b>	<p>6.1.1 – Read aloud grade-level appropriate poems and literacy and informational texts fluently and accurately and with appropriate timing, changes in voice, and expression</p> <p>6.1.4 - Understand unknown words in informational texts by using word, sentence, and paragraph clues to determine meaning</p> <p>6.1.5 – Understand and explain slight differences in meaning in related words.</p> <p>6.2.5 – Follow multi-step instructions for preparing applications.</p> <p>6.2.7 - Make reasonable statements and conclusions about a text, supporting them with evidence from the text.</p>
<b>Module 2</b>	<p>6.1.1 – Read aloud grade-level appropriate poems and literacy and informational texts fluently and accurately and with appropriate timing, changes in voice, and expression</p> <p>6.1.4 - Understand unknown words in informational texts by using word, sentence, and paragraph clues to determine meaning</p> <p>6.1.5 – Understand and explain slight differences in meaning in related words.</p> <p>6.2.5 – Follow multi-step instructions for preparing applications.</p> <p>6.2.7 - Make reasonable statements and conclusions about a text, supporting them with evidence from the text.</p>
<b>Module 3</b>	<p>6.1.1 – Read aloud grade-level appropriate poems and literacy and informational texts fluently and accurately and with appropriate timing, changes in voice, and expression</p> <p>6.1.4 - Understand unknown words in informational texts by using word, sentence, and paragraph clues to determine meaning</p> <p>6.1.5 – Understand and explain slight differences in meaning in related words.</p> <p>6.2.5 – Follow multi-step instructions for preparing applications.</p> <p>6.2.7 - Make reasonable statements and conclusions about a text, supporting them with evidence from the text.</p>
<b>Module 4</b>	<p>6.1.1 – Read aloud grade-level appropriate poems and literacy and informational texts fluently and accurately and with appropriate timing, changes in voice, and expression</p> <p>6.1.4 - Understand unknown words in informational texts by using word, sentence, and paragraph clues to determine meaning</p> <p>6.1.5 – Understand and explain slight differences in meaning in related words.</p> <p>6.2.5 – Follow multi-step instructions for preparing applications.</p> <p>6.2.7 - Make reasonable statements and conclusions about a text, supporting them with evidence from the text.</p>
<b>Module 5</b>	<p>6.1.1 – Read aloud grade-level appropriate poems and literacy and informational texts fluently and accurately and with appropriate timing, changes in voice, and expression</p> <p>6.1.4 - Understand unknown words in informational texts by using word, sentence, and paragraph clues to determine meaning</p> <p>6.1.5 – Understand and explain slight differences in meaning in related words.</p> <p>6.2.5 – Follow multi-step instructions for preparing applications.</p> <p>6.2.7 - Make reasonable statements and conclusions about a text, supporting them with evidence from the text.</p>
<b>Module 6</b>	<p>6.1.1 – Read aloud grade-level appropriate poems and literacy and informational texts fluently and accurately and with appropriate timing, changes in voice, and expression</p> <p>6.1.4 - Understand unknown words in informational texts by using word, sentence, and paragraph clues to determine meaning</p> <p>6.1.5 – Understand and explain slight differences in meaning in related words.</p> <p>6.2.5 – Follow multi-step instructions for preparing applications.</p> <p>6.2.7 - Make reasonable statements and conclusions about a text, supporting them with evidence from the text.</p>
<b>Leadership Lab</b>	<p>6.1.4 - Understand unknown words in informational texts by using word, sentence, and paragraph clues to determine meaning. (Ex: Followership)</p> <p>6.1.5 – Understand and explain slight differences in meaning in related words. (Ex: Drag, Lift)</p> <p>6.2.5 – Follow multiple-step instructions for preparing applications. (Ex: Membership application)</p> <p>6.7.3 – Restate and carry out multi-step oral instructions. (Ex: Drill and ceremonies, following orders)</p>
<b>Phase I</b>	

## 6<sup>th</sup> Grade – Physical Education

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### ***Physical Training***

**6.1.2** – Demonstrate basic competency in more complex motor skills related to specific sports activities. (Ex: Drill and Ceremonies)

**6.4.2** – Develop individual goals for each of the health-related (healthy lifestyle) fitness components. (Ex: Promotion requirements increase in difficulty based on age and previous achievement).

**6.4.3** – Assess individual fitness levels in each of the health-related (healthy lifestyle) fitness components (parts) in relation to age. (Ex: Cadet Physical Fitness Test)

**6.5.1** – Participate in cooperative activities in both a leadership and follower role. (Ex: Drill and Ceremonies)

**6.5.2** – Acknowledge and apply rules to game situations to ensure personal and group safety. (Ex: Proper use of Shuttle-run blocks)

## 6<sup>th</sup> Grade – Science

**Aerospace  
Dimensions**

**Module 1**

- 6.1.2 – Give examples of different ways scientists investigate natural phenomena and identify processes all scientists use, such as collection of relevant evidence, the use of logical reasoning, and the application of imagination in devising hypothesis and explanations, in order to make sense of the evidence.
- 6.1.3 – Recognize and explain that hypotheses are valuable, even if they turn out to be true, if they lead to fruitful investigations.
- 6.1.4 – Give examples of employers who hire scientists...
- 6.1.5 – Identify places where scientists work...
- 6.1.7 – Explain that technology is essential to science for such purposes as access to outer space...
- 6.1.8 – Describe instances showing that technology cannot always provide successful solutions for problems or fulfill every human need.
- 6.1.9 – Explain how technologies can influence all living things.
- 6.5.2 – Evaluate the precision and usefulness of data based on measurements taken.

**Module 2**

- 6.1.2 – Give examples of different ways scientists investigate natural phenomena and identify processes all scientists use, such as collection of relevant evidence, the use of logical reasoning, and the application of imagination in devising hypothesis and explanations, in order to make sense of the evidence.
- 6.1.3 – Recognize and explain that hypotheses are valuable, even if they turn out to be true, if they lead to fruitful investigations.
- 6.1.4 – Give examples of employers who hire scientists...
- 6.1.5 – Identify places where scientists work...
- 6.1.7 – Explain that technology is essential to science for such purposes as access to outer space...
- 6.1.8 – Describe instances showing that technology cannot always provide successful solutions for problems or fulfill every human need.
- 6.1.9 – Explain how technologies can influence all living things

**Module 3**

- 6.1.2 – Give examples of different ways scientists investigate natural phenomena and identify processes all scientists use, such as collection of relevant evidence, the use of logical reasoning, and the application of imagination in devising hypothesis and explanations, in order to make sense of the evidence.
- 6.1.3 – Recognize and explain that hypotheses are valuable, even if they turn out to be true, if they lead to fruitful investigations.
- 6.1.5 – Identify places where scientists work...
- 6.1.7 – Explain that technology is essential to science for such purposes as access to outer space...
- 6.1.8 – Describe instances showing that technology cannot always provide successful solutions for problems or fulfill every human need.
- 6.1.9 – Explain how technologies can influence all living things.
- 6.3.7 – Understand and describe the scales involved in characterizing Earth and its atmosphere.
- 6.3.8 – Explain that fresh water, limited in supply and uneven in distribution, is essential for life and also for industrial processes.
- 6.3.9 – Illustrate that the cycling of water in and out of the atmosphere plays an important role in determining climactic patterns.
- 6.3.17 – Recognize and describe that energy is a property of many objects and is associated with heat, light, electricity, mechanical motion, and sound.

**Module 4**

- 6.1.1 – Explain that some scientific knowledge is very old and is still applicable today.
- 6.1.2 – Give examples of different ways scientists investigate natural phenomena and identify processes all scientists use, such as collection of relevant evidence, the use of logical reasoning, and the application of imagination in devising hypothesis and explanations, in order to make sense of the evidence.
- 6.1.3 – Recognize and explain that hypotheses are valuable, even if they turn out to be true, if they lead to fruitful investigations.
- 6.1.4 – Give examples of employers who hire scientists...

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- 6.1.5 – Identify places where scientists work...
- 6.1.7 – Explain that technology is essential to science for such purposes as access to outer space...
- 6.1.8 – Describe instances showing that technology cannot always provide successful solutions for problems or fulfill every human need.
- 6.1.9 – Explain how technologies can influence all living things.
- 6.5.4 – Demonstrate how graphs may help to show patterns which can be used to make predictions.

### Module 5

- 6.1.2 – Give examples of different ways scientists investigate natural phenomena and identify processes all scientists use...
- 6.1.3 – Recognize and explain that hypotheses are valuable, even if they turn out to be true, if they lead to fruitful investigations.
- 6.1.4 – Give examples of employers who hire scientists...
- 6.1.5 – Identify places where scientists work...
- 6.1.7 – Explain that technology is essential to science for such purposes as access to outer space...
- 6.1.8 – Describe instances showing that technology cannot always provide successful solutions for problems or fulfill every human need.
- 6.1.9 – Explain how technologies can influence all living things.
- 6.2.2 – Use technology, such as calculators or computer spreadsheets, in analysis of data.
- 6.2.6 – Read simple tables and graphs produced by others and describe in words what they show.
- 6.2.8 – Analyze and interpret a given set of finding, demonstrating that there may be more than one good way to do so.
- 6.3.1 – Compare and contrast the size, composition, and surface of the planets that comprise the solar system.
- 6.3.2 – Observe and describe that planets change their position relative to the background of stars.
- 6.3.3 – Explain that Earth is one of several planets that orbit the sun, and that the moon, as well as many artificial satellites and debris, orbit around the earth.
- 6.3.4 – Explain that we live on a planet which appears at present to be the only body in the solar system capable of supporting life.
- 6.3.7 – Understand and describe the scales involved in characterizing Earth and its atmosphere.
- 6.5.3 – Explain why shapes on a sphere like Earth cannot be depicted on a flat surface...

### Module 6

- 6.1.2 – Give examples of different ways scientists investigate natural phenomena and identify processes all scientists use, such as collection of relevant evidence, the use of logical reasoning, and the application of imagination in devising hypothesis and explanations, in order to make sense of the evidence.
  - 6.1.3 – Recognize and explain that hypotheses are valuable, even if they turn out to be true, if they lead to fruitful investigations.
  - 6.1.4 – Give examples of employers who hire scientists...
  - 6.1.5 – Identify places where scientists work...
  - 6.1.7 – Explain that technology is essential to science for such purposes as access to outer space...
  - 6.1.8 – Describe instances showing that technology cannot always provide successful solutions for problems or fulfill every human need.
  - 6.1.9 – Explain how technologies can influence all living things.
  - 6.4.9 – Recognize and explain that two types of organisms may interact in a competitive or cooperative relationship...
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## 6<sup>th</sup> Grade – Math

<p><b>Aerospace Dimensions</b></p> <p><b>Module 1</b></p>	<p><b>6.2.9</b> – Use estimation to decide whether answers are reasonable in decimal problems.</p> <p><b>6.5.1</b> – Select and apply appropriate standard units and tools to measure length, area, volume, weight, time, temperature, and the size of angles.</p> <p><b>6.5.2</b> – Understand and use larger units for measuring length by comparing miles to yards and kilometers.</p> <p><b>6.7.4</b> – Apply strategies and results from simpler problems to solve more complex problems.</p> <p><b>6.7.10</b> – Decide whether a solution is reasonable in the context of the original situation.</p>
<p><b>Module 2</b></p>	<p><b>6.2.9</b> – Use estimation to decide whether answers are reasonable in decimal problems.</p> <p><b>6.5.1</b> – Select and apply appropriate standard units and tools to measure length, area, volume, weight, time, temperature, and the size of angles.</p> <p><b>6.5.2</b> – Understand and use larger units for measuring length by comparing miles to yards and kilometers.</p> <p><b>6.7.4</b> – Apply strategies and results from simpler problems to solve more complex problems.</p> <p><b>6.7.10</b> – Decide whether a solution is reasonable in the context of the original situation.</p>
<p><b>Module 3</b></p>	<p><b>6.2.9</b> – Use estimation to decide whether answers are reasonable in decimal problems.</p> <p><b>6.5.1</b> – Select and apply appropriate standard units and tools to measure length, area, volume, weight, time, temperature, and the size of angles.</p> <p><b>6.5.2</b> – Understand and use larger units for measuring length by comparing miles to yards and kilometers.</p> <p><b>6.7.4</b> – Apply strategies and results from simpler problems to solve more complex problems.</p> <p><b>6.7.10</b> – Decide whether a solution is reasonable in the context of the original situation.</p>
<p><b>Module 4</b></p>	<p><b>6.5.1</b> – Select and apply appropriate standard units and tools to measure length, area, volume, weight, time, temperature, and the size of angles.</p> <p><b>6.5.2</b> – Understand and use larger units for measuring length by comparing miles to yards and kilometers.</p> <p><b>6.7.4</b> – Apply strategies and results from simpler problems to solve more complex problems.</p> <p><b>6.7.10</b> – Decide whether a solution is reasonable in the context of the original situation.</p>
<p><b>Module 5</b></p>	<p><b>6.2.9</b> – Use estimation to decide whether answers are reasonable in decimal problems.</p> <p><b>6.5.1</b> – Select and apply appropriate standard units and tools to measure length, area, volume, weight, time, temperature, and the size of angles.</p> <p><b>6.5.2</b> – Understand and use larger units for measuring length by comparing miles to yards and kilometers.</p> <p><b>6.7.4</b> – Apply strategies and results from simpler problems to solve more complex problems.</p> <p><b>6.7.10</b> – Decide whether a solution is reasonable in the context of the original situation.</p>
<p><b>Module 6</b></p>	<p><b>6.5.1</b> – Select and apply appropriate standard units and tools to measure length, area, volume, weight, time, temperature, and the size of angles.</p> <p><b>6.5.2</b> – Understand and use larger units for measuring length by comparing miles to yards and kilometers.</p> <p><b>6.7.4</b> – Apply strategies and results from simpler problems to solve more complex problems.</p> <p><b>6.7.10</b> – Decide whether a solution is reasonable in the context of the original situation.</p>

## 6<sup>th</sup> Grade – Social Studies

<p><b>Aerospace Dimensions</b></p> <p><b>Module 1</b></p>	<p><b>6.1.16</b> – Develop and compare timelines that identify major people, events, and developments in the history of individual civilizations and/or countries that comprise Europe and Americas.</p> <p><b>6.1.19</b> – Analyze cause-and-effect relationships, keeping in mind causation, including the importance of individuals, ideas, human interests, beliefs, and chance in history.</p> <p><b>6.5.5</b> – Identify examples of inventions and technological innovations that have brought about cultural change in Europe and the Americas and examine their impact.</p>
<p><b>Module 2</b></p>	<p><b>6.1.19</b> – Analyze cause-and-effect relationships, keeping in mind causation, including the importance of individuals, ideas, human interests, beliefs, and chance in history.</p> <p><b>6.3.1</b> – Explain the components of most maps.</p> <p><b>6.5.5</b> – Identify examples of inventions and technological innovations that have brought about cultural change in Europe and the Americas and examine their impact.</p>
<p><b>Module 3</b></p>	<p><b>6.1.16</b> – Develop and compare timelines that identify major people, events, and developments in the history of individual civilizations and/or countries that comprise Europe and Americas.</p> <p><b>6.1.19</b> – Analyze cause-and-effect relationships, keeping in mind causation, including the importance of individuals, ideas, human interests, beliefs, and chance in history.</p> <p><b>6.3.6</b> – Explain how Earth/sun relationships, ocean currents, and winds influence climate differences on Earth.</p>
<p><b>Module 4</b></p>	<p><b>6.1.16</b> – Develop and compare timelines that identify major people, events, and developments in the history of individual civilizations and/or countries that comprise Europe and Americas.</p> <p><b>6.1.19</b> – Analyze cause-and-effect relationships, keeping in mind causation, including the importance of individuals, ideas, human interests, beliefs, and chance in history.</p> <p><b>6.5.5</b> – Identify examples of inventions and technological innovations that have brought about cultural change in Europe and the Americas and examine their impact.</p>
<p><b>Module 5</b></p>	<p><b>6.1.16</b> – Develop and compare timelines that identify major people, events, and developments in the history of individual civilizations and/or countries that comprise Europe and Americas.</p> <p><b>6.1.19</b> – Analyze cause-and-effect relationships, keeping in mind causation, including the importance of individuals, ideas, human interests, beliefs, and chance in history.</p> <p><b>6.5.5</b> – Identify examples of inventions and technological innovations that have brought about cultural change in Europe and the Americas and examine their impact.</p>
<p><b>Module 6</b></p>	<p><b>6.1.16</b> – Develop and compare timelines that identify major people, events, and developments in the history of individual civilizations and/or countries that comprise Europe and Americas.</p> <p><b>6.1.19</b> – Analyze cause-and-effect relationships, keeping in mind causation, including the importance of individuals, ideas, human interests, beliefs, and chance in history.</p> <p><b>6.5.5</b> – Identify examples of inventions and technological innovations that have brought about cultural change in Europe and the Americas and examine their impact.</p>
<p><b>Leadership Lab</b></p>	<p><b>6.1.16</b> – Develop and compare timelines that identify major people, events, and developments in the history of individual civilizations and/or countries that comprise Europe and the Americas.</p> <p><b>6.1.19</b> – Analyze cause-and-effect relationships, keeping in mind multiple causation, including the importance of individuals, ideas, human interests, beliefs, and chance in history.</p> <p><b>6.1.21</b> – Form research questions and use a variety of information resources to obtain, evaluate, and present historical data on the people, places, events, and developments in the history of Europe and the Americas.</p>

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**6.2.6** – Define citizenship and roles of citizens in selected nation-states of Europe and the Americas, and make comparisons to the United States.

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## 7<sup>th</sup> Grade – English

<b>Aerospace Dimensions</b>	<p><b>7.1.3</b> – Clarify word meanings through the use of definition, example, restatement, or through the use of contrast stated in the text.</p> <p><b>7.2.1</b> – Understand and analyze the differences in structure and purpose between various categories of informational materials.</p> <p><b>7.2.5</b> – Understand and explain the use of a simple mechanical device by following directions in a technical manual.</p> <p><b>7.2.7</b> – Draw conclusions and make reasonable statements about a text, supporting the conclusions and statements with evidence from the text.</p>
<b>Module 1</b>	
<b>Module 2</b>	<p><b>7.1.3</b> – Clarify word meanings through the use of definition, example, restatement, or through the use of contrast stated in the text.</p> <p><b>7.2.1</b> – Understand and analyze the differences in structure and purpose between various categories of informational materials.</p> <p><b>7.2.5</b> – Understand and explain the use of a simple mechanical device by following directions in a technical manual.</p> <p><b>7.2.7</b> – Draw conclusions and make reasonable statements about a text, supporting the conclusions and statements with evidence from the text.</p>
<b>Module 3</b>	<p><b>7.1.3</b> – Clarify word meanings through the use of definition, example, restatement, or through the use of contrast stated in the text.</p> <p><b>7.2.1</b> – Understand and analyze the differences in structure and purpose between various categories of informational materials.</p> <p><b>7.2.5</b> – Understand and explain the use of a simple mechanical device by following directions in a technical manual.</p> <p><b>7.2.7</b> – Draw conclusions and make reasonable statements about a text, supporting the conclusions and statements with evidence from the text.</p>
<b>Module 4</b>	<p><b>7.1.3</b> – Clarify word meanings through the use of definition, example, restatement, or through the use of contrast stated in the text.</p> <p><b>7.2.1</b> – Understand and analyze the differences in structure and purpose between various categories of informational materials.</p> <p><b>7.2.5</b> – Understand and explain the use of a simple mechanical device by following directions in a technical manual.</p> <p><b>7.2.7</b> – Draw conclusions and make reasonable statements about a text, supporting the conclusions and statements with evidence from the text.</p>
<b>Module 5</b>	<p><b>7.1.3</b> – Clarify word meanings through the use of definition, example, restatement, or through the use of contrast stated in the text.</p> <p><b>7.2.1</b> – Understand and analyze the differences in structure and purpose between various categories of informational materials.</p> <p><b>7.2.5</b> – Understand and explain the use of a simple mechanical device by following directions in a technical manual.</p> <p><b>7.2.7</b> – Draw conclusions and make reasonable statements about a text, supporting the conclusions and statements with evidence from the text.</p>
<b>Module 6</b>	<p><b>7.1.3</b> – Clarify word meanings through the use of definition, example, restatement, or through the use of contrast stated in the text.</p> <p><b>7.2.1</b> – Understand and analyze the differences in structure and purpose between various categories of informational materials.</p> <p><b>7.2.5</b> – Understand and explain the use of a simple mechanical device by following directions in a technical manual.</p> <p><b>7.2.7</b> – Draw conclusions and make reasonable statements about a text, supporting the conclusions and statements with evidence from the text.</p>
<b>Leadership Lab</b>	<p><b>7.1.3</b> – Clarify word meanings through the use of definition, example, restatement, or through the use of contrast stated in the text. (Ex: defining Integrity, attitude, and self-discipline)</p>
<b>Phase I</b>	<p><b>7.2.1</b> – Understand and analyze the differences in structure and purpose between various categories of informational materials. (Ex: CAP Knowledgebase, Manuals, and textbooks)</p> <p><b>7.7.1</b> – Ask questions to elicit information, including evidence to support the speaker’s claims and conclusions.</p> <p><b>7.7.2</b> – Determine the speakers’ attitude toward the subject.</p>
<b>Phase II</b>	<p><b>7.1.1</b> – Identify and understand idioms and comparisons (Ex: Explain why loyalty is a “two way street”)</p> <p><b>7.1.3</b> – Clarify word meanings through the use of definition, example, restatement, or through the use of contrast stated in the text. (Ex: Defining Leadership)</p> <p><b>7.2.1</b> – Understand and analyze the differences in structure and purpose between various categories of informational materials.</p>

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(Ex: Textbooks, Manuals, On-Line resources)\

**7.4.1** - 10 This standard is covered in the writing process of the Armstrong essay which is 300-500 words in length on 1 of 4 topics listed in the cadet program manual.

**7.5.4** – Write or deliver a research report that has been developed using a systematic research process. (This is applicable if essay choice 1 is used for Armstrong Award).

**7.5.5** – Write summaries of reading material. (Applicable if essay choice 3 is used).

**7.5.6** – Use varied word choices to make writing interesting and more precise.

**7.6.1** – Properly place modifiers (Ex: Armstrong paper)

**7.6.10** – Use simple, compound and complex sentences; use effective coordination and subordination of ideas, etc... (Ex: Armstrong paper)

**7.6.8** – Use correct capitalization (Ex: Armstrong paper)

**7.7.3** – Organize information to achieve particular purposes and to appeal to the background and interests of the audience. (Ex: Armstrong speech)

**7.7.4** – Arrange supporting details, reasons, descriptions, and examples effectively. (Ex: Armstrong speech)

**7.7.5** – Use speaking techniques – including adjustments of tone, volume, etc... (Ex: Armstrong speech)

**7.7.8, 10, 11, or 12** – Deliver narrative, descriptive, research, or persuasive presentations (Ex: Armstrong speech, depending on selected topic)

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## 7<sup>th</sup> Grade – Science

**Aerospace  
Dimensions**

**Module 1**

- 7.1.3 – Explain why it is important in science to keep honest, clear, and accurate records.
- 7.1.4 – Describe that different explanations can be given for the same evidence, and it is not always possible to tell which one is correct without further inquiry.
- 7.1.5 – Identify some important contributions to the advancement of science, mathematics, and technology that have been made by different kinds of people, indifferent cultures, at different times.
- 7.1.7 – Explain how engineers, architect, and others who engage in design and technology use scientific knowledge to solve practical problems.
- 7.1.8 – Explain that technologies often have drawbacks as well as benefits.
- 7.1.9 – Explain how societies influence what types of technology are developed and used in fields such as agriculture, manufacturing, etc..
- 7.1.10 – Identify ways that technology has strongly influenced the course of history and continues to do so.
- 7.3.17 – Investigate that an unbalanced force, acting on an object, changes its speed or path of motion or both.

**Module 2**

- 7.1.3 – Explain why it is important in science to keep honest, clear, and accurate records.
- 7.1.4 – Describe that different explanations can be given for the same evidence, and it is not always possible to tell which one is correct without further inquiry.
- 7.1.5 – Identify some important contributions to the advancement of science, mathematics, and technology that have been made by different kinds of people, indifferent cultures, at different times.
- 7.1.7 – Explain how engineers, architect, and others who engage in design and technology use scientific knowledge to solve practical problems.
- 7.1.8 – Explain that technologies often have drawbacks as well as benefits.
- 7.1.9 – Explain how societies influence what types of technology are developed and used in fields such as agriculture, manufacturing, etc..
- 7.1.10 – Identify ways that technology has strongly influenced the course of history and continues to do so.
- 7.3.17 – Investigate that an unbalanced force, acting on an object, changes its speed or path of motion or both.

**Module 3**

- 7.1.3 – Explain why it is important in science to keep honest, clear, and accurate records.
- 7.1.4 – Describe that different explanations can be given for the same evidence, and it is not always possible to tell which one is correct without further inquiry.
- 7.1.5 – Identify some important contributions to the advancement of science, mathematics, and technology that have been made by different kinds of people, indifferent cultures, at different times.
- 7.1.7 – Explain how engineers, architect, and others who engage in design and technology use scientific knowledge to solve practical problems.
- 7.1.8 – Explain that technologies often have drawbacks as well as benefits.
- 7.3.5 – Recognize and explain that heat energy carried on ocean currents has a strong influence on climate around the world.
- 7.3.17 – Investigate that an unbalanced force, acting on an object, changes its speed or path of motion or both.

**Module 4**

- 7.1.3 – Explain why it is important in science to keep honest, clear, and accurate records.
- 7.1.5 – Identify some important contributions to the advancement of science, mathematics, and technology that have been made by different kinds of people, indifferent cultures, at different times.
- 7.1.7 – Explain how engineers, architect, and others who engage in design and technology use scientific knowledge to solve practical problems.
- 7.1.8 – Explain that technologies often have drawbacks as well as benefits.
- 7.1.9 – Explain how societies influence what types of technology are developed and used in fields such as agriculture,

manufacturing, etc..

**7.1.10** – Identify ways that technology has strongly influenced the course of history and continues to do so.

**7.3.17** – Investigate that an unbalanced force, acting on an object, changes its speed or path of motion or both.

**7.3.18** – Describe that light waves, sound waves, and other waves move at different speeds in different materials.

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**Module 5**

**7.1.3** – Explain why it is important in science to keep honest, clear, and accurate records.

**7.1.5** – Identify some important contributions to the advancement of science, mathematics, and technology that have been made by different kinds of people, indifferent cultures, at different times.

**7.1.7** – Explain how engineers, architect, and others who engage in design and technology use scientific knowledge to solve practical problems.

**7.1.8** – Explain that technologies often have drawbacks as well as benefits.

**7.1.9** – Explain how societies influence what types of technology are developed and used in fields such as agriculture, manufacturing, etc..

**7.1.10** – Identify ways that technology has strongly influenced the course of history and continues to do so.

**7.3.1** – Recognize and describe that the sun is a medium-sized star located near the edge of a disk-shaped galaxy...

**7.3.2** – Recognize and describe that the sun is many thousands of times closer to Earth than any other star...

**7.3.11** – Explain that the sun loses energy by emitting light.

**7.3.17** – Investigate that an unbalanced force, acting on an object, changes its speed or path of motion or both.

**7.3.18** – Describe that light waves, sound waves, and other waves move at different speeds in different materials.

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**Module 6**

**7.1.3** – Explain why it is important in science to keep honest, clear, and accurate records.

**7.1.5** – Identify some important contributions to the advancement of science, mathematics, and technology that have been made by different kinds of people, indifferent cultures, at different times.

**7.1.7** – Explain how engineers, architect, and others who engage in design and technology use scientific knowledge to solve practical problems.

**7.1.8** – Explain that technologies often have drawbacks as well as benefits.

**7.1.9** – Explain how societies influence what types of technology are developed and used in fields such as agriculture, manufacturing, etc..

**7.1.10** – Identify ways that technology has strongly influenced the course of history and continues to do so.

**7.3.17** – Investigate that an unbalanced force, acting on an object, changes its speed or path of motion or both.

**7.3.18** – Describe that light waves, sound waves, and other waves move at different speeds in different materials.

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## 7<sup>th</sup> Grade – Math

<b>Aerospace Dimensions</b>	<p>7.5.1 – Compare lengths, areas, volumes, weights, capacities, times, and temperatures within measurement systems.</p> <p>7.7.1 – Analyze problems by identifying relationships, telling relevant from irrelevant information, identifying missing information, sequencing and prioritizing information and observing patterns.</p> <p>7.7.12 – Note the method of finding the solution and show a conceptual understanding of the method by solving similar problems.</p>
<b>Module 1</b>	
<b>Module 2</b>	<p>7.5.1 – Compare lengths, areas, volumes, weights, capacities, times, and temperatures within measurement systems.</p> <p>7.7.1 – Analyze problems by identifying relationships, telling relevant from irrelevant information, identifying missing information, sequencing and prioritizing information and observing patterns.</p> <p>7.6.4 – Analyze data displays, including ways that can be misleading.</p> <p>7.7.12 – Note the method of finding the solution and show a conceptual understanding of the method by solving similar problems.</p>
<b>Module 3</b>	<p>7.5.1 – Compare lengths, areas, volumes, weights, capacities, times, and temperatures within measurement systems.</p> <p>7.7.1 – Analyze problems by identifying relationships, telling relevant from irrelevant information, identifying missing information, sequencing and prioritizing information and observing patterns.</p> <p>7.7.12 – Note the method of finding the solution and show a conceptual understanding of the method by solving similar problems.</p>
<b>Module 4</b>	<p>7.4.1 – Understand coordinate graphs and use them to plot simple shapes, find lengths and areas related to the shapes, and find images under translations, rotations, and reflections.</p> <p>7.5.1 – Compare lengths, areas, volumes, weights, capacities, times, and temperatures within measurement systems.</p> <p>7.7.1 – Analyze problems by identifying relationships, telling relevant from irrelevant information, identifying missing information, sequencing and prioritizing information and observing patterns.</p> <p>7.7.12 – Note the method of finding the solution and show a conceptual understanding of the method by solving similar problems.</p>
<b>Module 5</b>	<p>7.5.1 – Compare lengths, areas, volumes, weights, capacities, times, and temperatures within measurement systems.</p> <p>7.7.1 – Analyze problems by identifying relationships, telling relevant from irrelevant information, identifying missing information, sequencing and prioritizing information and observing patterns.</p> <p>7.7.12 – Note the method of finding the solution and show a conceptual understanding of the method by solving similar problems.</p>
<b>Module 6</b>	<p>7.4.1 – Understand coordinate graphs and use them to plot simple shapes, find lengths and areas related to the shapes, and find images under translations, rotations, and reflections.</p> <p>7.5.1 – Compare lengths, areas, volumes, weights, capacities, times, and temperatures within measurement systems.</p> <p>7.7.1 – Analyze problems by identifying relationships, telling relevant from irrelevant information, identifying missing information, sequencing and prioritizing information and observing patterns.</p> <p>7.7.12 – Note the method of finding the solution and show a conceptual understanding of the method by solving similar problems.</p>

## 7<sup>th</sup> Grade - Social Studies

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### ***Aerospace Dimensions***

7.1.17 – Recognize historical perspective by identifying the historical context in which events occurred, and avoid evaluating the past solely in terms of present day norms.

7.5.4 – Examine the impact of cultural change brought about by technological inventions and innovation in the past and present.

#### **Module 1**

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#### **Module 2**

7.1.17 – Recognize historical perspective by identifying the historical context in which events occurred, and avoid evaluating the past solely in terms of present-day norms.

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#### **Module 3**

7.1.17 – Recognize historical perspective by identifying the historical context in which events occurred, and avoid evaluating the past solely in terms of present day norms.

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#### **Module 4**

7.1.17 – Recognize historical perspective by identifying the historical context in which events occurred, and avoid evaluating the past solely in terms of present day norms.

7.5.4 – Examine the impact of cultural change brought about by technological inventions and innovation in the past and present.

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#### **Module 5**

7.1.17 – Recognize historical perspective by identifying the historical context in which events occurred, and avoid evaluating the past solely in terms of present day norms.

7.5.4 – Examine the impact of cultural change brought about by technological inventions and innovation in the past and present.

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#### **Module 6**

7.1.17 – Recognize historical perspective by identifying the historical context in which events occurred, and avoid evaluating the past solely in terms of present day norms.

7.5.4 – Examine the impact of cultural change brought about by technological inventions and innovation in the past and present.

7.5.9 – Give examples of the benefits of connections among cultures, such as developing opportunities for trade, cooperating in seeking solutions to mutual problems...

The Leadership Lab does not deal with Africa, Asia, or Pacific Southwest areas

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### ***Leadership Lab***

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## 7<sup>th</sup> Grade – Physical Education

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### ***Physical Training***

**7.3.1** – Select and participate in activities that will build their repertoire of lifetime activities. (Ex: CPFT)

**7.4.1** – Utilize self-assessment of physical fitness to identify strengths and weaknesses and uses this information to develop a personalized fitness program. (Ex: CPFT progression)

**7.4.2** – Demonstrate an understanding of the importance of maintaining all components (parts) of fitness at a high level. (Ex: Participating in warm-up, exercise, and cool down portions of PT)

**7.5.1** – Contribute to the development and maintenance of rules that provide for safe participation in physical activities. (Ex: NCO leadership provides a safe environment for PT)

## 8<sup>th</sup> Grade – English

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<b>Leadership Lab</b>	<b>8.1.3</b> – Verify the meaning of a word in its context, when its meaning is not directly stated, through the use of definition, restatement, example, comparison, or contrast. (Ex: Followership, Attitude)
	<b>8.2.7</b> – Analyze the structure, format, and purpose of informational materials (Ex: Textbooks, manuals, etc.)
<b>Phase I</b>	<b>8.2.3</b> – Find similarities and differences between texts in the treatment, amount of coverage, or organization of ideas. (Ex: End of chapter special biography readings)
	<b>8.1.1</b> - Identify and understand idioms and comparisons (Ex: Explain why loyalty is a “two way street”)
<b>Phase II</b>	<b>8.1.3</b> – Verify the meaning of a word in its context, even when its meaning is not directly stated, through the use of definition, restatement, example, comparison, or contrast.
	<b>8.2.1</b> – Compare and contrast the features and elements of consumer materials to gain meaning from documents. (Ex: Textbooks, manuals, and on-line resources)
	<b>8.2.7</b> – Analyze the structure, format, and purpose of informational materials (Ex: Textbooks, manuals, and on-line resources)
	<b>8.2.9</b> – Make reasonable statements and draw conclusions about a text, supporting them with accurate examples (Ex: Explain how logic and emotion can affect communication)
	<b>8.4.1 - 10</b> - This standard is covered in the writing process of the Armstrong essay which is 300-500 words in length on 1 of 4 topics listed in the cadet program manual.
	<b>8.6.1 – 8</b> – These items are applicable to the Armstrong Award written essay when evaluated by a senior member. These items cover sentence structure, grammar, word selection, etc...
	<b>8.7.2 -6</b> - items are applicable to the Armstrong Award oral presentation that must be evaluated by a senior member using a pre-established form. The items in this section cover presentation techniques as well as grammar, word choice and body language.
	<b>8.7.10, 15, 12, and 13</b> – Deliver a narrative, descriptive, research, or persuasive presentation. (Depending on which topic is chosen for the Armstrong Award oral presentation)

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## 8<sup>th</sup> Grade – Social Studies

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***Leadership Lab***

**8.1.31** – Examine the causes of problems in the past, and evaluate solutions chosen as well as possible alternative courses of actions. Consider the information available at the time, the interests of those affected by the decision, and the consequences of each course of action.

## 8<sup>th</sup> Grade – Physical Education

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### ***Physical Training***

- 8.3.1 – Choose health-enhancing activities for leisure time.
- 8.3.2 – Participate in a variety of activities based upon likes, dislikes, fitness, needs environment and availability of resources. (Ex: CAP is a voluntary program undertaken in leisure time)
- 8.4.2 – Assess own fitness levels and develop a plan for a personal fitness program that will increase all fitness components to a healthy level. (Ex: Achievement progression is dependant on increasing physical ability)
- 8.5.1 – Develop leadership and “followership” skills.
- 8.5.2 – Perform safely and follows class rules of conduct and game rules.
- 8.5.3 – Recognize unsafe situations caused by changing environment, lack of skill, or unsafe equipment.
- 8.6.1 - Demonstrate positive attitudes toward self and others through physical activity.
- 8.6.2 - Accept the strengths and weaknesses of those of the opposite gender. (Ex: All aspects of CAP are non-gender specific.)
- 8.6.4 – Resolve conflicts and accept decisions or judgments in socially accepted ways. (Ex: Push-ups are counted by a partner and only counted when they meet the pre-set standards.)
- 8.7.3 – Engage in and enjoy independent and interactive physical activity. (The CAP PT program is independent and voluntary)

## 9<sup>th</sup> Grade – English

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### *Journey of Flight*

- 9.1.1 – Identify and use the literal and figurative meanings of words and understand the origins of words.
- 9.2.3 – Generate relevant questions about readings on issues or topics that can be researched
- 9.2.5 – Demonstrate use of technology by following directions in technical manuals.
- 9.2.8 – Make reasonable statements and draw conclusions about a text, supporting them with accurate examples.

### Parts 1 - 6

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### *Leadership Lab*

#### Phase II

- 9.2.6 – Critique the logic of functional documents by examining the sequence of information and procedures in anticipation of possible reader misunderstandings. (Only applicable to Essay choice 4 “Describe how, if at all, Core Values have influenced your life”)
- 9.4.2 – Establish a coherent thesis that conveys a clear perspective on the subject and maintain a consistent tone and focus throughout the piece of writing. (Ex: Armstrong essay)
- 9.4.3 – Use precise language, action verbs, sensory details, and appropriate modifiers (Ex: Armstrong essay)
- 9.4.13 – Establish coherence within and among paragraphs through effective transitions, parallel structures, and similar writing techniques.
- 9.4.4 – Use writing to formulate clear research questions and to compile information from primary and secondary print or internet resources ( Ex: Armstrong essay)
- 9.4.6 – Synthesize information from multiple sources, including almanacs, microfiche, news sources, in-depth field studies, speeches, journals, technical documents, and internet sources. (Armstrong essay)
- 9.4.7 – Integrate quotations and citations into a written text while maintaining the flow of ideas. (Armstrong essay)
- 9.6.3 – Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization. (Ex: Armstrong essay)
- 9.6.4 – Apply appropriate manuscript conventions – including title page presentation, pagination, spacing, and margins – and integration of source and support material by citing sources within the text, using direct quotations, and paraphrasing. (Ex: Armstrong essay)
- 9.7.2 – Choose appropriate techniques for developing the introduction and conclusion in a speech, including the use of literacy quotations, anecdotes (stories about a specific event), and references to authoritative sources. (Ex: Armstrong presentation)
- 9.7.3 – Recognize and use elements of classical speech forms in formulating rational arguments and applying the art of persuasion and debate. (Ex: Armstrong presentation)
- 9.7.14, 15, 18, and 19 – Deliver narrative, expository, persuasive, or descriptive presentations. (Depending on the topic chosen for the Armstrong Award)

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#### Phase III

- 9.2.1 – Analyze the structure and format of reference or functional workplace documents, including the graphics and headers, and explain how authors use the features to achieve their purposes. (Ex: Describe the function and format of each type of CAP correspondence)
  - 9.2.2 – Prepare a bibliography of reference materials for a report using a variety of public documents. (Ex: Staff Study Reports)
  - 9.2.8 – Make reasonable statements and draw conclusions about a text, supporting them with accurate examples.
  - 9.4.3 – Use precise language, action verbs, sensory details, and appropriate modifiers. (Ex: Staff Study Report)
  - 9.4.13 – Establish coherence within and among paragraphs through effective transitions, parallel structures, and similar writing techniques. (Ex: Staff Study Report)
  - 9.4.6 – Synthesize information from multiple sources, including almanacs, microfiche, news sources, in-depth field studies, speeches, journals, technical documents, and internet sources. (Ex: Staff Study Report)
  - 9.4.9 – Use a computer to design and publish documents by using advanced publishing software and graphic programs. (Ex: Staff
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Study Report)

**9.5.5**– Write documents related to career development, including simple business letters and job applications that: Present information purposefully and in brief to meet the needs of the intended audience; follow a conventional business letter, memorandum, or application format. (Ex: Staff Study Report)

**9.5.6** – Write technical documents. (Ex: Staff Study Report)

**9.6.3** – Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization. (Ex: Identify the function of each punctuation mark, Staff Study Report)

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### Phase IV

**9.2.1** – Analyze the structure and format of reference or functional workplace documents, including the graphics and headers, and explain how authors use the features to achieve their purposes. (Ex: Staff Study Report)

**9.2.2** – Prepare a bibliography of reference materials for a report using a variety of public documents. (Ex: Staff Study Reports)

**9.2.8** – Make reasonable statements and draw conclusions about a text, supporting them with accurate examples.

**9.4.3** – Use precise language, action verbs, sensory details, and appropriate modifiers. (Ex: Staff Study Report)

**9.4.13** – Establish coherence within and among paragraphs through effective transitions, parallel structures, and similar writing techniques. (Ex: Staff Study Report)

**9.4.6** – Synthesize information from multiple sources, including almanacs, microfiche, news sources, in-depth field studies, speeches, journals, technical documents, and internet sources. (Ex: Staff Study Report)

**9.4.9** – Use a computer to design and publish documents by using advanced publishing software and graphic programs. (Ex: Staff Study Report)

**9.5.1** – Write biographical or autobiographical narratives or short stories. (Ex: Eaker award essay on personal leadership skill development)

**9.5.5**– Write documents related to career development, including simple business letters and job applications that: Present information purposefully and in brief to meet the needs of the intended audience; follow a conventional business letter, memorandum, or application format. (Ex: Staff Study Report)

**9.5.6** – Write technical documents. (Ex: Staff Study Report)

**9.6.2** – Demonstrate an understanding of sentence construction, including parallel structure, subordination, and the proper placement of modifiers, and proper English usage, including the use of consistent verb tenses. (Ex: Eaker award essay)

**9.6.3** – Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization. (Ex: Staff Study Report, Eaker award essay)

**9.7.2, 3, 4&6** - Organization and delivery of oral communication. (These items are applicable to the Eaker award presentation on leadership skill development)

**9.7.14** – Deliver narrative presentations. (Eaker award oral presentation)

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## 10<sup>th</sup> Grade – English

<p><b><i>Journey of Flight</i></b></p> <p><b>Parts 1 - 6</b></p>	<p><b>10.1.1</b> – Understand technical vocabulary in subject area reading.</p> <p><b>10.1.4</b> – Identify and use literal and figurative meanings of words and understand origins of words.</p> <p><b>10.2.3</b> – Demonstrate use of sophisticated technology by following technical directions.</p> <p><b>10.2.5</b> – Make reasonable statements and draw conclusions about a text, supporting them with accurate examples.</p>
<p><b><i>Leadership Lab</i></b></p> <p><b>Phase III</b></p>	<p><b>10.1.1</b> – Understand technical vocabulary in subject area reading. (Ex: Define Ceremony, Review, and Parade)</p> <p><b>10.2.5</b> – Make reasonable statements and draw conclusions about a text, supporting them with accurate examples. (Ex: Identify ways you can prepare yourself to make sound decisions)</p> <p><b>10.4.2</b> - Establish a coherent thesis that conveys a clear perspective on the subject and maintain a consistent tone and focus throughout the piece of writing. (Ex: Staff Study Report)</p> <p><b>10.4.3</b> – Use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than passive voice. (Ex: Staff Study Report)</p> <p><b>10.4.13</b> – Establish coherence within and among paragraphs through effective transitions, parallel structures, and similar writing techniques. (Staff Study Report)</p> <p><b>10.5.6</b> – Write technical documents. (Staff Study Report)</p> <p><b>10.5.7</b> – Use varied and expanded vocabulary, appropriate for specific forms and topics. (Staff Study Report)</p> <p><b>10.6.2</b> – Demonstrate an understanding of sentence construction, including parallel structure, subordination, and the proper placement of modifiers, and proper English usage, including the use of consistent verb tenses. (Staff Study Report)</p> <p><b>10.6.3</b> – Produce legible work that shows accurate spelling and correct use of conventions of punctuation and capitalization. (Staff Study Report)</p>
<p><b>Phase IV</b></p>	<p><b>10.1.1</b> – Understand technical vocabulary in subject area reading. (Ex: Define Counseling, Active Learning, etc...)</p> <p><b>10.2.5</b> – Make reasonable statements and draw conclusions about a text, supporting them with accurate examples. (Ex: Identify ways you can prepare yourself to make sound decisions)</p> <p><b>10.4.2</b> - Establish a coherent thesis that conveys a clear perspective on the subject and maintain a consistent tone and focus throughout the piece of writing. (Ex: Staff Study Report, Eaker award essay)</p> <p><b>10.4.3</b> – Use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than passive voice. (Ex: Staff Study Report, Eaker award essay)</p> <p><b>10.4.5</b> – Develop main ideas within the body of the composition through supporting evidence, such as scenarios, commonly held beliefs, hypotheses, and definitions. (Ex: Eaker award essay)</p> <p><b>10.4.9</b> – Use a computer to design and publish documents using advanced publishing software and graphic programs. (Ex: Eaker award essay)</p> <p><b>10.4.13</b> – Establish coherence within and among paragraphs through effective transitions, parallel structures, and similar writing techniques. (Staff Study Report, Eaker award essay)</p> <p><b>10.5.1</b> – Write biographical or autobiographical narratives or short stories. (Ex: Eaker award essay)</p> <p><b>10.5.6</b> – Write technical documents. (Staff Study Report)</p> <p><b>10.5.7</b> – Use varied and expanded vocabulary, appropriate for specific forms and topics. (Staff Study Report)</p> <p><b>10.6.2</b> – Demonstrate an understanding of sentence construction, including parallel structure, subordination, and the proper placement of modifiers, and proper English usage, including the use of consistent verb tenses. (Staff Study Report)</p> <p><b>10.6.3</b> – Produce legible work that shows accurate spelling and correct use of conventions of punctuation and capitalization. (Staff Study Report)</p>

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	<p><b>10.7.2, 3, 4&amp;6</b> – Organization and delivery of oral communication (These items are applicable to the presentation for the Eaker award.)</p> <p><b>10.7.14</b> – Deliver narrative presentations (Ex: Eaker award presentation)</p>
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## 11<sup>th</sup> Grade – English

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### ***Leadership Lab***

### **Phase IV**

- 11.2.3** – Verify and clarify facts presented in several types of expository texts by using a variety of consumer, workplace, and public documents. (Ex: Define Leadership from LL Vol. II and also state the USAF definition of Leadership)
- 11.4.2, 3, 4, 5&6** – These items focus on understanding different writing styles and processes depending on the audience. They are applicable to the Eaker award essay. (Ex: Describe lateral and vertical flow of communication, )
- 11.4.9** – Use a computer to integrate databases, pictures and graphics, and spreadsheets into word-processed documents. (Eaker award essay)
- 11.5.3** – Write reflective compositions. (Eaker award essay)
- 11.5.6** – Use varied and extended vocabulary, appropriate for specific forms and topics (Ex: Eaker essay)
- 11.5.7** – Use precise technical or scientific language when appropriate for topic and audience. (Ex: Eaker essay)
- 11.6.1** – Demonstrate control of grammar, diction, paragraph and sentence structure, and an understanding of English usage. (Eaker essay and presentation)
- 11.6.2** – Produce writing that shows accurate spelling and correct punctuation and capitalization. (Ex: Eaker essay and presentation)
- 11.7.6** – Use effective and interesting language, including informal expressions for effect, Standard English for clarity, and technical language for specificity. (Eaker award presentation)
- 11.7.16** – Deliver reflective presentations. (Eaker award presentation)

## 9<sup>th</sup> – 12<sup>th</sup> Grade Science

<b><i>Journey of Flight</i></b>	<p><b>CP.1.21</b> – Understand and explain that the change in motion of an object is proportional to the net force applied to the object and inversely proportional to the objects mass.</p> <p><b>CP.1.22</b> – Recognize and explain that the motion of an object is described by its position, velocity, and acceleration.</p> <p><b>P.1.5</b> – Distinguish between the concepts of momentum and energy.</p>
<b>Part 1</b>	
<b>Part 2</b>	<p><b>ES.1.13</b> – Explain the importance of heat transfer between and within the atmosphere, land masses, and oceans.</p> <p><b>CP.1.15</b> – Understand and explain that whenever the amount of energy in one place or form diminishes the amount in other places or forms increases by the same amount.</p> <p><b>CP.1.20</b> – Realize and explain that the energy in a system is the sum of both potential energy and kinetic energy.</p> <p><b>CP.1.22</b> – Recognize and explain that whenever on object exerts a force on another, an equal and opposite force is exerted back on it by the other object.</p> <p><b>CP.1.26</b> – Realize and explain that all motion is relative to whatever frame of reference is chosen, for there is no absolute motionless frame from which to judge all motion.</p> <p><b>P.1.1</b> – Describe matter in terms of its fundamental constituents and be able to differentiate among those constituents.</p> <p><b>P.1.9</b> – Use the conservation of energy and conservation of momentum laws to predict both conceptually and quantitatively, the results of the interactions between objects.</p> <p><b>P.1.11</b> – Recognize energy in its different manifestations, such as kinetic, gravitational, etc...</p>
<b>Part 3</b>	<p><b>CP.1.21</b> – Understand and explain that the change in motion of an object is proportional to the net force applied to the object and inversely proportional to the objects mass.</p> <p><b>CP.1.22</b> – Recognize and explain that the motion of an object is described by its position, velocity, and acceleration.</p> <p><b>P.1.5</b> – Distinguish between the concepts of momentum and energy.</p> <p><b>ENV.1.4</b> – Understand and explain that human beings are part of Earth’s ecosystems and give examples of how human activities can, deliberately or inadvertently, alter ecosystems.</p>
<b>Part 4</b>	<p><b>ES.1.14</b> – Understand and explain the role of differential heating and the role of Earth’s rotation on the movement of air around the planet.</p> <p><b>CP.1.22</b> – Recognize and explain that the motion of an object is described by its position, velocity, and acceleration.</p> <p><b>P.1.1</b> – Describe matter in terms of its fundamental constituents and be able to differentiate among those constituents.</p> <p><b>P.1.5</b> – Distinguish between the concepts of momentum and energy.</p> <p><b>P.1.9</b> – Use the conservation of energy and conservation of momentum laws to predict both conceptually and quantitatively, the results of the interactions between objects.</p> <p><b>P.1.11</b> – Recognize energy in its different manifestations, such as kinetic, gravitational, etc...</p>
<b>Part 5</b>	<p><b>CP.1.15</b> – Understand and explain that whenever the amount of energy in one place or form diminishes the amount in other places or forms increases by the same amount.</p> <p><b>CP.1.20</b> – Realize and explain that the energy in a system is the sum of both potential energy and kinetic energy.</p> <p><b>CP.1.22</b> – Recognize and explain that whenever on object exerts a force on another, an equal and opposite force is exerted back on it by the other object.</p> <p><b>CP.1.26</b> – Realize and explain that all motion is relative to whatever frame of reference is chosen, for there is no absolute motionless frame from which to judge all motion.</p>

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**P.1.1** – Describe matter in terms of its fundamental constituents and be able to differentiate among those constituents.

**P.1.4** – Employ correct units in describing common physical quantities.

**P.1.9** – Use the conservation of energy and conservation of momentum laws to predict both conceptually and quantitatively, the results of the interactions between objects.

**P.1.15** – Distinguish between the concepts of momentum and energy.

**P.1.11** – Recognize energy in its different manifestations, such as kinetic, gravitational, etc...

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## Part 6

**B.1.15** – Understand and explain that, in biological systems, structure and function must be considered together.

**B.1.43** – Understand that and describe how organisms are influenced by a particular combination of living and non-living components of the environment.

**ES.1.1** – Understand and discuss the nebular theory concerning the formation of solar systems.

**ES.1.3** – Compare and contrast the differences in size, temperature, and age between our sun and other stars.

**ES.1.6** – Discuss how manned and unmanned space vehicles can be used to increase our knowledge and understanding of the universe.

**P.1.1** – Describe matter in terms of its fundamental constituents and be able to differentiate among those constituents.

**P.1.4** – Employ correct units in describing common physical quantities.

**P.1.9** – Use the conservation of energy and conservation of momentum laws to predict both conceptually and quantitatively, the results of the interactions between objects.

**P.1.15** – Distinguish between the concepts of momentum and energy.

**P.1.11** – Recognize energy in its different manifestations, such as kinetic, gravitational, etc...

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## 9<sup>th</sup> – 12<sup>th</sup> Grade - Math

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### ***Journey of Flight***

The JOF materials do not meet any of the 9<sup>th</sup>-12<sup>th</sup> grade Math requirements since they do not contain problems that need to be solved. However, JOF does contain information on how math can be used outside of direct mathematics, including navigation and computation of wind drift. Other standards are reinforced such as the ability to analyze data and specify locations by using a graph (Aviation map).

### **Part 1 - 6**

Use of the aviation activities such as model rocketry and Project X and a little imagination on the part of the instructor, the Aerospace Education element of the Cadet Program can easily be made to reinforce many of the Indiana Mathematics standards.

## 9<sup>th</sup> – 12<sup>th</sup> Grade – Social Studies

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<b><i>Journey of Flight</i></b>	<p>S.6.1 – Describe how and why society changes over time. S.6.2 - Examine various social influences that can lead to immediate and long-term changes. S.6.4 – Examine how technological innovations and scientific discoveries have influenced major social institutions. S.6.5 – Discuss how social interactions and culture can be affected in the future due to innovations in science and technological change.</p>
<b>Part 1</b>	<p>S.6.12 – Evaluate a current issue that has resulted from scientific discoveries and/or technological innovations. WG.5.4 – Evaluate ways in which technology has expanded the capability of humans to modify the physical environment and the ability of humans to mitigate the effects of natural disasters.</p>
<b>Part 2</b>	<p>S.6.1 – Describe how and why society changes over time. S.6.2 - Examine various social influences that can lead to immediate and long-term changes. S.6.4 – Examine how technological innovations and scientific discoveries have influenced major social institutions. S.6.5 – Discuss how social interactions and culture can be affected in the future due to innovations in science and technological change. S.6.12 – Evaluate a current issue that has resulted from scientific discoveries and/or technological innovations.</p>
<b>Part 3</b>	<p>S.5.1 – Discuss the impact of major social institutions on individuals, groups, and organizations within society. S.5.11 – Identify both rights and responsibilities the individual has to primary and secondary groups. S.8.2 – Describe how collective behavior can influence and change society. WG.5.4 – Evaluate ways in which technology has expanded the capability of humans to modify the physical environment and the ability of humans to mitigate the effects of natural disasters.</p>
<b>Part 4</b>	<p>S.5.1 – Discuss the impact of major social institutions on individuals, groups, and organizations within society. S.5.11 – Identify both rights and responsibilities the individual has to primary and secondary groups.</p>
<b>Part 5</b>	<p>S.6.4 – Examine how technological innovations and scientific discoveries have influenced major social institutions. S.6.5 – Discuss how social interactions and culture can be affected in the future due to innovations in science and technological change. S.6.12 – Evaluate a current issue that has resulted from scientific discoveries and/or technological innovations.</p>
<b>Part 6</b>	<p>S.5.1 – Discuss the impact of major social institutions on individuals, groups, and organizations within society. S.5.11 – Identify both rights and responsibilities the individual has to primary and secondary groups. S.6.1 – Describe how and why society changes over time. S.6.2 - Examine various social influences that can lead to immediate and long-term changes. S.6.4 – Examine how technological innovations and scientific discoveries have influenced major social institutions. S.6.5 – Discuss how social interactions and culture can be affected in the future due to innovations in science and technological change. S.6.12 – Evaluate a current issue that has resulted from scientific discoveries and/or technological innovations. S.8.2 – Describe how collective behavior can influence and change society. WG.5.4 – Evaluate ways in which technology has expanded the capability of humans to modify the physical environment and the ability of humans to mitigate the effects of natural disasters.</p>
<b><i>Leadership Lab</i></b>	<p>P.3.8 – Examine the roles of reinforcement and punishment as ways of understanding and modifying behavior. P.3.10 – Create and carry out a plan for changing one’s own behavior. P.3.11 – Provide examples of learning from daily life.</p>

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**P.3.12** – Apply mnemonic techniques to learning situations.

**P.5.12** – Discuss conflict and the processes involved in conflict resolution.

**P.5.14** – Provide positive and negative outcomes of group polarization.

**P.5.20** – Compare the effects of cooperation and competition on individuals and groups.

**S.2.10** – Work independently and cooperatively in class and the school and provide leadership in age appropriate activities.

**S.2.12** – Demonstrate democratic approaches to managing disagreements and resolving conflicts.

**S.4.3** – Examine ways that groups function, such as roles, interactions, leadership.

**S.4.5** – Analyze what can occur when rules of behavior are broken, and analyze the possible consequences for unacceptable behavior.

**S.4.9** – Discuss how formal organizations influence behavior of their members.

**S.5.12** – Demonstrate democratic approaches to managing disagreements and solving conflicts.

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## 9<sup>th</sup> – 12<sup>th</sup> Grade Physical Education

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### ***Physical Training***

- 9.1.3 – Develop outdoor and lifelong leisure pursuits (CAP is a volunteer activity conducted during “leisure time” that promotes physical fitness)
- 9.2.2 – Analyze and evaluate information about complex motor (movement) activities that lead to improved physical performance.
- 9.3.1 – Identify available community resources that promote an active lifestyle. (CAP is a community resource)
- 9.3.3 – Participate regularly in physical activities that contribute to improved physical fitness and wellness.
- 9.4.1 - Create a personal program to achieve and maintain an optimal level of personal fitness.
- 9.5.1 – Demonstrate safe and appropriate use and care of equipment and facilities.
- 9.5.3 – Understand the inherent risks associated with physical activity in extreme environments.
- 9.7.1 – Identify positive aspects of participation in several different physical activities.
- 9.7.2 – Demonstrate comfort in personal expression
- 9.7.3 – Identify the positive feelings that result from physical activity and participation alone and with others.