



CADET

HANDBOOK

Table of Contents

The Air Force Junior ROTC Cadet Creed.....	3
Admission Standards and Disenrollment.....	4
Introduction to Harry S. Truman	5
Character Development.....	6
Cadet Corps Honor Code	7
Core Values.....	7
What Air Force JROTC Expects From You	8
JROTC Grading Policy	10
Academic Standards	11
Attendance	11
Reserve Cadet Participation	11
Prohibition on Physical Discipline and Hazing	12
AFJROTC Classroom Assertive Discipline Plan and Classroom Procedures	13-15
Adopt A Study System.....	16
Study Habits	16
Reading	17
Reading for Study.....	17
Effective Listening	18
Note Taking	18-19
Test-Taking Skills	19-20
Growth and Leadership Opportunities	21
Cadet Ranks.....	21
Privileges of Rank.....	22
Cadet Promotions and Job Assignments.....	22
The Rook Sysyem	23
Teams, Club, and Corps Activities.....	23-24
CyberPatriot.....	24
Military Courtesies	25
Guidelines For Saluting	25
Reporting Procedures.....	26
Personal and Associated Courtesies.....	26-27
Personal Appearance, Mannerisms, and Conversation.....	27
Military Bearing.....	27
The Uniform.....	28
History of the Uniform.....	28
Uniform Wear	29
Uniform Cleaning.....	29
Enforcement of Uniform Wear	29
General Uniform Guidelines	30-32
Female Male Cadet Guidelines	33
Belt	33
Airman Battle Uniform (ABU).....	33-34
Physical Training Gear (PTG) Uniform	34
Proper Way to Tie a Tie.....	35-36

Air Force JROTC Badges	37-38
Air Force JROTC Rank Insignias.....	39
Cadet Male Head Gear.....	40
Cadet Female Head Gear.....	41
Cadet Beret Headgear.....	42
ABU Illustration.....	43
Cadet ABU Head Gear	44
Light Weight Jacket Illustration	45
Male Service Coat Illustration	46
Female Service Coat Illustration.....	47
Male Blue Shirt Illustration	48
Female Blue Shirt Illustration.....	49
Flight Suit (Male and Female).....	50
Semi-Formal Dress Uniform	51
Sample Exhibition Uniform	52-53
Sample Uniform Pictures	54-56
U.S. Air Force History	57
U.S. Air Force Academy	57
The U.S. Air Force JROTC History.....	58
NY-20011 History	58
The U.S. Air Force (Song)	59
U.S. Air Force Blue (Song)	60
The Phonetic Alphabet	61
Military Time	61
United States Air Force Ranks	62
LE 100 Course Syllabus	63
LE 200 Course Syllabus	69
LE 300 Course Syllabus	75
LE 400 Course Syllabus	82
Drill and Ceremonies Cumulative Course Syllabus	88
Health and Wellness Course Syllabus.....	93
AS 100: Milestones in Aviation History Syllabus.....	97
AS 200: The Science Of Flight: A Gateway to New Horizons Syllabus	103
AS 300: Exploring Space: The High Frontier Syllabus	109
AS 410: Survive and Return Syllabus.....	116
Leadership Rubric	120
Attachment 1	121
Specific Female Cadet Grooming Guidelines.....	121-122
Female Hair Standards Illustrations.....	123
Attachment 2	124
Specific Male Cadet Grooming Guidelines	124
Male Hair Standards Illustrations.....	125
Attachment 3	126
Awards and Decorations	126-145
Ribbon Chart	146
Notes	130

The Air Force Junior ROTC Cadet Creed

I am an Air Force Junior ROTC Cadet.

I am connected and faithful to every Corps of Cadets who serve their community and nation with patriotism.

I earn respect when I uphold the Core Values of Integrity First, Service Before Self, and Excellence in All We Do.

I will always conduct myself to bring credit to my family, school, Corps of Cadets, community, and to myself.

My character defines me. I will not lie, cheat, or steal. I am accountable for my actions and deeds.

I will hold others accountable for their actions as well.

I will honor those I serve with, those who have gone before me, and those who will come after me.

I am a Patriot, a Leader, and a Wingman devoted to those I follow, serve, and lead.

I am an Air Force Junior ROTC Cadet.

The Mission and Goals of the Air Force Junior Reserve Officer Training Corps

Mission

Develop Citizens of Character Dedicated to Serving Their Nation and Community

Goals

Instill Values of Citizenship, Service to the United States, Personal Responsibility, and a Sense of Accomplishment

ADMISSION STANDARDS

Eligibility for admission into the Air Force Junior Reserve Officer Training Corps (AFJROTC) program is determined by the Jeanne M. Holm Center for Officer Accessions and Citizen Development in accordance with AFJROTC Instruction 36-2001. The goal is a proportionate representation of the entire student body. To be eligible to participate and continue in AFJROTC, students must be:

- Enrolled in and attending a regular course of instruction in the school.
- Selected by the AFJROTC instructor in coordination with the principal (or a designated representative) to ensure enrolled students meet acceptable standards.
- In grades 9 through 12.
- Physically fit. Students must be qualified, approved, or capable to participate in the school's standard physical education program.
- Disenrollment. As a rule, disenrollment from AFJROTC is approved by the principal in coordination with the AFJROTC instructors and counselors. Disenrollment should be a last resort, preceded by substantiated documentation and corrective counseling, to maintain the morale and discipline of the unit. A cadet may be disenrolled from AFJROTC for:
 - Failure to maintain acceptable standards (including uniform wear and grooming)
 - Inaptitude or indifference to training
 - Disciplinary reasons
 - Any other reason deemed appropriate by the principal and AFJROTC instructors

There is no military service obligation for participating in AFJROTC.

AFJROTC cadets have an opportunity to earn scholarships.

AFJROTC cadets may have an advantage when competing for appointments to the U.S. Air Force Academy and the other service academies.

Cadets who complete 3 years of JROTC and enlist in the military may qualify for higher pay.

Introduction to Harry S. Truman

High School's Corps of Cadets



Welcome to the Harry S. Truman Air Force Junior Reserve Officer Training program (AFJROTC). You have accepted a challenge unlike any other offered in high school. As a member of New York-20011, we expect you to exceed the standards of the average high school student, to *follow, to lead, and to learn*. Our mission is to *"Develop citizens of character dedicated to serving their nation and community."* The objectives of AFJROTC are to *"Educate and train high school cadets in citizenship, promote community service, instill responsibility, character, and self-discipline, and provide instruction in air and space fundamentals."* The program is grounded in the Air Force core values of integrity first, service before self, and excellence in all we do.

Your classes will present you with exciting opportunities to learn about aerospace science, leadership, and life skills such as time management, human relations, and public speaking techniques.

Curriculum opportunities include:

Academic studies

- Character education
- Life skills education
- Leadership opportunities
- Team-building experiences
- Field trips / training opportunities

Academic achievement is necessary for all students in order to succeed in high school and beyond. A well-rounded education helps develop curiosity and creativity, critical thinking and increases your chances for success in your future endeavors. Class discussion, readings, homework, study hall and promotions teach and encourage academic achievement. In addition, you will explore and learn to carry out the traditions, customs, and courtesies practiced in NY-20011 and the Air Force. Finally, the extracurricular activities such as the military ball, dining out, color guard, and drill teams will give you the opportunity to put to practical use the skills you learn in the classroom.

The program will allow you to see, do, and learn things you have never even imagined possible. Through this you will learn the principle: Revelation (i.e., being told something) is the infantile route to knowledge. Experience is the mature route. In time, you will be able to see the invisible, touch the intangible, and accomplish the impossible.

As you can see, we have much to offer. The above-mentioned activities only scratch the surface. As you progress in the program, we will ask and expect more of you. You will find yourself spending less time following and more time leading. This program can take you as far as you desire to go. As with anything, you get out of the program what you are willing to put into it. NY-20011 is looking for a few dedicated cadets. You have taken the initiative to join, which shows you are willing to take on the challenge and we congratulate you for your courage. Now prepare to excel and achieve!

Character Development

Responsibility is a character trait that shows people and ourselves that we can be trusted to perform a job, do a task, be there for others, and regularly contribute to school and society. This is accomplished by homework, job performance, punctuality, briefings, and meeting deadlines.

Service is an important concept, which we all must be familiar with. It means doing for others. Most of us gain a great deal through service to others. When we "serve" other people we build a stronger community and we are often paid back through good feelings and reciprocal service. Service includes parades, fund-raising, canned food and toy drives, community service, after-school assistance and job performance.

Teamwork means working with others. There are leaders and followers and all must work together. The whole is greater than the sum of the parts means that the contributions of each member make the group more efficient than all working alone. This is accomplished by job performance, marching in formation, group projects, and group activities.

Core values are necessary to the existence of a better and more productive society. Our honor code mentions honesty and integrity, but there is much more. Treating all others with the same respect we desire, actively listening to others, and entering into all "relationships" without prejudice are examples of core values. This is accomplished through education and practice.

Self-discipline means controlling our own lives. Within certain constraints we are all given free choice to make decisions. We must learn how to make the most effective decisions in order to control our lives and how we live them. This can mean behaving in school, choosing to do homework instead of watching TV or something much more significant. Learning self-discipline now will be rewarded for the rest of your lifetime. Every facet of AFJROTC is practice in self-discipline.

Lastly, excellence in all we do is necessary to lead a productive life and build an enjoyable society. "Good enough" is not usually good enough! We must always strive to do better and improve wherever we can. Look for ways to improve, even if things seem to be working well. Always do the best you can, not just good enough. This will lead you to greater heights and achievements. Excellence is a goal of every aspect of this program.

Cadet Corps Honor Code

"I Will Not Lie, Steal Or Cheat, Nor Tolerate Among Us Anyone Who Does."

This Honor Code is a minimum standard of ethical behavior for cadets and is to be embraced by each cadet -- an internal self-enforcement mechanism. Cadets, who have the intent to lie, cheat or steal and commit any act because of that intent, may have violated the Honor Code. Also, the fact that they fail in their attempt to lie, steal, or cheat does not exonerate them. The Honor Code serves as a foundation upon which each cadet can build a personal concept of professional ethics and a life-long sense of honesty and integrity.

When you commit yourself to AFJROTC, you will be entering into a program that prepares you for a leadership role in whatever profession you choose. The high standards of integrity that employers expect are developed during your cadet years. Naturally, a high sense of honor is important in all professions, but it is necessary in the character of a Southern Regional Cadet Corps member.

It is impossible to list all the ways the honor code applies to your daily lives. As a member of the Cadet Corps team, you will appreciate the feeling of mutual trust and respect that comes from living with the code. To ensure that you have a basic understanding of the code, here is a brief description of its terms:

(1) To lie is to make a false statement or convey a false impression with deliberate intent to deceive. We're not talking about innocent "white lies" here but serious misstatements of some consequence; for example, misstating to a cadet officer the reason for missing a meeting. Of course, lying to an instructor is doubly serious.

(2) To steal is to take the property of another or others without permission or right, especially secretly or by force, with the intent to deprive the other of the property. Examples would be taking another person's pen or jacket which he left behind, or taking a uniform item from the unit supply room. The offense of shoplifting off campus is punishable under this code.

(3) To cheat is to obtain an unfair advantage or profit to oneself by deception or fraudulent means. The obvious example in the academic environment is cheating on a test or other schoolwork, but it also includes cheating at games or sports, etc.

(4) To tolerate is to allow or permit another's act or behavior without attempting to hinder or prohibit it. Each cadet is morally obligated to uphold the standards set by the honor code. The honor code belongs to each cadet, and each cadet must be its guardian. To allow other cadets to lower the integrity of the unit is to tolerate. You are not expected to "spy" on another cadet; however, a cadet who becomes aware of a possible violation by a fellow cadet should demonstrate leadership and take appropriate action. It is not easy to confront or report another cadet for an

honor violation, but you have a loyalty to the unit that must come before your loyalty to an individual who would tear down the high standards of the unit. Remember, our profession requires moral courage just as much as it requires physical courage.

When an honor code violation is reported to a cadet officer or instructor, the Honor Board will determine the facts and make recommendations to the Senior Aerospace *instructor* (SASI) for possible disciplinary action. This may result in detentions, temporary or permanent loss of rank and/or position, and/or other appropriate action. In all proceedings, every possible step is taken to protect the rights of the accused cadet. The Honor Board will take no action without the approval of the SASI. The Honor Board is not a police force; they are only appointed to administer the code. Each cadet must have the moral courage to support the code and report violations of it.

Core Values

Integrity, service, and excellence -- These simple words epitomize the core values of our cadet corps. The foundation is integrity, fortified by a commitment to the service of our school, community, and country, and fueled by a drive in excellence in all that we do. The New Jersey-931st recognizes integrity first, service before self, and excellence as its core values. These are values every member must believe in, and more importantly, live by.

Integrity First

An unfaltering devotion to honesty, truthfulness, doing one's duty, and doing what is right

We start with integrity because it is the essential element or the foundation on which other values are built. It is that inner voice that gives one the courage to uphold educational and organizational standards by using professional judgment to do what's right. It's being honest with others as well as with you, and doing what's right at all times. Integrity remains the very bedrock of our corps. Cadets possessing integrity will always do what's right, regardless of the circumstances, even when no one is looking. They will make no compromise in being honest in small things as well as great ones. Integrity also covers several other moral traits indispensable to national service. These traits include: Courage, Honesty, Responsibility, Accountability, Justice, Openness, Self-Respect, and Humility.

Service Before Self

*The giving of **self** to provide for the welfare of others*

Next is our AFJROTC service -- an uncommon undertaking -- that calls for people with an enduring commitment and dedication to the mission and service to others before self. Each member must realize his or her needs are secondary to the needs of our unit, school, community and country. It is the willingness to sacrifice one's personal agenda for the betterment of the organization.

Excellence In All We Do

Unusually Good Quality; Being Better than Others

This brings us to excellence, our third core value. This encompasses many things, among which is the care of the resources of our unit, school, community, and nation. It involves the commitment to continuously improve competence, and tenacity -- to make it happen. This makes competence or excellence in all things we do paramount. Doing the very best you can is not just a professional obligation, it's a moral one as well.

Integrity first, service before self, and excellence in all things we do. These core values serve as our road map and set the standard for our behavior. They serve to remind us of the importance of the commitment we have chosen, the honor code that we took, and the demands placed upon us as members of the most professional cadet corps in JROTC. Learn these lessons well. They will serve you well in your JROTC career and your personal life.

These are the guidelines that we strive towards to make AFJROTC a profitable experience. Some of you will achieve all of these goals, some will not. The key is how hard you try. The goals are set up for classroom, school, family, and community. They are not difficult and all cadets can accomplish some or all of them through their time in the program. All you require is willingness and effort. Your instructors can guide, teach, and lead, but you must be willing to do the work to become better. Please join us in this quest.

What Air Force JROTC Expects From You

Throughout the AFJROTC program, there are certain attitudes and traits we expect:

- Respect for authority, the flag of the United States, your parents or guardians, and yourself.
- Habits of orderliness and precision.
- You will learn to work with others.
- You will learn to possess a high degree of personal honor and integrity.
- You will learn how to handle responsibility.
- You are expected to graduate from high school on time!
- We also expect you to meet certain guidelines. In order to clarify this, we have a code of conduct, including the AFJROTC Honor Code.

Cadet Code of Conduct: As a cadet at Harry S. Truman High School, I will live by this cadet code of conduct. I will

- Respect and follow the directions of my parents, school officials and staff, teachers and community leaders
- Maintain acceptable grooming standards and wear the uniform of a JROTC cadet when and as required.
- Show respect for the AFJROTC uniform and keep it in good condition.

- Show respect for the authority and higher rank of other cadets
- Apply myself to the best of my ability in academics, JROTC classes and athletics
- Be honest at all times
- Be non-prejudicial in my treatment of others.
- Treat all others with respect. I will do my best to maintain my self-respect and my self-control.
- Show courtesy toward others in my conduct and speech.
- Be a role model for other students of Harry S. Truman High School and for my community.
- Public display of affection (PDA) will not be tolerated at any time when in uniform, or when participating in any AFJROTC event out of uniform. PDA consists of groping, kissing, holding hands, etc. Any and all displays of affection can be detrimental to the morale and welfare of the corps and can create the perception of favoritism.
- When the Principal or military officer of senior rank to the personnel present in the room **enters or leaves** the room, the room is called to attention. The occupants of the room remain at attention until ordered otherwise in accordance with military regulations.
- When a cadet officer or NCO superior to you gives an order, it can be considered to be an order from the Commander. You have the right to disagree and present your ideas, but all lawful orders should be followed. Cadets who feel they are not being treated fairly should see their flight commander, and if necessary take it up the chain of command.

These are tough standards but you can live up to them if you try. All you need is the desire to succeed. Although other students may not be expected to live up to standards this strict, you are not just another student. You are a cadet and we are asking you to be a little better and a little more mature than most other students who are not members of AFJROTC.

JROTC Grading Policy

The grading policy is based on a combination of academic work, citizenship, and Air Force guidelines. The breakdown of your grade is as follows:

Homework	20%
Exams	25%
Participation	25%
Uniform Inspection	30%

The components of grading are:

- Instructors will occasionally give tests and quizzes. Tests will be announced in advance. Quizzes may not be. Tests and quizzes will be based on class work, texts, cadet guides, handbooks, and assignments.

- b. The Air Force, which establishes and maintains the AFJROTC program in high schools, sets certain standards. One standard is “cadets will wear the prescribed AFJROTC uniform at least one day per week.” In addition, “the fitting standards, wear instructions, and personal grooming standards prescribed” in Air Force Instructions will apply. These standards are included in your Cadet Guide. **Failure to wear the uniform on assigned days and/or failure to wear the uniform according to Air Force standards is cause for a failing grade, and removal from the AFJROTC program.**
- c. Classwork/Participation includes leadership skills, class participation, behavior within class, and following school and AFJROTC rules.
- d. Homework is assigned periodically. It is important to turn in your homework on time. Homework will only be accepted late due to an excused absence.

Academic Standards

We expect cadets to attend school regularly and work hard in class as well as in other endeavors. Cadets who attend school regularly, and work hard in class have respect for themselves and generally do better than others. These are the cadets we need to run a successful cadet corps. MORE IMPORTANTLY, THIS IS WHAT YOU NEED TO DO TO GRADUATE.

Attendance

Attendance is a very important part of school and AFJROTC. We expect students to be in school and to attend each class unless it is unavoidable to do so. We also expect an absence note when a student misses class. Excessive absence will result in failure since you will be missing class work, tests, and homework.

Students without notes will be considered “unexcused. Unexcused students will not be able to make up homework or tests. Lateness is defined as arriving after your name has been called during attendance.

Reserve Cadet Participation

Although not routine, there are occasions where cadets are placed in reserve status by token of being unable to actively participate or course conflicts keeping them from being enrolled in an available JROTC class. Under these circumstances, cadets are placed in “reserve” status, allowing them to attain credit towards JROTC participation. These students will not be given credit for attending the class as normal (enrolled) students are, but can continue to contribute to the program, work towards rank and/or position upgrades, participate in community service, and co-curricular activities provided that reserve participation does not conflict with their other responsibilities as high school students. Reserve cadets can wear their uniforms during their participation in community service, JROTC competitions/performances, and other activities as deemed appropriate by the SASI or ASI.

Prohibition on Physical Discipline and Hazing

Any form of hazing, whether verbal or physical will not be tolerated within our unit. Requiring cadets to perform any physical action as a reprimand, punishment, or for failure to perform, is prohibited.

Examples of prohibited physical activities include, but are not limited to pushups, running laps, or any inappropriate physical contact such as shoving, pulling or grabbing.

Any form of verbal abuse, teasing, public rebuke or any attempt to otherwise humiliate a cadet is prohibited.

Secret societies or private clubs are prohibited as part of the AFJROTC program.

AFJROTC Classroom Assertive Discipline Plan and Classroom Procedures

Cadets may walk around the classroom to read the bulletin board, the "Do Now" assignment, and converse with other cadets until the late bell rings. When the late bell rings, all cadets must assume their appropriate positions. (Students are considered tardy if not standing at their seats at Parade Rest when the late bell rings.)

- Cadets take their jackets off and hang them on the back of their chair. Book bags are removed and placed on the floor. Cadets assume the position of Parade Rest behind their chairs.
- The Flight Sergeant assumes a position behind the lectern.
- Flight Commander stands at Parade Rest to the right of the Flight Sergeant.
- Once everyone is in position, the Flight Sergeant executes roll call.
- When the Flight Sergeant calls a cadet's name, the cadet will assume the position of Attention, respond with "here, Ma'am/Sir," and then returns to the position of Parade Rest.

After the completion of roll call, the Flight Sergeant stands two paces in front of the Flight Commander, salutes, and reports "Sir/Ma'am, roll call is completed." The Flight Commander returns the salute and orders the Flight Sergeant to "prepare the flight for instruction."

The Flight Sergeant will assume a position at the center of the flight (marching, using appropriate facing movements, and stands at the position of Attention) call the flight to Attention, followed by the command of At Ease. The flight will then be instructed to prepare for instruction. (The Flight Sergeant or Flight Commander will inquire from the instructor what preparation is needed for the day.) Once the cadets are prepared, the Flight Sergeant will return them to the position of Attention, reposition two paces from the Flight Commander, salute and report "Sir/Ma'am, the flight is prepared for instruction."

The Flight Commander will return the salute and reply, "Thank you, take your position." The Flight Sergeant drops their salute, performs an appropriate facing movement, stands behind their chair and assumes the position of Attention.

Following the departure of the Flight Sergeant the Flight Commander will assume a position at the center of the flight (marching, using appropriate facing movements, and stands at the position of Attention) and command the flight to "face the flag, salute, and pledge." (The entire flight will recite the Pledge of allegiance)

After the pledge, the Flight Commander will instruct the flight to face the front and sing the Air Force song. Finally, the Flight Commander will ask them "what is our Honor Code?" followed by, "What are our Core Values?" The entire flight will respond with the appropriate answer following each question.

After the reaffirmation of the corps' Honor Code and Core Values, the Flight Commander will command the flight "At Ease," and instruct them to take their seats. Once the flight is seated, the Flight Commander will position themselves two paces away and directly in front of the instructor,

salute, and report "Sir, the flight is prepared for instruction." The instructor will return the salute and direct the Flight Commander to take their seat.

Additional Classroom Procedures

- Cadets that report to class late must quietly enter without disrupting the procedures and sign the late log.
- Only cadets in the classroom will be marked present.
- Before the bell rings to signify the end of the period, cadets must square away the classroom.
- When it is time to change classes, the flight commander will call the flight to attention. Upon receiving permission, the flight commander dismisses the flight. The flight will remain at attention until dismissed.
- All classes will be conducted in a military manner. The following are a few of the rules of conduct that will apply daily while in the classroom:
 - Speak only when called upon.
 - Answer Sir or Ma'am to all in authority positions.
 - Be prepared (writing utensils, notebooks) and on time. 6P's-- Punctual, Paper, Pencil, Protocol, Prepared and Positive to learn)
 - Be considerate and courteous to others.

To instill habits of orderliness, decorum, and military bearing, the following room procedures will be observed by cadets.

- Cadets are expected to show respect for instructors, cadet officers and fellow cadets. Impertinence or disrespect will not be tolerated, and can result in a student's removal from the AFJROTC program.
- Cadets will conduct themselves in a mature and adult manner at all times. When in uniform cadets will conduct themselves in a military manner.
- Cadets should address fellow cadets by their cadet rank or as 'mister' or 'miss' when in uniform.
- No gum, food or drinks in classroom without instructor permission.
- You need permission of the instructor to leave the classroom, (latrine, counselor, nurse, etc.) and must have a pass.
 - All trips to the latrine require entry into the latrine log.
 - Cadets cannot go to the latrine until 10 minutes after the late bell rings and no later than 10 minutes before the end of the period.
- Treat your fellow students with respect.
- Use proper terminology when addressing instructors, cadet officers, and cadet NCOs.
- Be prompt when returning parent and teacher consent forms.

- Bring a pen or pencil and paper to class every day.
- No profanity.
- No talking in class during instruction.
- No sitting on top of desks.
- Cadets have five days from an excused absence to make up all class assignments will be made up within five class days of an excused absence. If you miss an exam that was scheduled or announced before your absence, you will be expected to take the exam on the day you return to class. It is your responsibility to attain and make-up any missed assignments.

Adopt a Study System that Works for You

Find the study system that best suits your needs and will help you meet the challenges of BMT. If you had study habits that worked well for you in the past, continue using those techniques. Regardless of what methods you use, the important thing is to develop an approach that works for you and gives you great results. Applying these skills can be an excellent way to identify gaps in your learning, retain key information, clarify materials, reinforce what you learned and prepare for performance evaluations.

Study Habits:

Plan ahead: At night and on weekends, review what you have learned and preview the next day's or week's classes for main ideas. Studying a little every day is far better than trying to cram at the last minute.

Keep a positive attitude: Your attitude toward studying will influence how well you learn. If you do not feel like studying, make excuses or rationalize why you cannot do well, you set yourself up to do poorly. Believe in yourself and keep a positive attitude; if you convince yourself you can succeed, you will.

Avoid distractions: Many distractions exist, but try to minimize them. One area of concern is personal issues; if you have minor issues, try to temporarily put them aside. If there are items you need to deal with immediately, do so and gain assistance from your parents, guardians, friends, or JROTC Instructor, if needed.

Overcome barriers: Barriers can take many forms and can include distractions; lack of concentration; fatigue; stress; low self-esteem; noise; insufficient lighting; and poor vocabulary, study habits and time management skills.

Study time: Study for 30 - 60 minutes with a 5 - 10 minute break between sessions. You tend to learn more by the repetition of these shorter sessions.

Recalling: After studying or returning from a break, force yourself to mentally recall what you just learned.

Ask questions: Formulate questions to help you increase understanding and to clarify main points. If you do not understand the material, ask questions during class.

Designate a study area and time: Find the most appropriate area, and then study at the designated time every day.

Reading

Reading forms the basis of your study skills so improving your reading skills can be very beneficial.

Reading Skills:

Adjust your reading speed to the difficulty level: Speed up on the easy parts and slow down on the more difficult areas. If something is familiar to you, read faster; if it is unfamiliar, read slower.

Minimize the need to vocalize (read aloud) while reading: Stop vocalizing by looking for key words, main ideas or images. One technique is to shift your focus from a small area of print to a larger area. Do not read individual words one at a time: doing this is very ineffective. Let your eyes follow your hand or another object quickly. Concentrate on reading groups of words or every second or third word.

Avoid re-reading passages: To prevent constantly re-reading, avoid distractions, concentrate and find the best study area you can. It may help to cover up what you just read so you will not get distracted by it

Do not let unknown words slow you down: Figure out the meaning of words by seeing how they are used in a sentence. To improve your vocabulary and comprehension, read more and study the meaning of words.

Practice reading to improve your skills: Most of us depend on habits we formed when we learned to read and never put much effort into improving these skills. If you have not taken steps to improve, start now.

Reading for Study

A tried and true method is to use the survey, question, read, recall and review method:

Survey: Preview the material to gain an idea of the main ideas (e.g., headings or bold print).

Question: After surveying, write questions about the subject you want answered.

Read: Read carefully to find out more detailed information and to search for answers to your questions.

Recall: To help you retain the information, try to summarize each section. Your goal is not to remember everything you read, but to rephrase or summarize main ideas or important points.

Review: Now review what you just read. Skim a section or chapter immediately after reading it, and then review any notes or questions you wrote Reading to Remember.

Organize the information: Arrange ideas into small groups to help you remember.

Make the information relevant: Connect the new information to things you already know.

Learn actively: Try to use all of your senses. Get up and move around as if you are practicing for a speech.

Use your long-term memory: Do this by reviewing the information several times. It often helps to change the order of information you recite during this review.

Effective Listening

You will spend a lot of time in your life listening. You may as well make the most of it by using it to enhance your learning experience. In JROTC, it can help you become a better student, but it does require effort and practice.

Listening skills:

Concentrate: During class, focus on the message (what is being said) instead of judging the delivery and mannerisms (the way something is said).

Take notes: Stay focused on the material by taking notes.

Stay physically alert: Maintain a comfortable position and try not to slouch. If you feel sleepy, hydrate; if this does not help, take your gear, move to the back of the class and stand up.

Stay mentally alert: Keep your mind engaged by asking questions or comparing the lecture to the chapter.

Use the time gap to your advantage: The average speaking rate is 120 words per minute and the average processing rate is 500 words per minute. Use the extra time to recall, rephrase and summarize the material.

Note Taking

Learning to take better notes can help your overall study habits. You may find the following techniques helpful:

Write short notes or highlight areas in the BMTSG that the WSMS Instructor emphasizes or repeats (do not write everything down as it may overwhelm you and cause you to miss key points).

Concentrate on finding, summarizing and understanding main points.

Define key words.

Paraphrase key items by writing them in your own words.

Pay attention to the entire class; it is easy to lose focus towards the middle and end parts of a class.

Organize your notes and rewrite them if necessary.

Pay attention to the visual aids.

Make it a habit to review your notes and any additional study material at the end of each day as repetition aids the learning process. On average, you can usually only recall about 50% of material after 48 hours. To counteract this, use your long-term memory by reviewing the information several times. You can also participate in study groups if you find this method helpful.

Test-Taking Skills

Advanced preparation is the key to doing well on tests. Use the skills discussed here to prepare, gain a better understanding of your subject material, lower your anxiety and help you obtain better test scores. By understanding test-taking techniques and common problems and solutions, it can help you reach your full potential.

Have a positive attitude: This can go a long way toward success and help decrease stress and fear.

Plan: Make a plan to study daily, and then stick with it. This will help you to be prepared and reduce stress and fear.

The night before: It is better to do a quick review and go to bed as early as possible. Your body and brain need sleep to function at their best. On the other hand, cramming is usually ineffective and stressful.

The day of the test: Eat a good meal before the test as you can think better on a full stomach.

Manage your time: Do not rush through the test and make needless mistakes. There is no prize for finishing first. Figure out how many minutes you can spend on each question and monitor your time accordingly. If there is a question that is stumping you, skip it and come back to it after you finish all of the other questions.

Read carefully: Carefully read the entire question and all possible answers, and then select the most correct answer. Do not select the first answer that looks correct as many of the answers may be close and you may pass over the most correct answer.

Process of elimination: Use this process to eliminate answers that cannot be correct.

Difficult questions: Do not let them get you worried or frustrated. Reread the question and choose the best answer and come back to these questions after you finish the rest of the test.

Do not change your answers: Once you mark an answer, you are better off leaving it alone. Do not change it unless you are absolutely positive another answer is correct. Experience shows that your first impression is usually correct.

Review your answers: After you finish the test, use the remaining time to double-check all of your answers; check for careless errors such as skipping a question (not marking an answer) or marking the wrong answer.

Test Taking Problems and Solutions	
Problems	Solutions
Fear	<p>Keep a positive attitude, prepare properly and perform breathing exercises to help combat fear.</p> <ul style="list-style-type: none"> • If you tell yourself you will do well, it will help you do just that; however, if you tell yourself the test will be difficult and that you are likely to fail, it can cause you to do just that. • Make a study plan to complete daily and stick to it. • Perform the deep breathing exercise: take a deep breath in, hold it for 10 seconds and slowly exhale. Repeat this exercise several times to calm yourself down.
Mental block	<p>If you are unable to concentrate or have a temporary memory block, Do Not Panic or Give Up. Know that these temporary lapses of memory are normal. Simply, take a few moments to perform the deep breathing exercise, and then get back to the test.</p>
Overconfidence	<p>Prevent overconfidence by listening to and following all directions and reading each question and all answers completely before selecting your answer.</p>
Irritation	<p>Keep a positive attitude as becoming irritated can cause you to stress out, lose your concentration and to miss more questions. Take a few moments to perform the deep breathing exercise, and then get back to the test.</p>
Not Enough Time	<p>To prevent not having enough time to finish the test, plan your time before you start the test. Figure out how many minutes you can spend on each question and monitor your time accordingly. If there is a question that is stumping you, skip it and come back to it after you finish all of the other questions. Do Not Panic!</p>
Mechanical Errors	<p>Mechanical errors, such as mismarking an answer, are common and occur when you rush or are careless. Prevent these types of errors by slowing down, paying attention to detail and marking answers carefully.</p>

Growth and Leadership Opportunities

The AFJROTC corps of cadets is a self-sustaining operation. The instructors teach the classes and advise the cadets, but most of the work and planning are handled by the cadets. Therefore, cadets who are interested have a position in this program to help the corps work. Without these the corps would not exist. You have every opportunity to help with these functions. You can help with

- Planning and Organizing trips, parties, and other recreational programs
- Planning and Organizing community service
- Designing and working with bulletin boards, newsletters, and scrapbooks
- Taking photographs and videos
- Keeping the classroom in order
- Uniform Issue and Control
- Filing and Updating Records

Student Leadership

One of the most difficult aspects of the program for new cadets to adjust to is the concept of student leadership. NY-20011 is an entirely cadet run corps. The cadet corps and the cadet staff working together, with minimum supervision from the instructors carry out all corps activities, responsibilities, and jobs totally.

In your first two years as a cadet, you will follow orders given by fellow cadets of higher rank. (Select cadets who participate and distinguish themselves often become leaders during these first two years). As you progress in the program by learning leadership techniques, participating in corps activities, and demonstrating academic competence, you will obtain leadership positions and job responsibilities. Although you may still have to take orders from higher-ranking cadets, you will be able to give orders and carry out tasks, which require greater responsibility. As was mentioned before, it is your decision as to how much the program benefits you. It is your corps; take it as far as you want to go.

Cadet Ranks

A rank system is used in AFJROTC in order to designate positions of responsibility, teach the chain of command, and reward those cadets for their hard work and accomplishments. All students start with the rank of Cadet Airman Basic. Having a higher rank than others should be handled carefully. It is not a license to do whatever you want! Hazing, teasing, and poor treatment of cadets will not be tolerated and is **STRICTLY PROHIBITED**. The SASI will deal harshly with any cadet who uses their leadership position, seniority, or rank/grade to engage in behavior, physical or verbal, that is demeaning, retaliatory, or dangerous for personal gain. This prohibition includes directing a cadet to do pushups or other physical activities for punishment or directing comments towards a cadet that can be interpreted as threatening, demeaning, or containing prejudicial comments or overtones.

Privileges of Rank

The privileges of rank do not include the "privilege" of abuse of position. The needs of the organization as a whole come first. The cadet officer or noncommissioned officer who believes that they are above the regulations will not be tolerated. Abuse of position will be condemned. Accepting rank carries with it an awesome responsibility that some cadets are unwilling or unable to carry out. They soon find that *"getting a thing is not quite as pleasurable as wanting a thing."*

Cadet Promotions and Job Assignments

Cadet job assignments place the cadet in a leadership position, where he/she can demonstrate and refine leadership skills. Promotions and assignments are not based solely on past performance, but on the cadet's potential and willingness to assume jobs of increased responsibility. Promotions are tied to assignment to leadership jobs where a cadet can make and learn from his mistakes. Promotions will normally be limited to an increase of no more than two grades (ranks) at one time. Promotions will be considered up to four times per year.

The SASI will approve cadet promotions, demotions, and job assignments. The incoming and outgoing cadet corps commanders will submit staff position recommendations to the SASI who will approve all key staff and commander assignments.

Cadets desiring to be an officer must be at least a C/SSgt, have previously held a cadet job position, and must pass the Cadet Officer Training Course (COTC). First year cadets are not eligible for officer promotion.

Promotion and Job Assignment Selection Criteria:

- Academics
- Performance of cadet duties
- Participation in cadet activities.
- Punctuality, following rules, accepting responsibilities, conduct, uniform, personal appearance
- Behavior and Military Bearing
- C/SSgt through C/SMSGT requires a minimum score of 70 on the promotion test.

Job Assignment Policies:

Cadets who are seniors or third year cadets are expected to have corps jobs and thus receive priority for assignment to senior cadet staff, commanders, and officer jobs. If there is a lack of

qualified candidates, then high school junior or sophomore cadets will be assigned to supervisory jobs, but with a lesser rank/grade. If a cadet fails AFJROTC, then they are ineligible for promotion.

The Rook System - First Year Cadets

All first-year students are considered Rooks (short for Rookies). They are assisted in their preparation to accept the duties and responsibilities as a cadet in the NY-20011 through the Rook program. During this period all new students undergo orientation and training with the assistance of an assigned mentor. We conduct training with formal impartiality while allowing a unique opportunity for the upperclassmen to be in positions of responsibility and exercise authority.

The role of the Rook is to follow, since learning to follow is necessary before one can learn to lead. Mistakes are to be expected when one is learning to lead. Trial and error and daily practice are essential steps to understanding the fundamental techniques required of a leader. Upon successful completion of the ok program, first-year students officially become Cadets and receive their first promotion.

Teams, Club, and Corps Activities

There are many opportunities for cadets to participate in Teams, clubs, and extracurricular events. There must be sufficient interest in order to create and maintain a team or club. However, extracurricular activities will be regularly scheduled.

Awareness Presentation Team

The Awareness Presentation Team travels to the elementary schools to help younger students become more aware of the problems we face with substance abuse and other health issues today. They are actively involved with many community schools. Their goal is to educate the youth of our communities and hopefully prevent a child from killing him/herself through substance abuse.

The Honor Guard, Color Guard, and Drill Team

A cadet that meets the tremendous standards of The Honor Guard will join the most elite group of cadets ever assembled. They are the guardians of the honor of the corps and its symbols, i.e., the flags of the United States of America and NY-20011. They uphold all the rules and regulations of the Corps most importantly the "Honor Code." We make up this special unit with members of the Honor Guard who have successfully met all requirements. Their example of military bearing and professional conduct is beyond reproach always.



The Fighting Mustangs Drill Team is made up of cadets who have displayed excellence in drill performance. This includes military bearing, self-discipline, obedience to command, respect for authority, drill precision, and uniform knowledge and wear. Standards are high and membership is very competitive. Membership is open to all cadets who are willing to dedicate themselves to hours of practice. Think of it as a varsity team.

Kitty Hawk Air Society

The Kitty Hawk Air Society is an honor society that promotes high academic standards, service to the school and to the community. It promotes self-confidence and initiative. It develops leadership ability, encourages academic excellence, and furthers development in the post high school years. In order to be eligible, you must be, academically, in the top 20% of all cadets.

Static Model Club

The Static Model Club meets to assemble models of all types for display. Membership is open to all cadets with an interest in building models.

The Model Rocket Club

In their meetings, the model rocket club assembles rockets for launches and eventually earns the Model Rocketry Badge to be worn on their uniforms. Membership is open to all cadets with an interest in rocketry.

Parties/Dances

Informal parties, dances, and movie nights will be planned and accomplished depending on cadet interest and anticipated participation. A military ball is traditionally held in the spring of each year during Bronx Week. An annual award ceremony will be held in the month of May to recognize cadets for their outstanding efforts. Participation is voluntary but encouraged as it is a highlight of the year's activities.

CyberPatriot

CyberPatriot is the National Youth Cyber Education Program created by the Air Force Association to inspire K-12 students toward careers in cybersecurity or other science, technology, engineering, and mathematics (STEM) disciplines critical to our nation's future. At the core of the program is the National Youth Cyber Defense Competition, the nation's largest cyber defense competition that puts high school and middle school students in charge of securing virtual networks. Other programs include AFA CyberCamps, an elementary school cyber education initiative, a children's literature series, and CyberGenerations – a cyber safety initiative geared toward keeping senior citizens safe online.

Military Courtesies

Perhaps the most common thought of courtesy in the Air Force is the hand salute. The salute is used as a greeting and a sign of recognition between professionals. It is also rendered as a mark of honor for the nation's colors and to show respect for our country.

How to Render the Hand Salute

First you must either be standing or marching at the position of attention. Raise the right hand smartly and smoothly up the front (center line) of your body as close as possible without touching the chest. At waist level, extend and join fingers, thumb along the forefinger. Keep the palm flat and facing the body. Form a straight line between fingertips and elbow. Tilt the palm slightly toward the face. Hold the upper arm horizontal and slightly in front of the body, parallel to the ground. The tip of the middle finger will touch either your eyebrow above the outside corner of your right eye (if a hat or glasses are not worn), or the top outside corner of glasses if worn (without a hat), or the front right corner of your hat brim or hat bill. When the salute has been returned, the hand is automatically dropped downward tracing the same path along the front of the body.



Guidelines for Saluting

- You must render the salute when pledging allegiance to the US flag outdoors. Never render a salute indoors unless performing a formal report to an officer.
- When indoors and the National Anthem is played or Pledge of Allegiance is recited, stand at attention and face the music, or the flag if one is present.
- When outdoors, salute when the United States National Anthem, "To the Colors," "Hail to the Chief," or foreign anthems are played.
- Only render a salute when standing or marching at the position of attention.
- Always render the salute allowing sufficient time for the senior member to return it.
- When the pledge of allegiance is recited, cadets not in uniform will stand at attention (remove headdress, if any, with the right hand) and place the right hand over the heart.

Reporting Procedures

As a cadet, you may at times request to speak to an officer, or be notified that an officer wishes to speak to you. In these cases, reporting to the officer is appropriate and required. Therefore, it is imperative for each cadet to learn and practice reporting procedures. When done properly, the reporting procedure will give the officer a positive impression of your military bearing. A good impression could make all the difference in the officer's attitude toward you and the meeting, so make the best impression possible! The reporting procedure can be broken down into three simple and easy to follow steps: entrance, reporting, and departure.

Entrance - Report at once when notified to do so. Never keep anyone waiting unnecessarily. Before entering the room, knock once firmly and loudly enough to be heard. If there is no answer within a reasonable amount of time, knock again in the same manner. When told to enter, march in at the position of attention, taking the most direct route to the officer. Halt approximately three paces from the officer or from the desk if the officer is seated. Always halt in a manner so that you face the officer squarely.

Reporting - This procedure is the second and most critical step in reporting to an officer. Always report while paying strict attention to military bearing. Be sure all actions are not exaggerated, your voice is clear, concise, and in a conversational tone. The first step is to salute. This is done whether the officer is seated or standing. Begin giving the reporting statement as soon as your salute is rendered. The official reporting statement to be used is as followed: "Sir/Ma'am, Cadet (followed by your rank and last name) reports as ordered," Hold the salute until the reporting statement is completed and the officer has returned the salute. Remain standing at attention unless ordered to do otherwise. When the conversation is completed, or the officer has dismissed you, come to the position of attention. Render the salute, holding it until the officer returns it, then drop the salute.

Departure - The final step in reporting to an officer is the departure. Upon dropping the salute, execute the appropriate facing movement (about face, left face, right face, or a face in marching) and march out at the position of attention, taking the most direct route. Remember to always maintain proper military bearing at all times while reporting to an officer.

Personal and Associated Courtesies

Whether you are a member of the active duty Air Force or a cadet in the NY-20011, there are certain customs and courtesies that you should practice. We expect you to be familiar with the practice of these personal courtesies whether you are dealing with fellow cadets, active duty, or retired service members. The following are situations you may encounter as a cadet where these courtesies would be applicable:

- If a cadet is seated when an officer speaks to him or her, he or she should stand.
- When accompanying an officer or a higher-ranking cadet, you should walk or ride to their left.

- Always use the correct titles when addressing a fellow cadet, officer, or even retired members of the armed services.
- The conveying of gossip, slander, harsh criticism, and fault finding are impolite practices.
- Do not argue or take orders personally. If you are given an order or an assignment, do not dodge responsibility or argue with the superior giving it. If clarification is needed, then ask the person to explain the situation further.
- Foul and vulgar language is repulsive to all self-respecting people. Its use by leaders is reprehensible.
- Never lean or sit on a senior officer's desk. Most officers resent it. Stand erect unless invited to be seated.

Personal Appearance, Mannerisms, and Conversation

Personal Appearance - A person should always dress in a way that is suitable for the occasion.

Mannerisms - carrying a comb is highly improper if it shows. It is bad manners to comb or brush your hair in public and, picking teeth and cleaning fingernails is something that cultured people never do in public. You should take great care always to keep fingernails clean.

Conversation - It is poor manners to use "uh huh" or similar expressions in talking to strangers, older people, or your superiors. Say "Yes, ma'am (sir)" or "No, ma'am (sir)." Your conversation should not contain juvenile terms. You should avoid such uncultured terms as "yeah" and "nope" and other slang expressions. Above all, remember to whom you are talking and gauge your conversation accordingly. Profanity is never tolerated and the use of the "N" word is prohibited.

Military Bearing

Now that you have a better understanding of how the program at the NY-20011 works, you may now begin to learn to take on the attitude that we expect of our cadets. The NY-20011 is an Air Force sponsored program. We will teach you to conduct yourself professionally and maturely. Having military bearing means practicing simple common courtesies to those around you, such as those discussed earlier, and taking pride in yourself, your unit, and the things you do and accomplish. Military bearing may also be defined in the way you carry yourself, strict attention to detail, and overall attitude toward the program and the standards of the professional. Being familiar with the customs and courtesies mentioned in this handbook will help you to gain and practice military bearing.

The Uniform

The uniform is an integral part of the NY-20011 program and perhaps the most recognizable characteristic. The Air Force requires it to be worn once a week by the cadets participating in the program. Each member of the corps should be proud of the privilege of wearing the uniform; so all personnel should wear it with pride. By doing so, they enhance the standing of both themselves and the NY-20011 in the eyes of others. **Remember, whatever you do while in uniform will reflect on everyone who wears this uniform.**

Your responsibility regarding the uniform is comparable to that of the active duty person. It is the same uniform, with certain exceptions, as that worn by active duty Air Force personnel. Cadets do not wear commissioned officer rank insignia or sleeve braid. Otherwise, all cadets wear the standard Air Force service uniform. NY-20011 places great emphasis on this matter throughout the program. How you wear the uniform subjects you and the Corps to praise or fault by fellow cadets, fellow students, and the community at large.

History of the Uniform

The English word “uniform” originated from a combination of two Latin words, unus and forma, which means “one form.” The word “uniform” thus infers a peculiar manner of apparel. In ancient times, the Roman togas yielded a unique attire. The toga, a loose outer garment worn by citizens appearing in public, came in several styles. The toga candida was a white garment worn only by candidates for public office. The toga palmata was a fancy toga worn to ceremonial affairs. The toga praetexta, a white toga with a purple border, was worn only by emperors. The toga sordida was worn by the lower classes and by mourners and prisoners accused of crimes.

Military apparel in ancient times acquired a certain degree of sameness but in a much different sense from modern military uniforms. During the Peloponnesian War in the fifth century B.C., the Athenians and Spartan soldiers dressed according to their position in military formations. The Greek heavy infantryman wore a helmet, breastplate, and armor covering his legs below the knee. They also carried a shield and sword. The light-foot soldier had only a lighter built shield and a spear. These were military uniforms in the sense that all the soldiers looked alike. To this extent, therefore, we assign the origin of the military uniform to an early date in western civilization.

During the Great Rebellion (1642-1646), the English Parliament decided to raise and support an army. National armies, with standardized uniforms, thus became a reality. The English uniform, red in color but with different colored facing to distinguish regiments, gained national significance. These regiments were named by their facing colors: blue, red, orange, etc. The uniform styles were really an adaptation of civilian dress and featured an ample coat, waistcoat, breeches, stockings, and shoes or, with cavalry, boots.

From this start, the military uniform evolved. During this slow process, the uniform ranged from the extreme of ornamentation to the opposite extreme of drabness. Some claim that the more colorful the uniform, the more uncomfortable the soldier. High, tight collars, tight breeches, and boots that restricted knee action, looked attractive but were not functional.

Uniform Wear

Just as the person on active duty, you are obligated to wear the uniform properly and proudly. Wearing the uniform serves a dual purpose. Not only does it represent the uniqueness of the Air Force Junior JROTC program, but also teaches attention to detail, instills pride, and teaches the student to follow a uniform code of standards. With practice and attention to detail, all the **DOs** and **DON'T'S** about the proper wear and care of the uniform and personal appearance will soon become almost automatic. Be proud of the uniform and the way it looks. A smart appearance is important not only in drill practice, but also in performing various other duties and attending military functions. The following are guidelines that must be understood and carried out by each cadet when wearing the uniform.

The AFJROTC cadet uniform is an integral part of our program and the most recognizable characteristic. The Air Force requires it to be worn once a week. Those that refuse to wear the uniform will not receive JROTC credit and will fail the class. Remember, there is never any obligation to serve in the armed forces at any time. The fitting standards, wearing instructions, and personal grooming instructions standards as prescribed in Air Force Instruction 36-2903 are applicable. It is the cadet's responsibility to maintain all uniform items in a clean and orderly condition during the school year and prior to turn-in.

We wear two basic uniforms. Blues are worn once a week on uniform day (Wednesday). The Corps Commander will announce the combination. The Airman Battle Uniform (ABU) is authorized for wear except on designated uniform days where the Air Force blue uniform is required. Any cadet may purchase the ABU, but will not wear it until cleared by the instructor staff, since it must be worn a specific way with specific tapes and patches.

Uniform Cleaning

Keep the uniform clean, neat, and pressed. All dark blue items of the uniform must be dry-cleaned. Only the light blue shirt and blouse may be washed (after each day's wear). Speak to an instructor if money for dry-cleaning is a problem.

Enforcement of Uniform Wear

Cadet Corps student leaders, cadet officers, cadet master sergeants and above and cadet flight sergeants have the authority over others in the enforcement of prescribed uniform wear and proper behavior. They are also authorized and expected to make on-the-spot corrections. If the cadet fails to respond to correction, he/she should be reported to the SASI/ASI for appropriate disciplinary action.

When correcting others, cadets are encouraged to do so privately and as discreetly as possible. Cadets receiving the corrective action are encouraged to accept constructive criticism in the proper spirit. Avoid difficulties and embarrassment by wearing the uniform properly. Any cadet who feels mistreated may appeal to the SASI or ASI. Please remember to wear the uniform for the entire school day.

General Uniform Guidelines

When a cadet wears the uniform, he/she is responsible for presenting a neat, clean, and professional military image. Appearance and grooming standards help cadets present the image of disciplined cadets who can be relied upon to do the job they are called on to do. A professional military image has no room for the extreme, the unusual, or the faddish. The standards for wearing the uniform consist of five elements: neatness, cleanliness, safety, uniformity and military image. The first four are absolute, objective criteria for the efficiency, health, and well-being of the force. The fifth standard, military image is also very important, military appearance is subjective, but necessary. People, both military and civilian, draw conclusions as to the military effectiveness of the Air Force by how they perceive those in uniform.

Cadets will wear the uniform **every Wednesday** or as prescribed by the Senior Instructor. All cadets will wear the uniform for the entire school day from when the first bell rings for your first class, until when the final bell rings for your last class of the day. Cadets will wear the uniform properly from the time they leave their homes until the time they return. Cadets will be given a graded uniform inspection on uniform days. **“The uniform is in the cleaners, it is too small, or I am missing uniform items” are not valid excuses for not wearing the uniform.**

Failure to wear the uniform reflects negatively upon yourself, your class and our entire program. You may make up a missed inspection by wearing the uniform any time before the next uniform day (except Friday). If the absence is excused you will get a full grade. If it is unexcused, you can only earn up to a grade of 65. Failure to make up the uniform inspection will result in a zero (0). When making up an inspection it is the responsibility of the cadet to approach the instructors and request an inspection. Do not assume that just because you wore the uniform to school that you were inspected. When making up a uniform inspection, the uniform must be worn all day. Uniform inspections make up 30% of your total grade. **YOU MUST WEAR THE UNIFORM THE ENTIRE SCHOOL DAY (except gym class). IF YOU TAKE IT OFF EARLY, YOU WILL RECEIVE A ZERO.**

- While in uniform, do not perform labor, engage in sport activities, or do anything that would degrade the uniform.
- Uniform must be properly worn from the time you leave your home to the time you return.
- Civilian outer garments such as coats, sweaters, hoodies, etc., must not be worn over the uniform once you enter the school building.
- If the uniform does not fit properly, see the unit logistics officer or your instructor. Do not wait until someone else calls attention to it. Check your appearance in a mirror. Bear in mind that how you look influences others.
- Only items issued to you are to be worn (with certain exceptions approved by the SASI).
- Never mix one uniform with another or with civilian clothes (including the ABU) or given to anyone who is not a member of NY-20011.
- Place and wear insignia properly. Wear only the insignia that is issued to you.
- Keep the uniform clean, neat, pressed, and serviceable.

- All loose strings and frayed seams on the uniform must be trimmed off.
- Keep hands out of pockets, unless retrieving items.
- Do not fill pockets with bulky items. Combs, pens, etc., must not stick out of pockets.
- Book bags will be carried single strap on the left shoulder only. Do not double strap book bags when wearing the Air Force uniform.
- Keep all buttons fastened except the collar button if not wearing a tie or tie tab.
- Keep shirt tails tucked into pants at all times.
- Pants' waistline must be worn above the hip bone. **DO NOT SAG YOUR PANTS.**
- Make sure your "GIG LINE" is properly adjusted.
- Males wear the belt tip facing the wearer's **left** while females wear the belt tip facing the wearer's **right**.
- Keep shoes clean and shined, including the heels and the edge of the soles.
- Keep all metal uniform items such as belt buckles, badges, and insignia clean.
- The cadet officer epaulet insignia must be centered and 5/8 inch from the seam.
- The school patch must be placed on right sleeve one inch below the shoulder seam and centered.
- When wearing the short-sleeved blue shirt with tie, keep the collar buttoned and have the knot of the necktie covering the button.
- Wristwatches, bracelets, and rings may be worn. "Loud" or conspicuous jewelry or adornments will not be worn with the uniform. When in uniform, no more than three rings (total for both hands) may be worn. One bracelet is permitted if it is neat and conservative and is not wider than one inch.
- Male cadets will wear an undershirt with all uniforms, and it must be plain, white, and clean. V-neck undershirts will be worn with open collar uniforms.
- Wear only black shoes and socks with the blue uniform. Only authorized military boots are to be worn with the ABU. Every eyelet must be laced on all shoes and boots. Shoes and boots must be tightly laced.
- Cadets will not participate in any demonstration anywhere, while in uniform.
- While in uniform, participating in sports activities is not permitted.
- When it is too warm in any classroom for the blue service coat, cadets may remove them with permission of the instructor. However, cadets may not remove the tie or roll up shirtsleeves. All buttons must remain buttoned if the coat is on. When leaving the classroom, the coat must be worn with all buttons fastened.
- Do not leave uniform items in unlocked lockers or unattended in other places at school.
- Do not lend uniform items to other cadets or persons.
- Do not permit another cadet to turn in your uniform or equipment items.
- Do not place your uniform in the care of others.
- Do be alert for uniform or equipment items left or misplaced by another cadet. Turn in such items to the AFJROTC instructors.

- Clothing items that become worn out or damaged should be turned in to the SASI or ASI as soon as possible. If the unserviceable condition is due to fair wear and tear in normal use, the items will be replaced at no cost. Items of clothing that do not fit properly should be altered or exchanged.
- Jewelry. While in uniform will be plain and conservative (moderate, being within reasonable limits; not excessive or extreme) as determined by the SASI.
- Bracelets. Ankle bracelets are not authorized. Cadets may wear one bracelet around their wrist. If worn, the bracelet will be conservative (moderate, being within reasonable limits; not excessive or extreme) (which is defined as plain, not drawing attention or faddish) in design, no wider than ½ inch, gold or silver in color, and will not have any inappropriate pictures or writing. Medical alert/identification bracelets are authorized; however, if worn, they will be conservative (moderate, being within reasonable limits; not excessive or extreme) (which is defined as plain, not drawing inappropriate attention or faddish). Bracelets espousing support for cause, philosophy, individual or group are not authorized (Exception: Traditional metal POW/MIA/KIA bracelets, which come in colors besides silver, bronze, or gold, remain authorized). Colored/rubber bracelets that support a cause are not allowed to be worn in uniform.
- Eyeglasses or Sunglasses. If you wear glasses, they must not have any ornaments on the frames or lenses. Eyeglass lenses that are conservative, clear, slightly tinted, or have photosensitive lenses may be worn in uniform while indoors or while in military formation. When outdoors and in uniform, sunglasses and eyeglasses must have lenses and frames that are conservative; faddish or mirrored lenses are prohibited. Sunglasses are not allowed while in a military formation. Neither eyeglasses nor sunglasses can be worn around the neck while in uniform.
- Tattoos or Brands. Whether you are in or out of uniform, tattoos or brands anywhere on the body are not allowed if they are obscene or if they advocate sexual, racial, ethnic, or religious discrimination. Tattoos or brands that might harm good order and discipline or bring discredit upon the Air Force are also barred, whether you are in or out of uniform. The SASI may exercise discretion if a new cadet arrives with a tattoo that may not be in full compliance with the above guidance.
- Body Piercing. Cadets in uniform are not allowed to attach or display objects, articles, jewelry, or ornamentation to or through the ear (other than authorized), nose, tongue, or any exposed body part (including anything that might be visible through the uniform). Cadets may not cover any of these articles with make-up, band aids, or wearing clear post pins to hide body piercings.
- Back Packs. Cadets may wear a back pack on the left shoulder or both shoulders (not to interfere with rendering the proper salute).
- Wear/use of an earpiece, any blue tooth technology or headphones, while in uniform, indoors or outdoors, is prohibited, unless specifically authorized for the execution of official duties. Exception: Headphones and earphones [iPods, MP3-type players, etc.] are authorized during travel on public transportation i.e., bus, train or air travel.

Female Cadet Guidelines

- **See Attachment 1 for Specific Female Cadet Grooming Guidelines.**
- Cosmetics can be worn but must be conservative and in good taste.
- Rings, wristwatches, bracelets and earrings are the only jewelry you may wear while in uniform. ***See attachment 1 for specifics on earrings.***
- Rings will be worn at the base of the finger, and will not be worn on the thumb.
- No more than three rings total may be worn at a time.
- Only one bracelet may be worn. It must not exceed one inch in width, detract from the military image, and is not a safety hazard.
- Necklaces. Will not be visible at any time. If worn, will be concealed under a collar or undershirt.

Male Cadet Guidelines

- **See Attachment 2 for Specific Male Cadet Grooming Guidelines.**
- Male cadets may wear up to three rings and one plain bracelet that is no more than one inch wide, does not detract from the military image, and is not a safety hazard.
- Rings will be worn at the base of the finger, and will not be worn on the thumb.
- Earrings are not authorized for males while in uniform.
- Necklaces. Will not be visible at any time. If worn, will be concealed under a collar or undershirt.

Belt

You may only wear the belt issued to you at all times while in uniform; civilian belts **are not permitted**. Silver tip end of the belt extends beyond the buckle facing the wearer's left (males) (right for females); no blue fabric shows.

Airman Battle Uniform (ABU)

ABUs must be worn properly. Do not wear newly purchased ABUs until one of the instructors inspects the uniform to ensure it meets Air Force and JROTC standards. ABUs cannot be substituted for the weekly uniform wear day.

Tan ABU (rigger) belt is the only authorized belt. ABUs must have name tape and AFJROTC (no periods between letters) tape properly sewn on the uniform. Name and AFJROTC tapes must be the same material as the ABU. Only Air Force sage green combat boots are authorized. ABU pants must always be properly bloused over the sage green boots. All eyelets on the boots must be laced and extra laces must be tucked into the boot. The ABU hat must be worn outdoors. Do not wear the hat indoors unless performing security detail or performing drill team practice or performance.

Only Officers wear JROTC rank insignia on the ABU patrol cap.

Cadets may wear either the sand color T-shirt or a unit T-Shirt with the ABU uniform. The Unit T-Shirt will be standardized and a solid color. Unit T-Shirt may be worn without ABU Blouse during any Cadet Leadership Course (CLC), Raiders Team or Sports/Fitness Competition.

NO berets, shoulder cords, ascots and gloves will be worn with the ABU uniform.

OCP uniforms are not authorized for wear by AFJROTC cadets at any time.

Physical Training Gear (PTG) Uniform

Issued Air Force/NY-20011 PTG uniforms (top and bottoms) must be worn during all wellness activities. Any part of the uniform missing will be graded as an “unprepared,” resulting in a reduced PT grade for the day. The PTG uniform may not be mixed with any combination of the Air Force uniform. The PTG uniform cannot be substituted for the weekly uniform wear day.

Air Force PTG may not be mixed with local purchased PFT gear within a unit.

Short-sleeved PTG/PFT shirt. The short-sleeve shirt will be tucked into shorts at all times. Do not remove or cut sleeves. PTG undershirts, short and long-sleeved form fitting undershirts, (i.e. Spandex, Lycra™ or elastic material) may be worn and visible under the short-sleeved PTG shirt.

Undershirt must be tucked in. There is no color restriction on the form fitting undershirt; undershirt may have visible small trademark logo.

Shorts. The PTG/PFT shorts waistband will rest at or within two inches of the natural waistline. The lining in the PTG shorts may be removed.

Footwear. Cadets must wear appropriate footwear while engaging in physical fitness activities.

Headgear. The SASI may authorize wear of an optional solid color, that is conservative and in good taste, baseball/sport cap with the PTG/PFT uniform. If authorized, caps are to be worn outdoors only and cadet officer rank will be worn. Enlisted cadets will not have any rank on their headgear.

Bandanas and other similar head-scarves/headgear are not authorized.

Proper Way to Tie a Tie

The Half Windsor Knot is a symmetrical and triangular tie knot that you can use with any dress shirt. It works best with somewhat wider ties made from light to medium fabrics.

To tie the Half Windsor Knot, stand in front of a mirror and then simply follow the steps below.



1) The wide end "W" should extend about 12 inches below narrow end "N". Cross wide end "W" over narrow end "N."



2) Bring wide end "W" up around and behind narrow end "N."



3) Bring wide end "W" up.



4) Pull wide end "W" up and through the loop.



5) Bring wide end "W" around front, over narrow end "N" from left to right.



6) Again, bring wide end "W" up and through the loop.



7) Bring wide end "W" down through the knot in front.



8) Using both hands, tighten the knot carefully and draw up to collar.

AUTHORIZED AIR FORCE JROTC BADGES AND INSIGNIA



Hap Arnold Optional
Enlisted/Officer Service
Cap Insignia



OFFICERS
SERVICE CAP
INSIGNIA



MODEL ROCKETRY
BADGE



KITTY HAWK
AIR SOCIETY
BADGE



DISTINGUISHED
CADET BADGE



METAL OR CLOTH



GROUND SCHOOL
BADGE



FLIGHT SOLO
BADGE



FLIGHT CERTIFICATE
BADGE

Cadets may only wear one of these badges on their uniform



AWARENESS
PRESENTATION
TEAM BADGE

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



AEF BADGE

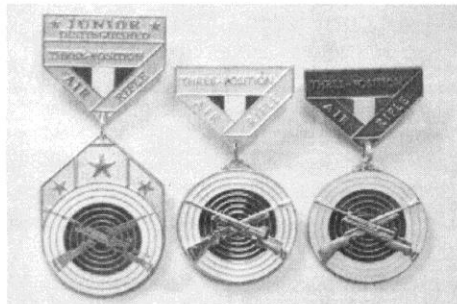
The National Finalists CyberPatriot badge is the only CyberPatriot badge that may be worn. See placement in Attachments 9, 10, 11, and 12. Notes 15 and/or 16.



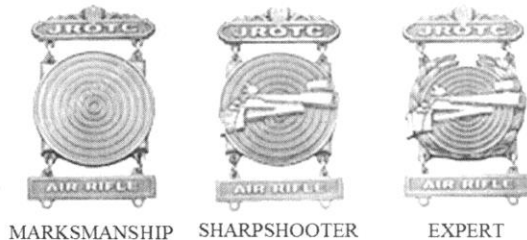
Badges/Insignia not listed here are unauthorized for wear.

AUTHORIZED AIR FORCE JROTC BADGES AND INSIGNIA

Marksmanship Badges – Wear Only One



CMP Awarded Badges



Unit Awarded Badges

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



Marksmanship
Shield

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

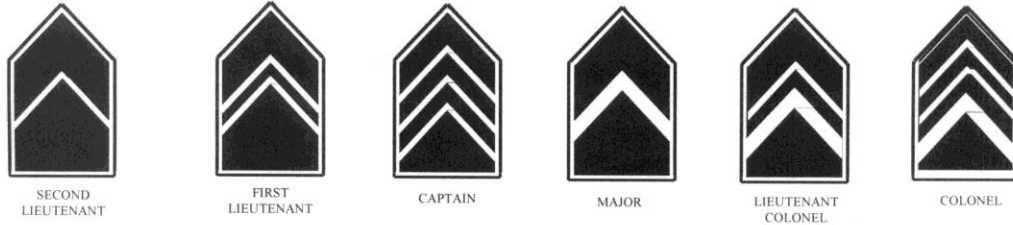
Males and females may wear the marksmanship badge (may only wear one) below the ribbons on the blue shirt or service dress uniform or

Marksmanship badges will not be worn with medals.

Badges/Insignia not listed here are unauthorized for wear.

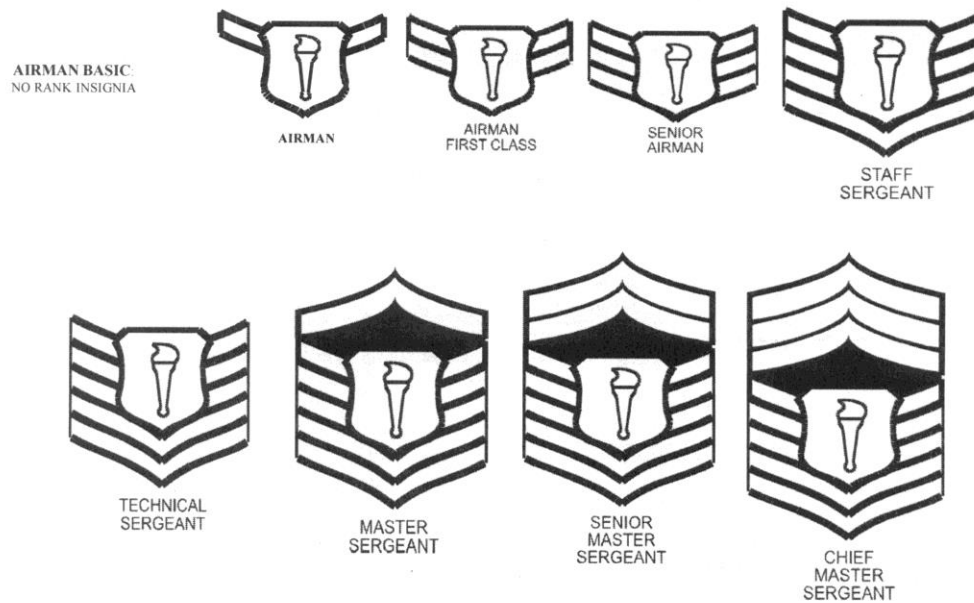
AIR FORCE JROTC RANK INSIGNIA

CADET OFFICER RANK



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

CADET ENLISTED RANK



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

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

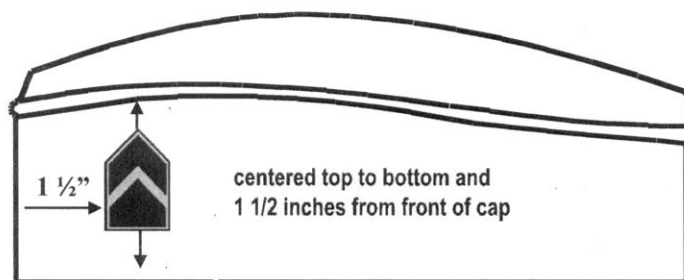
CADET MALE HEADGEAR

SERVICE CAP



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

FLIGHT CAP*



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

CADET FEMALE HEADGEAR

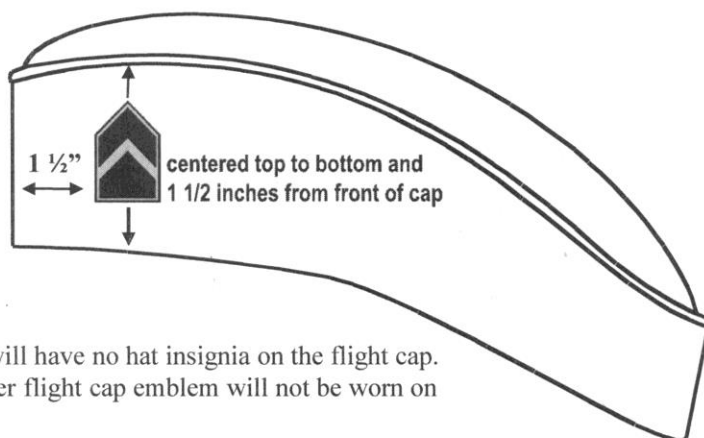
SERVICE CAP

Solid Blue Color with no embroidery



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

FLIGHT CAP*



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

CADET BERET HEADGEAR

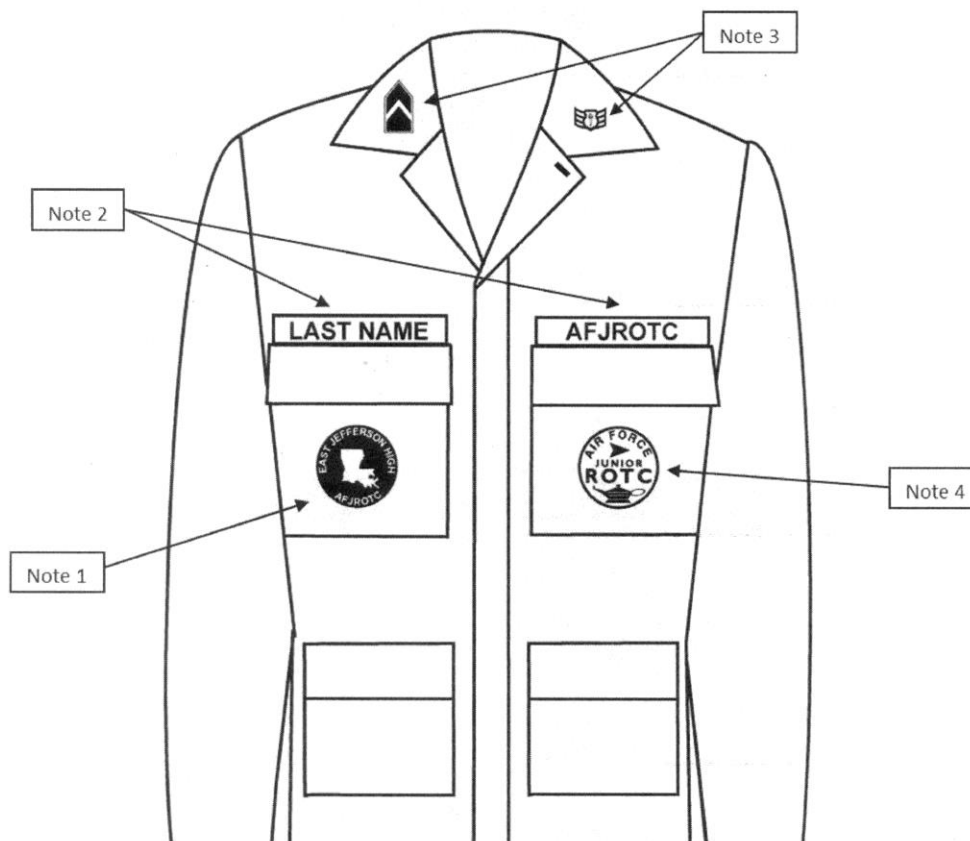
BERET



Berets.

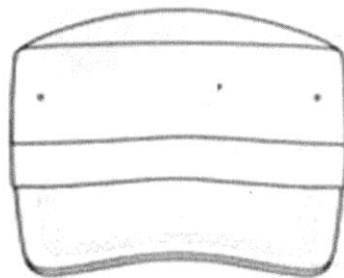
1. Solid Color white, dark blue or black ONLY, with AFJROTC officer rank insignia or mini-Hap Arnold Insignia pin. The former officer/enlisted flight cap emblems will not be worn on the beret. The wear of a "Beret Flash" or mini unit patch is not authorized.
2. Position headband straight across the forehead,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

CADET ABU Male and Female

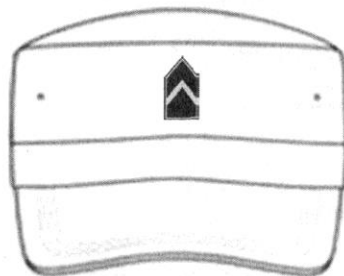


1. Unit patch (optional). If worn, will be placed on right pocket and centered. (AF Funds may not be used to procure unit patches.)
2. Last Name and AFJROTC tapes. Letters are dark blue on digital camo background (mandatory). Tapes are grounded and centered on pockets. Name tape only may be held with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

CADET ABU HEADGEAR



Enlisted Cadets will not wear rank on the ABU cap.

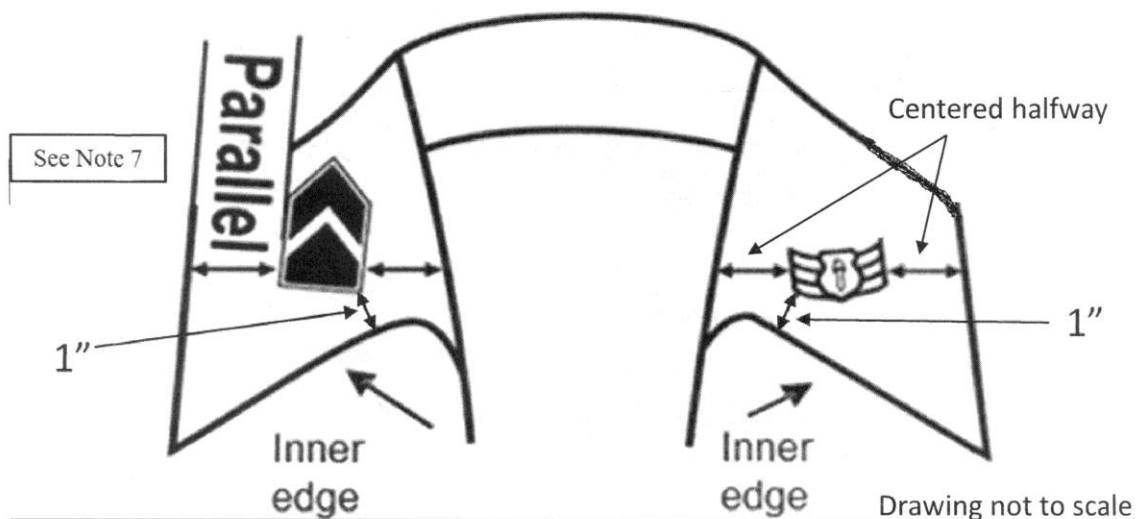
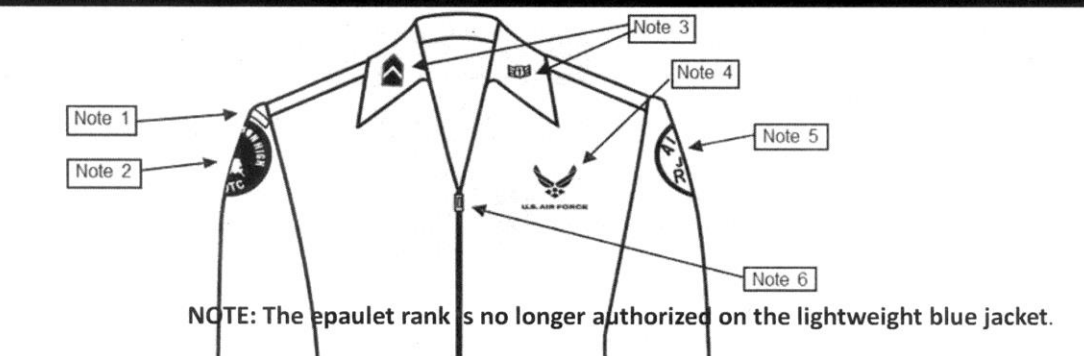


Officers will wear rank insignia on the ABU cap.

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

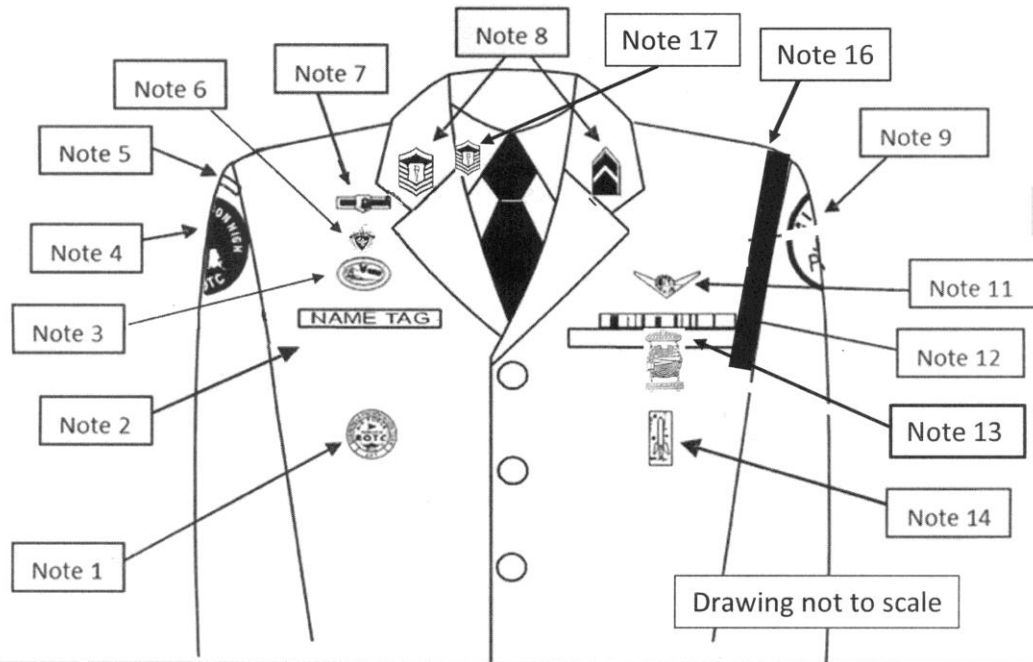
Exception is for Cadet Leadership Course (CLC) specific headgear that will ONLY be worn during the period of the CLC course.

CADET LIGHT WEIGHT BLUE JACKET



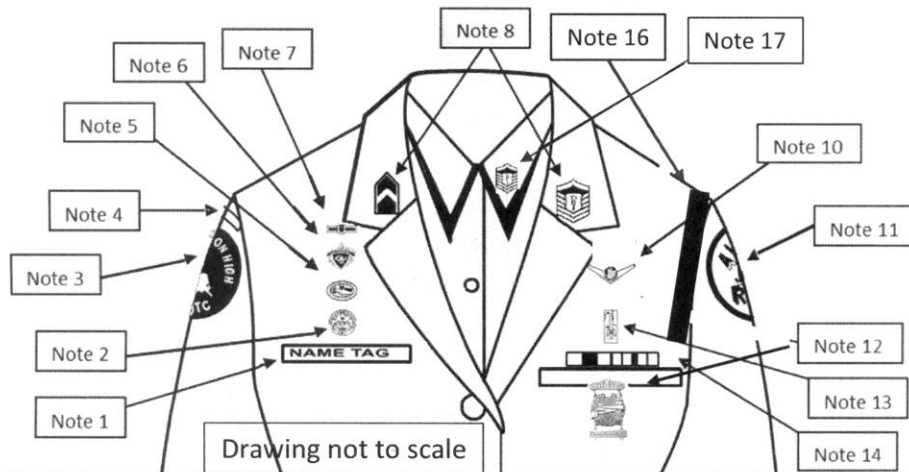
1. Shoulder tabs are centered between unit patch and shoulder seam. If no patch, then 1 inch below shoulder seam.
2. Unit patch on right $\frac{1}{2}$ to 1 inch below shoulder seam and centered.
3. Grade insignia (officer and enlisted) will be worn on both lapels, mandatory. For placement see Note 7.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

CADET MALE SERVICE DRESS



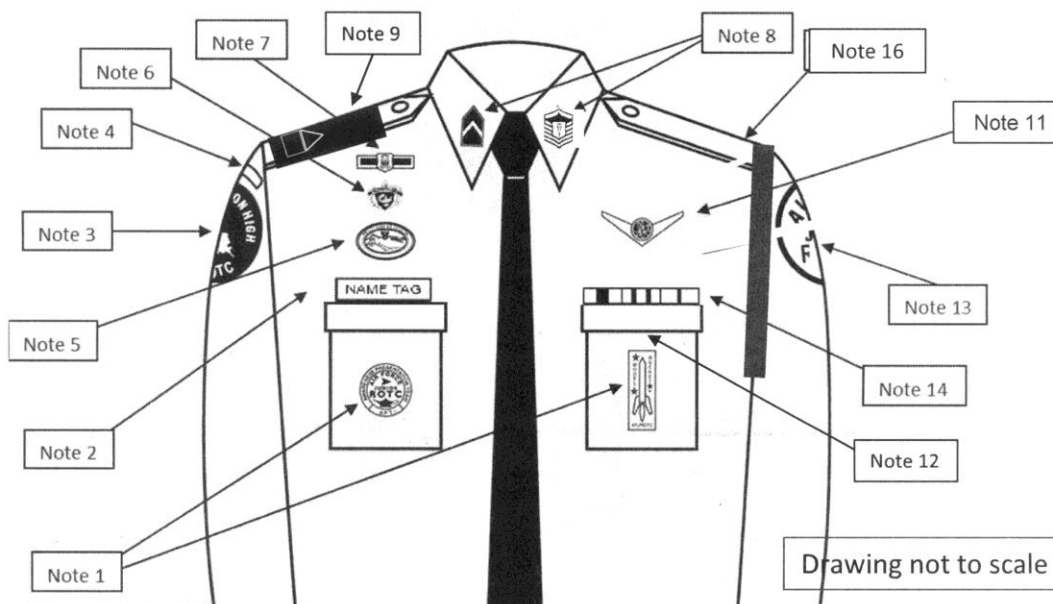
1. Awareness Presentation Team (APT) Badge. Centered 3 inches below the bottom of the silver name tag.
2. Silver Name tag, mandatory. Center on the right side between arm seam and lapel with bottom edge parallel to top of welt pocket.
3. Kitty Hawk Badge. See Note 15 below.
4. Unit patch. Place $\frac{1}{2}$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

CADET FEMALE SERVICE DRESS



1. Silver Name tag, mandatory. Center on the wearer's right between the sleeve seam and lapel and the bottom of the name tag will be parallel with the bottom of ribbons.
2. Awareness Presentation Team Badge. See Note 15 below.
3. Unit patch. Center ½ to 1 inch below shoulder seam
4. Shoulder tab: Center between unit patch and shoulder seam. If no patch, then 1 inch below shoulder seam
5. Kitty Hawk Badge. See Note 15 below.
6. Aerospace Education Foundation (AEF) Badge. See Note 15 below.
7. Distinguished Cadet Badge. See Note 15 below.
8. Grade insignia (officer and enlisted) worn on both lapels, mandatory. Place insignia halfway up the seam, resting on but not over it. Bottom of insignia is horizontal with the ground.
9. Deleted
10. Cadets will only wear one of the following badges, Aviation Ground School/Unmanned Aircraft Badge, Flight Solo Badge and/or Flight Certificate Badge. See Note 15 below.
11. AFJROTC Patch (white, Lamp of Knowledge), mandatory. Center ½ to 1 inch below left shoulder seam.
12. Marksmanship Badge - Marksmanship competition awards/badges may be worn on the AFJROTC uniform. Males and females will wear the badge (may only wear one) below the ribbons on the blue shirt or service dress uniform. **Marksmanship badges will not be worn with medals.**
13. Model Rocketry Badge. See Note 15.
14. Ribbons, mandatory. Center ribbons resting on but not over edge of welt pocket. Wear 3 or 4 in a row. Wear all or some ribbons earned.
15. Except marksmanship badge. Wear first badge placed ½ inch above silver name tag or ribbons and is centered horizontally. Additional badges are placed ½ inch above previous badge. Order of precedence for badges are as show on the diagram. Distinguished Cadet Badge, then the AEF Badge, then the Kitty Hawk Badge , then the Awareness Presentation Team Badge and lastly the CyberPatriot National Finalist Badge. No more than two Flight badges are authorized.
16. Shoulder Cord. No wider than 1 inch and will be grounded to the seam of the left shoulder. May be solid or multi-colored.
17. Enlisted rank insignia **MUST** be worn on the blue shirt while wearing the service dress.
18. **Medals are not authorized for wear on this uniform with ribbons. Ribbons and medals may not be mixed.**

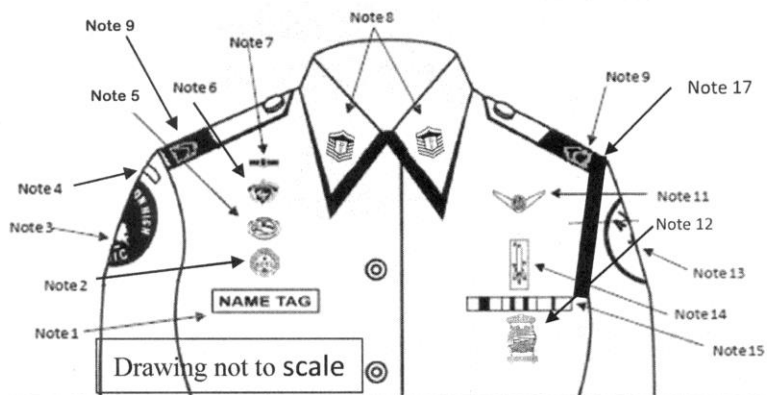
CADET MALE BLUE SHIRT



Drawing not to scale

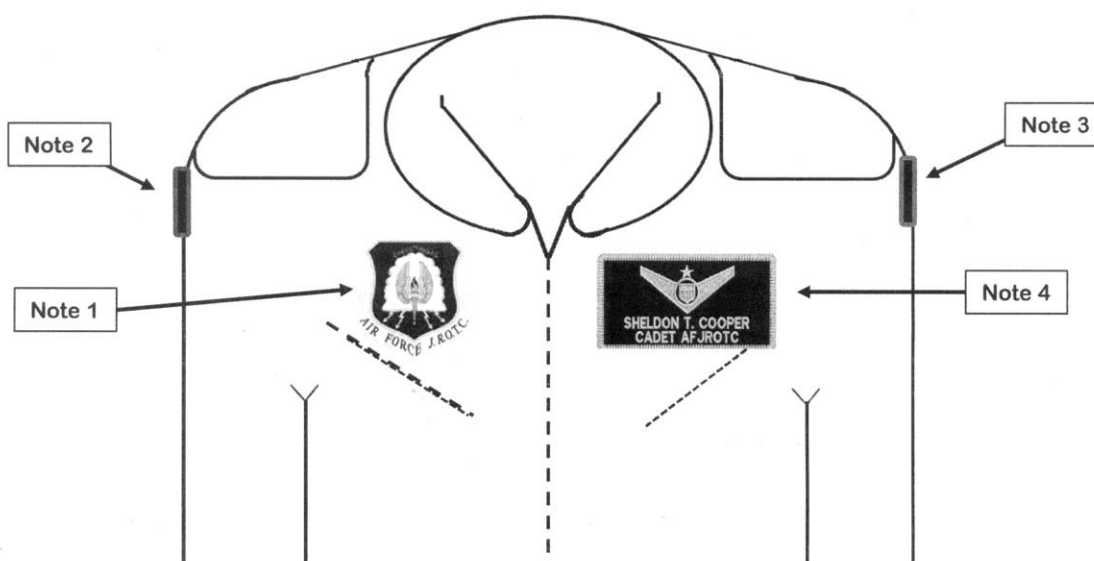
1. Awareness Presentation Team (APT) and Model Rocketry Badge are centered on the pockets on the appropriate sides as displayed above.
2. Name Tag: Mandatory wear. Blue Plastic with white letters. Must be grounded and centered over wearer's right pocket.
3. Unit patch. Centered $\frac{1}{2}$ to 1 inch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

CADET FEMALE BLUE SHIRT



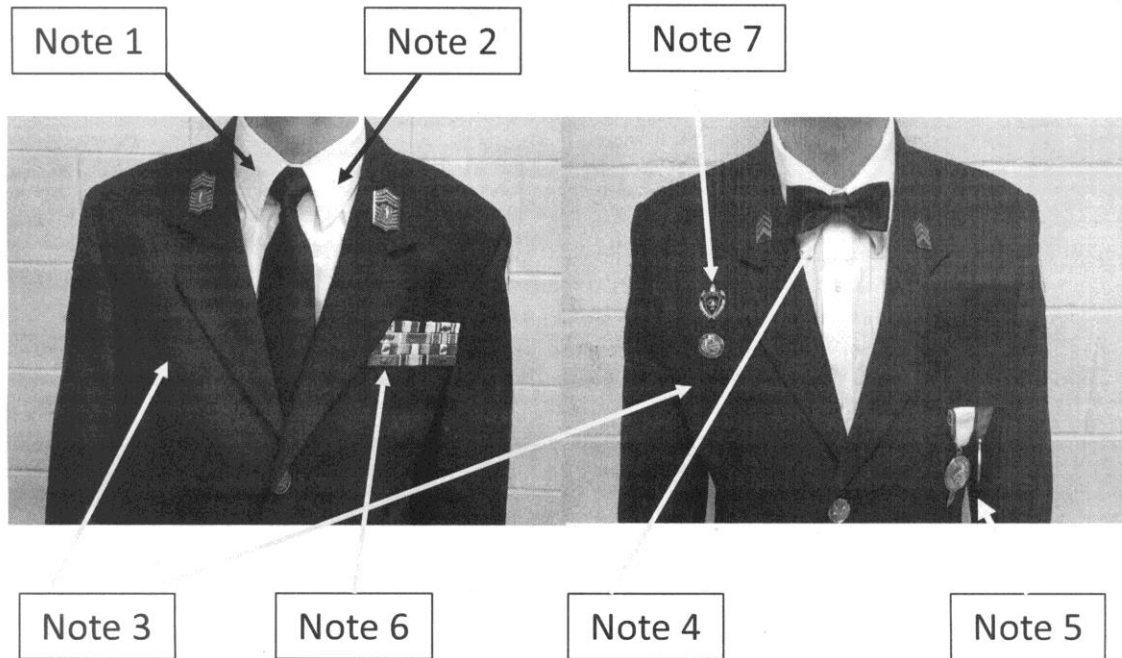
1. Name Tag: Mandatory wear. Blue Plastic with white letters. Without ribbons: centered on right side, parallel to ground and within 1 ½ inches higher/lower than topmost exposed button. With Ribbons: Even with bottom row of ribbons, centered on right side, parallel to ground and within 1 ½ inches higher/lower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

FLIGHT SUIT (Male and Female)



1. * AFJROTC Command Patch (mandatory). Velcro attached. This style of patch may only be worn on the Flight Suit. Cadets can only wear ONE ground school, flight solo or flight certificate badges upon successful completion those programs (See Ops Supplement, Chapter 7, paras 7.2.1, 7.2.2 and 7.2.3).
2. The unit patch will be worn on the right sleeve (shoulder) of the Flight Suit, if the unit patch is unavailable then the white, Lamp of Knowledge, AFJROTC Patches will not be sewn directly onto the flight suit, all patches must be attached using Velcro.
3. * American Flag Patch (mandatory) on left shoulder. Patches will not be sewn directly onto the flight suit, all patches must be attached using Velcro.
4. * Cadet Name Patch (mandatory). Velcro attached. Black background with silver border (if unit has a unit patch, units may substitute background color/border with unit patch colors). Cadet Name Badge – Top line will be Cadet Name and second line will be "CADET AFJROTC". Patches will not be sewn directly onto the flight suit, all patches must be attached using Velcro.
5. Flight Suits are authorized for those cadets that are currently enrolled in or that have successfully completed AFJROTC aviation honors ground school, have been awarded the aviation ground school/unmanned aircraft badge, flight solo badge, flight certificate badge or have successfully completed the AFJROTC Flight Academy program.
 - Flight patches and Velcro may be purchased from a vendor using MilPer funds.
 - **Flight Suits maybe purchased through WINGS/FEDMALL (contact HQ Logistics for assistance.)**

Semi-Formal Dress Uniform



1. The blue or white long-sleeve shirt will be plain, knit or woven, commercial type with a short or medium point collar, with button or French cuffs.
2. Enlisted members do not need to wear two sets of ranks on the semi-formal uniform.
3. The Silver Name Tag will not be worn on the semi-formal dress uniform.
4. Black or Blue bow tie may be worn with the semi-formal uniform (white shirt only).
5. Large medals will be worn on the semi-formal uniform coat ½ inch below the top of the welt of the pocket, centered on the pocket. If medals are worn, ribbons will not be worn (no mixing).
6. AFJROTC ribbons may be worn on the semi-formal uniform. If ribbons are worn, medals will not be worn (no mixing).
7. Authorized badges may be worn on the semi-form dress uniform. If medals are worn, badges that are normally worn directly under the ribbon rack will not be worn.
8. Headgear is not worn with the semi-formal dress uniform.
9. Per Chapter 7 para 7.8.4.8. **Mess Dress Uniforms are not authorized for wear by AFJROTC cadets.**

Sample Exhibition Uniform



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

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

Sample Exhibition Uniform



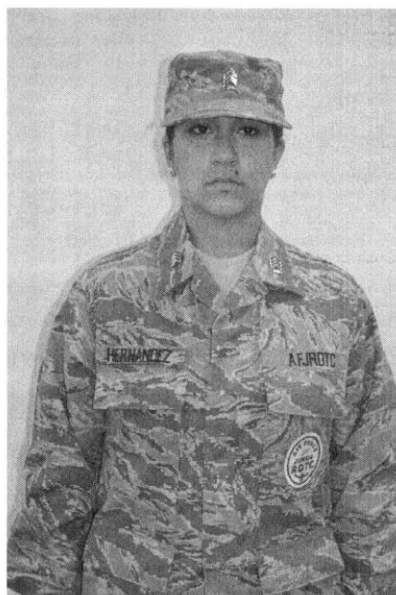
1. Women's Service Caps may be worn with the Hap Arnold Wings insignia or Officer Service Cap may also be worn with the large officer service cap insignia large officer's . Service Caps (wheel and bucket hats) will be a **solid color and free of any embroidery.**
2. Shoulder Cord. Cadets are authorized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

Sample Uniform Pictures

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



Sample Uniform Pictures



Sample Uniform Pictures

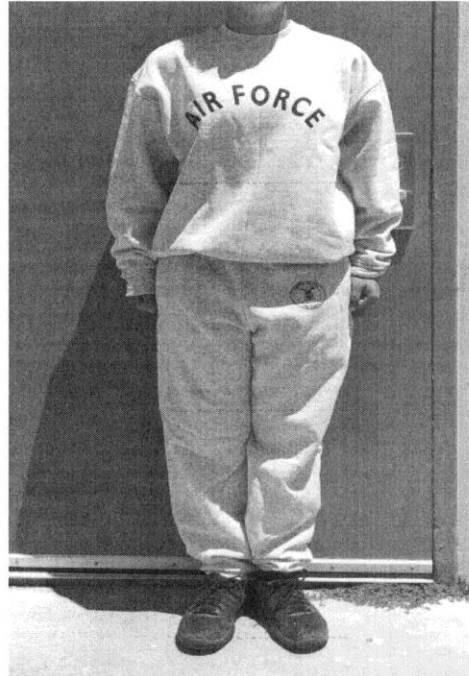


Local Purchased PFT Gear



FEDMALL Purchased Air Force PTG

FEDMALL
Purchased Air Force
Sweat Shirt and
Pants



The U.S. Air Force

Air Force Birthday: 18 September 1947

The U.S. Air Force is the youngest armed force. The need for such a force was proven during World War II, when the air offense and defense were major factors in the war's successful conclusion. Nearly 612,000 men and women are now on active duty. The Air Force started within the U.S. Army in August 1907, when one officer and two enlisted men were assigned to the newly established Aeronautical Division in the Office of the Chief Signal Officer. The division underwent a number of changes before being formally designated in 1920 as the Air Service, a combatant arm of the Army. Six years later the service formally became the Army Air Corps. Early in World War II, the corps became the Army Air Forces, with General H. H. Arnold the commanding general. Following the war, President Harry S. Truman signed the National Security Act of 1947, which established not only a new defense organization - the Department of Defense - but a separate Department of the Air Force which was on an equal footing with the Army and Navy. Thus were established separate military departments for land, sea, and air.

The U.S. Air Force Academy



The Air Force Academy is located 10 miles north of Colorado Springs on 18,000 acres bordered on the west by the Rocky Mountains. The Cadet Wing is composed of approximately 4,400 young men and women; the first women cadets entered in June 1976. Graduates are commissioned second lieutenants in the Air Force. The Academy was established in Congress on 1 April 1954. The first class (306 cadets) was sworn in on 11 July 1955 at Lowry Air Force Base, Denver, while new buildings were under construction at Colorado Springs. On 29 August 1958, cadets moved into their new quarters, and the first class (206 members) graduated the following year.

Academy Colors: Blue and Silver
Official Song: "The U.S. Air Force Song."
The Mascot: The Falcon
The Mascot's Name: Mach 1



U.S. Air Force JROTC History

Air Force Junior Reserve Officer Training Corps (JROTC) can track its heritage to a program founded in 1911 in Cheyenne, Wyoming, by Army Lt Edgar R. Steevers. Lieutenant Steevers was assigned as an inspector-instructor of the organized military of Wyoming. During his assignment, he envisioned a noncompulsory cadet corps comprised of high school students. His program was aimed toward making better citizens.

The National Defense Act of 1916 authorized a junior course for non-college military schools, high schools and other non-preparatory schools. The Army implemented JROTC in 1916. Public Law 88-647, commonly known as the ROTC Vitalization Act of 1964, directed the secretaries of each military service to establish and maintain JROTC units for their respective services. The first Air Force JROTC programs were opened in 1966.

“(The) purpose of Junior Reserve Officers’ Training Corps [is] to instill in students in United States secondary educational institutions the value of citizenship, service to the United States, personal responsibility, and a sense of accomplishment.” (10 USC Sec 2031)

Air Force JROTC (AFJROTC) is a continuing success story. From a modest beginning of 20 units in 1966, AFJROTC has grown to 879 units throughout the world, with 102,000 cadets. The AFJROTC program positively influences our country by helping one student at a time. Comprised solely of active duty Air Force retirees, the AFJROTC instructor force is helping to form tomorrow’s nation by educating proud and patriotic cadets—tomorrow’s leaders.

NY-20011 History



Harry S Truman High School’s Air Force Junior Reserve Officer Training Corps was activated in 04 September 2001. The “NY” in the unit designation represents the state of New York. “20011” means the unit was the first unit to be activated in New York State during the 2001 school year. NY-20011 is located in the last big high school in the Bronx.

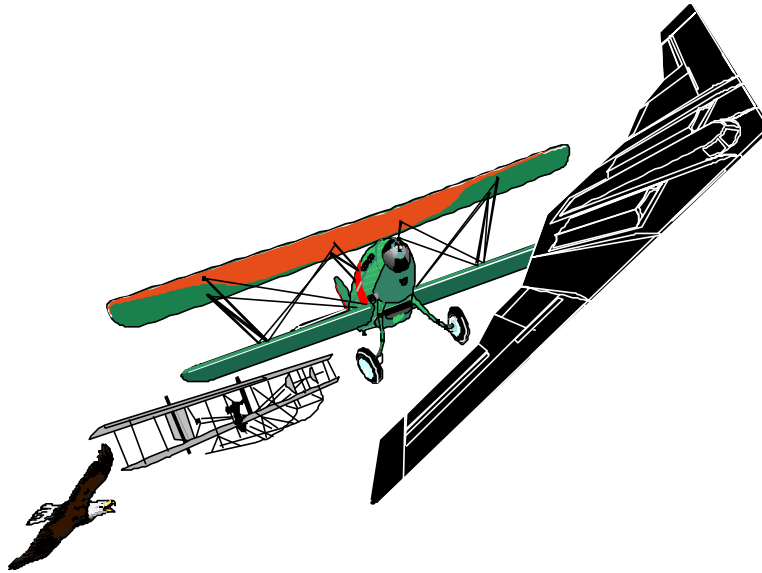
School Colors: *Black and Green*

Unit Official Song: *"The U.S. Air Force"*

The Mascot: *The Fighting Mustang*

Drill Team Motto: *"Amat victoria curam" - Victory favors those who take pains*

Cadet Corps Motto: *"A posse ad esse" - From possibility to actuality*



The U.S. Air Force Song

FIRST VERSE

Off we go into the wild blue yonder, climbing high into the sun.
Here they come, zooming to meet our thunder; at 'em boys, give 'er the gun!
Down we dive, spouting our flames from under, off with one helluva roar!
We live in fame or go down in flames,
Nothing can stop the U.S. Air Force!

SECOND VERSE

Minds of men, fashioned a crate of thunder, sent it high into the blue.
Hands of men blasted the world asunder, how they lived God only knew!
Souls of men dreaming of skies to conquer, give us wings ever to soar.
With scout before and bomber galore,
Nothing can stop the U.S. Air Force!

BREAK STRAIN

Here's a toast to the host of those who live the vastness of the sky.
From a friend we send a message of his brothers and sisters who fly.
We drink to those who gave their rainbow's pot of gold.
A toast to the host of those who boast, the U.S. Air Force!

THIRD VERSE

Off we go, into the wild blue yonder, keep the wings level and true.
If you'd live to be a gray-haired wonder, keep the nose out of the blue!
Flying men, guarding the nation's borders, we'll be there, followed by more!
Nothing'll stop the U.S. Air Force!



U.S. Air Force Blue

We take the blue from the skies and some pretty blue eyes
And a touch of Old Glory's hue,
And fervently declare we're proud to wear
The U.S. Air Force Blue.

We have the drive and the dream in America's team
We're a rugged and ready crew
And you can bet your boots the world looks up
To U.S. Air Force Blue.

We know where we're going, we've set our course
The sky's no limit in the Air Force!

And when the blue from the skies meets the gleam in our eyes
And a touch of Old Glory's hue,
We fervently declare we're proud to wear
The U.S. Air Force Blue.

The Phonetic Alphabet

Alpha	November
Bravo	Oscar
Charlie	Papa
Delta	Quebec
Echo	Romeo
Foxtrot	Sierra
Golf	Tango
Hotel	Uniform
India	Victor
Juliet	Whiskey
Kilo	X-ray
Lima	Yankee
Mike	Zulu

Military Time

Military time is the standard for the nation's military as well as the NY-821st AFJROTC. There are four main points for the setup of military time. It is as follows:

1. Military time has no colon to separate hours and minutes.
2. Hours are numbered one through twenty-four instead of using a.m. and p.m.
3. Has no designated "o'clock."
4. A zero proceeds the hours 1 through 9.

0100	Zero one hundred	1:00 a.m.	1300	Thirteen hundred	1:00 p.m.
0200	Zero two hundred	2:00 a.m.	1400	Fourteen hundred	2:00 p.m.
0300	Zero three hundred	3:00 a.m.	1500	Fifteen hundred	3:00 p.m.
0400	Zero four hundred	4:00 a.m.	1600	Sixteen hundred	4:00 p.m.
0500	Zero five hundred	5:00 a.m.	1700	Seventeen hundred	5:00 p.m.
0600	Zero six hundred	6:00 a.m.	1800	Eighteen hundred	6:00 p.m.
0700	Zero seven hundred	7:00 a.m.	1900	Nineteen hundred	7:00 p.m.
0800	Zero eight hundred	8:00 a.m.	2000	Twenty hundred	8:00 p.m.
0900	Zero nine hundred	9:00 a.m.	2100	Twenty-one hundred	9:00 p.m.
1000	Ten hundred	10:00 a.m.	2200	Twenty-two hundred	10:00 p.m.
1100	Eleven hundred	11:00 a.m.	2300	Twenty-three hundred	11:00 p.m.
1200	Twelve hundred	12:00 a.m.	2400	Twenty-four hundred	12:00 midnight
			0005	Zero zero zero five	12:05 a.m.

United States Air Force Ranks

Rank, Pay Grade, and Insignia

Enlisted

E-1	E-2	E-3	E-4	E-5	E-6	E-7	E-8	E-9	E-9
-----	-----	-----	-----	-----	-----	-----	-----	-----	-----

Air Force

no insignia													
Airman Basic (AB)	Airman (Airmn)	Airman First Class (A1C)	Senior Airman (SrA)	Staff Sergeant (SSgt)	Technical Sergeant (TSgt)	Master Sergeant (MSGt)	First Sergeant (F-7)	Senior Master Sergeant (SMSgt)	First Sergeant (F-8)	Chief Master Sergeant (CMSgt)	First Sergeant (F-9)	Command Chief Master Sergeant (CCM SgT)	Chief Master Sergeant of the Air Force (CMSAF)

Officer

O-1	O-2	O-3	O-4	O-5	O-6	O-7	O-8	O-9	O-10	
-----	-----	-----	-----	-----	-----	-----	-----	-----	------	--

Air Force

										
2nd Lieutenant (2nd Lt)	1st Lieutenant (1st Lt)	Captain (Capt)	Major (Maj)	Lieutenant Colonel (Lt. Col)	Colonel (Col)	Brigadier General (Brig. Gen.)	Major General (Maj. Gen.)	Lieutenant General (Lt. Gen.)	General (Gen.)	General of the Air Force (reserved for wartime only)



Course Curriculum

Syllabus of Instruction For Leadership Education 100: Traditions, Wellness, and Foundations of Citizenship



**New York-20011
Harry S. Truman High School
Bronx, New York**

750 Baychester Avenue, Bronx, New York 10475

Keri Alfano, Principal

TELEPHONE: (718) 904-5400

COURSE SYLLABUS

AFJROTC

Maj Then/MSgt Messina

COURSE DESCRIPTION

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

HARRY S. TRUMAN HIGH SCHOOL MISSION STATEMENT

Harry S Truman High School is dedicated to educating students to become independent thinkers who will have intellectual curiosity and a lifelong love of learning. We are committed to a dynamic program of academics, the arts and athletics; and we support an engaged faculty that challenges our students to discover and explore their talents to the fullest.

ACADEMIC INTEGRITY

Chancellor's regulation B32 provides the following stipulations regarding academic integrity. Engagement in behaviors stated below may result in disciplinary action and possible loss of credit. Engaging in scholastic dishonesty which includes but is not limited to:

- Cheating (e.g., copying from another's test paper; using material during a test which is not authorized by the person giving the test; collaborating with another student during the test without authorization; knowingly using, buying, selling, stealing, transporting, or soliciting, in whole or part, the contents of an un-administered test; substituting for another student or permitting another student to substitute for one's self to take a test; bribing another person to obtain a test that is to be administered; or securing copies of the test or answers to the test in advance of the test)
- Plagiarizing (appropriating another's work and using it as one's own for credit without the required citation and attribution, e.g., copying written work from the Internet, or any other source)
- Colluding (engaging in fraudulent collaboration with another person in preparing written work for credit)

COURSE OBJECTIVES

Upon successful completion of this course, the student will be able to:

- Know how to properly wear the AFJROTC uniform
- Know AFJROTC customs and courtesies
- Know the positions and movements required of each individual in forming elements and flights, and the commands to execute those positions and movements
- Understand how values and ethics are formed and how they affect both individuals and society
- Know the United States Air Force Core Values and the cadet corps Honor Code
- Learn the meaning of attitude, discipline, and respect
- Understand stress management and will learn how to behave in a positive manner
- Learn and be able to exhibit common courtesies and proper etiquette in a public setting
- Participate in the Presidential Physical Fitness Program
- Understand the foundations of the United States government
- Learn of the symbols and traditions of the United States
- Understand the responsibilities and civic duties of a citizen
- Be able to compare different systems of governments
- Know the rights of American citizens as described in the United States Constitution

COURSE REQUIREMENTS

- Be there
- Be there on time
- Active participation in class discussions and group activities
- Maintenance of a notebook which includes class assignments and notes
- Completion of all class and homework assignments
- Midterm and Final Examinations

REQUIRED MATERIALS/TEXTBOOK

Textbook (Traditions, Wellness, and Foundations of Citizenship), handouts, exercises and supplies pertinent to course work will be provided. Students should have blank paper and a writing instrument for each class. Additional special instructions will be given as course objectives.

COURSE OUTLINE

FALL SEMESTER

Chapter 01 – Introduction of the JROTC

Week 01/Lesson 01 – Organization of the AFJROTC

- Reflections of a Recent AFJROTC Cadet
- The History of the Nation's Junior ROTC Programs
- The Organization of Junior ROTC Programs
- The Lines of Responsibility and Authority in Junior ROTC Programs

Week 02/Lesson 02 – The Military Uniform and Appearance Standards

- Uniform Wear and History
- Uniform Wear, Restrictions, and Standards
- Uniforms Used Within Special Teams
- Cadet Appearance and Grooming Standards
- Military Pay Grades and Rank Insignia

Week 03/Lesson 03 – Customs and Courtesies for Junior ROTC

- Customs and Courtesies
- Historic Customs and Courtesies
- Proper Methods to Demonstrate Recognition and Respect
- Military Time

Week 04/Lesson 04 – Attitude, Discipline, and Respect

- The Importance of a Positive Attitude
- The Importance of Discipline

Week 05/Lesson 05 – Ethics, Values, and Morals

- Ethics
- Values
- Core Values of the US Military Services
- Cultural and Universal Norms
- Making Ethical and Moral Decisions
- Your Personal Code of Conduct

Week 06/Lesson 06 – Social Etiquette and Dining-In, Dining-Out

- Etiquette and Manners in Formal and Informal Settings
- Dining Etiquette
- Handling Social Invitations
- Public Courtesies
- Dining-In and Dining-Out

Chapter 02 – Personal Behavior

Week 07/Lesson 01 – Note Taking and Study Skills

- Note-Taking Strategies
- Thinking Maps
- Good Study Habits
- Taking Tests and Exams
- How to Do Homework

Week 08/Lesson 02 – Managing Stress

- Positive and negative Stress
- How Your Body Responds to Stress
- Positive Ways to Manage Stress
- Methods to manage Time

Week 09/Lesson 03 – Making Positive Decisions

- A Goal-Setting Process to Arrive at Healthful Decisions
- Impact of Communication Skills on Leadership
- Responsible Use of Electronic Media
- Military Time

Week 10/Lesson 04 – Emotional and mental Health Care

- Identifying and Understanding Emotions
- Mental and Emotional Problems
- Getting Help

Week 11/Lesson 05 – Avoiding and preventing Violence

- Violence in Our Society
- School and Campus Violence
- Protecting Yourself from Rape or Sexual Violence

Chapter 03 – Be Health Smart

Week 12/Lesson 01 – Your Body System

- The Human Body
- Functions of the Human Skeletal System
- How Your Muscular System Works
- The Human Circulatory System
- The Human respiratory System
- How the Nervous System and Sense Organs Work
- The Human Digestive System
- The Bodies Waste Disposal System

Week 13/Lesson 02 – Nutrition

- What Influences Food Choices

- Nutrients and How the Body Uses Them
- Making Wise Food Choices

Week 14/Lesson 03 – The Benefits of Physical Activity

- The Benefits of an Active Lifestyle
- Increasing Your Level of Fitness
- Aerobic Capacity, Muscular Strength and Endurance, and Flexibility: Three Elements of Fitness
- Setting Fitness Goals
- The Three Stages of Exercise
- Monitoring Your Progress
- Sports Safety
- Avoiding Performance-Enhancing Drugs (PEDs)

Week 15/Lesson 04 – Understanding Your Body Image

- What is Body Image?
- Weight Problems and Diet
- Managing Your Appropriate Weight
- The Dangers of Eating Disorders

Week 16/Lesson 05 – First Aid

- What is First Aid
- How to recognize and Treat Common Emergencies
- When Minutes Count: Severe Emergencies

SPRING SEMESTER

Chapter 04 – Making Safe, Drug-Free Decisions

Week 01/Lesson 01 – Medicines and Drugs

- How Medicines Differ From Drugs
- Drug Misuse and Abuse
- Help For Drug Users
- Living Drug Free

Week 02/Lesson 02 – Tobacco

- History of Tobacco Use
- Harmful Substances in Tobacco
- The Cost of Tobacco to Society
- How to Avoid Tobacco Use

Week 03/Lesson 03 – Alcohol

- Alcohol: A Threat to Everyone
- Alcoholism
- Why Some Teens Drink Alcohol

Week 04/Lesson 04 – Environmental Health

- The Effects Pollution Has on Health
- Methods for Reducing and Preventing Pollution

Chapter 05 – The Foundations of United States Citizenship

Week 05/Lesson 01 – The American Flag and Other National Symbols

- History of the American Flag
- Courtesies Rendered to the Flag of the United States
- Courtesies Rendered to the National Anthem, Pledge of Allegiance, and American's Creed
- The Great Seal of the United States and the Military Services' Seals

Week 06/Lesson 02 – Civics

- Civics
- The Need for Government
- Citizenship and the Naturalization Process
- Duties and Responsibilities of Citizenship, Including Volunteerism

Week 07/Lesson 03 – The Constitution of the United States

- The Constitution of the United States--A Remarkable Document
- The Process of Amending the Constitution
- How the Constitution Is Interpreted

Week 08/Lesson 04 – Interpreting the Bill of Rights and Other Amendments

- Why We have the Bill of Rights and Other Amendments
- Protections of Individual Freedoms
- Protecting the Rights of the Accused
- Protecting Other Rights
- Protecting All Americans

Week 09/Lesson 05 – US National Government

- The legislative Branch
- The Executive Branch
- The Judicial Branch

EVALUATION CRITERIA

Homework	20 points
Assessments:	
Exams/Quizzes/Performance	25 points
Participation/Classwork	25 points
Uniform Wear	30 points

Attendance is measured as a performance assessment using the following rubrics:

ATTENDANCE RUBRIC

Starting score of 20 points

One (1) point deducted for each late arrival

Two (2) points deducted for each unexcused absence



Course Curriculum

Syllabus of Instruction For Leadership Education 200: Communication, Awareness, and Leadership



**New York-20011
Harry S. Truman High School
Bronx, New York**

750 Baychester Avenue, Bronx, New York 10475

Keri Alfano, Principal

TELEPHONE: (718) 904-5400

COURSE SYLLABUS

AFJROTC

Maj Then/MSgt Messina

COURSE DESCRIPTION

Leadership Education 200 stresses communication skills and cadet corps activities. Information is provided on communicating effectively, understanding groups and teams, preparing for leadership, solving conflicts and problems, and personal development. Written reports and speeches compliment the academic materials. Cadet corps activities include holding positions of greater responsibility in the planning and execution of corps projects.

HARRY S. TRUMAN HIGH SCHOOL MISSION STATEMENT

Harry S Truman High School is dedicated to educating students to become independent thinkers who will have intellectual curiosity and a lifelong love of learning. We are committed to a dynamic program of academics, the arts and athletics; and we support an engaged faculty that challenges our students to discover and explore their talents to the fullest.

ACADEMIC INTEGRITY

Chancellor's regulation B32 provides the following stipulations regarding academic integrity. Engagement in behaviors stated below may result in disciplinary action and possible loss of credit. Engaging in scholastic dishonesty which includes but is not limited to:

- Cheating (e.g., copying from another's test paper; using material during a test which is not authorized by the person giving the test; collaborating with another student during the test without authorization; knowingly using, buying, selling, stealing, transporting, or soliciting, in whole or part, the contents of an un-administered test; substituting for another student or permitting another student to substitute for one's self to take a test; bribing another person to obtain a test that is to be administered; or securing copies of the test or answers to the test in advance of the test)
- Plagiarizing (appropriating another's work and using it as one's own for credit without the required citation and attribution, e.g., copying written work from the Internet, or any other source)
- Colluding (engaging in fraudulent collaboration with another person in preparing written work for credit)

COURSE OBJECTIVES

Upon successful completion of this course, the student will be able to:

- Apply the key factors of effective communications
- Know the ways in which personal awareness affects individual actions
- Know the key elements of building and encouraging effective teams
- Apply the key behaviors for becoming a credible and competent leader

COURSE REQUIREMENTS

- Be there
- Be there on time
- Active participation in class discussions and group activities
- Maintenance of a notebook which includes class assignments and notes
- Completion of all class and homework assignments
- Midterm and Final Examinations

REQUIRED MATERIALS/TEXTBOOK

Textbook (Communication, Awareness, and Leadership), handouts, exercises and supplies pertinent to course work will be provided. Students should have blank paper and a writing instrument for each class. Additional special instructions will be given as course objectives.

COURSE OUTLINE

FALL SEMESTER

UNIT ONE: Learning, Communication, and Personal Development

Chapter 01 – Learning and Communication

Week 01/Lesson 01 – Learning to Communicate

- The Communication Process
- Encoding and Decoding
- Communication Cues
- Barriers to Communication
- The Importance of Feedback

Week 02/Lesson 02 – Learning to Listen

- The Listening Process
- Types of Listening
- The Importance of Listening
- Myths About Listening
- Bad Listening Habits
- Practicing Effective Listening Techniques

Week 03/Lesson 03 – Learning to Think Critically

- Learning to Think
- The Parts of Thinking
- Standards of Critical Thinking
- Asking Good Questions
- Designing Your Own Learning
- Evaluating Your Own Learning

Chapter 02 – Communicating Effectively

Week 04/Lesson 01 – The Basic Checklist

- Using the Basic Checklist
- Analyzing Purpose and Audience
- Researching to Support Ideas
- Supporting Your Ideas
- Getting Organized
- Drafting and Editing
- Fighting for Feedback

Week 05/Lesson 02 – Writing Effectively

- Effective Writing
- Electronic Communication

Week 06/Lesson 03 – Speaking Effectively

- Speaking Effectively
- Preparing to Speak
- Organizing Your Presentation
- Using Visual Support
- Using presentation Skills
- Practicing Your Speech
- Giving Your Speech

UNIT TWO: Building Personal Awareness

Chapter 03 – Understanding Your Attitude

Week 07/Lesson 01 – Interpreting Events and Experiences

- Interpreting Events and Experiences
- The Hierarchy of Needs
- Attitude Is Everything: The importance of a Positive Outlook on Life
- How Perspective Molds Your Understanding of Life
- How Perspective Molds Your Purpose, Passions, and Practices
- How Your Personality Shapes Your Perspective and Motivation
- How Your Actions Reveal Your Attitudes

Week 08/Lesson 02 – Building a Positive Attitude

- Positive and Negative Attitudes
- Defense Mechanisms
- Integrity and Credibility
- Humility and Patience
- Respect and Appreciation
- Focusing on Task Completion
- Focusing on People

Week 09/Lesson 03 – Overcoming Challenging Experiences

- What is a Leader?
- Perseverance in a Leader
- Courage in a Leader
- Patience in a Leader

Chapter 04 – Understanding Your Actions

Week 10/Lesson01 – Integrity and Character

- The Importance of Integrity
- Being a Positive Role Model
- How Character Affects Behavior

Week 11/Lesson 02 – Personality, Style, and Interactions

- Type of Personalities and Styles
- A Basic Personality Model
- How Personality Type Influences Actions
- How Personality Affects Interactions
- The Value of Different Kinds of Personalities and Styles

Week 12/Lesson 03 – Consequences and Responsibilities

- The Consequences of Taking or Avoiding Responsibility
- How Defense Mechanisms Affect Your Actions and Decisions
- Learning to Take Responsibility for Your Actions and Decisions
- Responsibility and Leadership

SPRING SEMESTER

UNIT THREE: Understanding Groups and Teams

Chapter 05 – Developing Vision and Teams

Week 01/Lesson 01 – Group and Team Dynamics

- Working as a Team
- The Characteristics of Effective Teams
- Four Stages of Team Development
- Running an Effective Meeting

Week 02/Lesson 02 – Building Mutual Respect

- Dimensions of Respect
- The Values of Tolerance and Understanding
- Improving Group Effectiveness

Week 03/Lesson 03 – Establishing a Common Vision

- Elements of a Common Vision
- Writing a Team Charter
- Enlisting Others to Work Toward a Common Vision

Chapter 06 – Solving Conflicts and Problems

Week 04/Lesson 01 – Identifying Levels of Conflicts

- Solving Problems and Conflicts
- Types of Problems in Groups
- Levels of Conflicts in Groups
- Patterns of Reacting to Conflicts

Week 05/Lesson 02 – Steps for Problem Solving

- Common Group Problems
- Common Indicators of Group Problems
- The Six Steps of Problem Solving

Week 06/Lesson 03 – Building Consensus

- The nature of Consensus
- Methods of Building Consensus

UNIT FOUR: Preparing for Leadership

Chapter 07 – A Leadership Model

Week 07/Lesson 01 – Leadership Factors

- The Basic Element of Leadership
- The Air Force Core Values

- Reasons for Recognizing the Core Values

Week 08/Lesson 02 – Leadership Traits

- Six Traits of an Effective Leader
- Competence in a Leader
- Commitment in a Leader

Week 09/Lesson 03 – Leadership Principles

- Key Leadership Principles
- Know Yourself and Your Role
- Set the Example
- Care for Your People
- Communicate, Educate, Equip, and Motivate
- Accept Your Responsibility
- Develop Teamwork

Chapter 08 – Adaptive Leadership

Week 10/Lesson 01 – Leadership Style and Mission Demands

- The Two Orientations to Leadership Behavior
- Four Leadership Styles
- Primary Factors of the Leadership Situation

Week 11/Lesson 02 – Situations and Team Capabilities

- The Importance of Good Followership
- The Readiness Factors of Followers
- Building Effective Relationships with Leaders
- Being an Effective Follower

Week 12/Lesson 03 – Leadership Preparation

- Preparing for Leadership
- Key Elements of Effective Coaching and Mentoring
- How to Practice Leadership
- Leadership Maxims

EVALUATION CRITERIA

Homework	20 points
Assessments:	
Exams/Quizzes/Performance	25 points
Participation/Classwork	25 points
Uniform Wear	30 points

Attendance is measured as a performance assessment using the following rubrics:

ATTENDANCE RUBRIC

Starting score of 20 points

One (1) point deducted for each late arrival

Two (2) points deducted for each unexcused absence



Course Curriculum

Syllabus of Instruction For Leadership Education 300: Life Skills and Career Opportunities



**New York-20011
Harry S. Truman High School
Bronx, New York**

750 Baychester Avenue, Bronx, New York 10475

Keri Alfano, Principal

TELEPHONE: (718) 904-5400

COURSE SYLLABUS

AFJROTC

Maj Then/MSgt Messina

COURSE DESCRIPTION

Leadership Education 300 will be helpful to students deciding which path to take after high school. Information on how to apply for admission to college or to a vocational or technical school is included. Information on how to begin the job search is available to students who decide not to go to college or vocational school. Available also is information about financial planning and how to save, invest, and spend money wisely, as well as how not to get caught in the credit trap. Students are informed about real life issues such as understanding contracts, leases, wills, warranties, legal notices, and personal bills. Citizen responsibilities such as registering to vote, jury duty, and draft registration will be helpful to. For those students who may be moving into an apartment of their own, information is presented on apartment shopping and grocery shopping skills. There is information on how to prepare a résumé and the importance of good interviewing skills. If there are students who are interested in a career in the military, with the federal government, or an aerospace career, information is also provided for them.

HARRY S. TRUMAN HIGH SCHOOL MISSION STATEMENT

Harry S Truman High School is dedicated to educating students to become independent thinkers who will have intellectual curiosity and a lifelong love of learning. We are committed to a dynamic program of academics, the arts and athletics; and we support an engaged faculty that challenges our students to discover and explore their talents to the fullest.

ACADEMIC INTEGRITY

Chancellor's regulation B32 provides the following stipulations regarding academic integrity. Engagement in behaviors stated below may result in disciplinary action and possible loss of credit. Engaging in scholastic dishonesty which includes but is not limited to:

- Cheating (e.g., copying from another's test paper; using material during a test which is not authorized by the person giving the test; collaborating with another student during the test without authorization; knowingly using, buying, selling, stealing, transporting, or soliciting, in whole or part, the contents of an un-administered test; substituting for another student or permitting another student to substitute for one's self to take a test; bribing another person to obtain a test that is to be administered; or securing copies of the test or answers to the test in advance of the test)
- Plagiarizing (appropriating another's work and using it as one's own for credit without the required citation and attribution, e.g., copying written work from the Internet, or any other source)
- Colluding (engaging in fraudulent collaboration with another person in preparing written work for credit)

COURSE OBJECTIVES

Upon successful completion of this course, students will be able to:

- Know specific career options to pursue
- Know the elements of a personal budget and financial plan
- Know the requirements for applying to a college or university
- Know the essential process for pursuing a career

COURSE REQUIREMENTS

- Be there
- Be there on time
- Active participation in class discussions and group activities
- Maintenance of a notebook which includes class assignments and notes
- Completion of all class and homework assignments

- Midterm and Final Examinations

REQUIRED MATERIALS/TEXTBOOK

Textbook (Life Skills and Career Opportunities), handouts, exercises and supplies pertinent to course work will be provided. Students should have blank paper and a writing instrument for each class. Additional special instructions will be given as course objectives.

COURSE OUTLINE

FALL SEMESTER

Chapter 01 – Charting Your Financial Course

Week 01/Lesson 01 – Creating a Budget

- The Components of a Personal Financial Plan
- Creating a Personal Financial Plan
- The Steps for developing a Personal Financial Plan

Week 02/Lesson02 – Savings and Bank Accounts

- The Advantages of Bank Services
- Types of Bank Services
- How to Choose a Bank
- How to Conduct Banking Transactions
- Electronic banking

Week 03/Lesson 03 – Real-Life Issues in Buying and Selling

- Shopping Issues in Daily Life
- Renting or Leasing an Apartment
- Buying or Leasing a Car

Week 04/Lesson 04 – Attitude, Discipline, and Respect

- The Importance of a Positive Attitude
- The Importance of Discipline

Chapter 02 – Managing Your Resources

Week 05/Lesson 01 – Avoiding the Credit Trap

- What is Credit
- Important Credit Terms
- Positive and negative Aspects of Using Credit
- Sources of Credit
- How Credit Works
- Using Credit Responsibly
- Credit and Credit Card Options
- Building Your Credit History
- Avoiding Credit Card Fraud
- The Consequences of Deficit Spending

Week 06/Lesson 02 – Insurance for Protecting Your Resources

- What Insurance Is and Why It Is Necessary
- Major Types of Insurance

- How to Protect Your Personal and Financial Information

Chapter 03 – Career Opportunities

Week 07/Lesson 01 – Researching Careers

- Selecting and Charting a Career Path
- Careers Versus Jobs
- Career Options
- Career Factors
- Career Planning and Information Source

Week 08/Lesson 02 – Self-Discovery

- Career Direction: Getting to Know Yourself
- Identifying Your Aptitude and Abilities
- Linking Your Dominant Intelligences to Your Preferred Learning Style
- Identifying Your Fields of Interests
- Linking Your Aptitudes and Interests to career Paths

Week 09/Lesson 03 – Career Paths

- The Advantages of a Technically Oriented Career Path
- Types of Job Classifications for Technically Oriented Career Paths
- Earnings Potential for Technically Oriented Career Paths
- Ways to Pursue a Technical Career
- Advantages of Pursuing Post-Secondary Degrees
- Careers Associated with Educational Tracks
- Earnings Potential of College-Educated Professionals
- How to Pursue an Education-Oriented Career

Chapter 04 – Aiming Towards a College Degree

Week 10/Lesson 01 – Financing for College

- Costs of College
- Sources of College Funds
- Planning to Finance a College Education

Week 11/Lesson 02 – Selecting a College

- The Process of Choosing a College
- Criteria for Selecting a College
- Alternative Programs to Earn College Credit
- College Admission Standards
- Identifying Colleges That Will Best Meet Your Needs

Week 12/Lesson 03 – Navigating the Testing Maze

- College Entrance Examinations
- College Placement Examinations
- Conquering Test Anxiety
- Test-Taking Strategies
- Procedures for Taking Standardized Tests

Week 13/Lesson 04 – Essays, Interviews, and Campus Visits

- The Personal Side of the College Application Process

- Writing a College Application Essay
- How to Have a Successful Interview
- Campus Visits

SPRING SEMESTER

Chapter 05 – Charting Your Course

Week 01/Lesson 01 – Adjusting to College Life

- Aspects of Campus Life
- What Is Expected of You as a Student
- Making Healthy Lifestyle Choices
- The Importance of Personal Accountability

Week 02/Lesson 02 – Choosing a Major

- How College Majors Relate to Personal Interests and Desires
- Basic Areas of College Study
- Careers Associated With Possible Majors
- A Six-Step Process for Selecting a College Major

Week 03/Lesson 03 – Planning Your Schedule

- The Importance of Time Management
- Procrastination and How to Beat It
- Managing Your College Scheduler

Chapter 06 – Applying for Jobs

Week 04/Lesson 01 – The Job Search Process

- Identifying Your Personal Job Preferences
- Selling Your Skills to an Employer
- How to Organize a Job Search

Week 05/Lesson 02 – Preparing Your Résumé

- The Purpose of a Résumé
- Types of Résumés
- Six Tips for Writing a Great Résumé
- Preparing a Personal Résumé
- Cover Letters
- Portfolios

Week 06/Lesson 03 – Building Interviewing Skills

- The Interview Process
- Interview Do's and Don'ts
- Types of Interviews
- Basic Interview Questions
- How Employers Evaluate Interviewees

Chapter 07 – Working for the Federal Government

Week 07/Lesson 01 – Military Careers

- Branches of the US Military
- Reasons for Choosing a Military Career
- Entering the Military as an Enlisted Member
- Educational Opportunities for Enlisted Members by Service
- Serving in the Military as a Warrant Officer
- Entering the Military as a Member of the Officer Corps

Week 08/Lesson 02 – Careers in Aerospace

- Aerospace as a Career Direction
- Major Organizations in the Aerospace Sector
- Educational Requirements for Careers in Aerospace
- Career Options in the Aerospace Industry

Week 09/Lesson 03 – Careers in Public Service

- Types of Public Service Careers
- Careers Available in Public Service
- Options for Criminal Justice Careers
- Careers in Fire Science and Technology
- Careers in Homeland Security

Chapter 08 – Developing Your Career Skills

Week 10/Lesson 01 – Planning Your Professional Development

- How to Plan Your Professional Development
- Preparing a Career Portfolio
- Organizational and Personal Values That Contribute to Success Education

Week 11/Lesson 02 – Learning to Work With Others

- The Communication Process
- Verbal and Nonverbal Communication
- Barriers to Effective Communication
- Communications Within Organizations
- Collaboration and Teamwork

Week 12/Lesson 03 – Seeking Feedback and Promotions

- Seeking and Receiving Feedback in the Workplace
- Strategies for Earning a Promotion
- Developing a Career-Path Strategy

Week 13/Lesson 04 – Your Civic Responsibilities

- Society and Civic Responsibility
- Registering to Vote
- The Selective Service System (Draft)
- Jury Duty
- The Value of Volunteering and Community Involvement
- Planning a Volunteer Event

EVALUATION CRITERIA

Homework	20 points
Assessments:	
Exams/Quizzes/Performance	25 points
Participation/Classwork	25 points
Uniform Wear	30 points

Attendance is measured as a performance assessment using the following rubrics:

ATTENDANCE RUBRIC

Starting score of 20 points

One (1) point deducted for each late arrival

Two (2) points deducted for each unexcused absence



Course Curriculum

Syllabus of Instruction For Leadership Education 400: Principles of Management



**New York-20011
Harry S. Truman High School
Bronx, New York**

750 Baychester Avenue, Bronx, New York 10475

Keri Alfano, Principal

TELEPHONE: (718) 904-5400

COURSE DESCRIPTION

Leadership Education 400 provides exposure to the fundamentals of management. The text contains many leadership topics that will benefit students as well as provide them with some of the necessary skills needed to put into practice what they have learned during their time in AFJROTC. We are confident this course, coupled with what cadets have already learned during their time in AFJROTC, will equip them with the qualities needed to serve in leadership positions within the corps. Throughout the course are many ethical dilemmas, case studies, and role play activities built into the lessons. These activities are based on real life experiences and will allow students the opportunity to practice what they learn by getting involved in discussions and expressing their opinions.

HARRY S. TRUMAN HIGH SCHOOL MISSION STATEMENT

Harry S Truman High School is dedicated to educating students to become independent thinkers who will have intellectual curiosity and a lifelong love of learning. We are committed to a dynamic program of academics, the arts and athletics; and we support an engaged faculty that challenges our students to discover and explore their talents to the fullest.

ACADEMIC INTEGRITY

Chancellor's regulation B32 provides the following stipulations regarding academic integrity. Engagement in behaviors stated below may result in disciplinary action and possible loss of credit. Engaging in scholastic dishonesty which includes but is not limited to:

- Cheating (e.g., copying from another's test paper; using material during a test which is not authorized by the person giving the test; collaborating with another student during the test without authorization; knowingly using, buying, selling, stealing, transporting, or soliciting, in whole or part, the contents of an un-administered test; substituting for another student or permitting another student to substitute for one's self to take a test; bribing another person to obtain a test that is to be administered; or securing copies of the test or answers to the test in advance of the test)
- Plagiarizing (appropriating another's work and using it as one's own for credit without the required citation and attribution, e.g., copying written work from the Internet, or any other source)
- Colluding (engaging in fraudulent collaboration with another person in preparing written work for credit)

COURSE OBJECTIVES

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

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

COURSE REQUIREMENTS

- Be there
- Be there on time
- Active participation in class discussions and group activities
- Maintenance of a notebook which includes class assignments and notes
- Completion of all class and homework assignments
- Midterm and Final Examinations

REQUIRED MATERIALS/TEXTBOOK

Textbook (Principles of Management), handouts, exercises and supplies pertinent to course work will be provided. Students should have blank paper and a writing instrument for each class. Additional special instructions will be given as course objectives.

COURSE OUTLINE

FALL SEMESTER

UNIT ONE: Introduction to Management

Chapter 01 - Managers and Management

Week 01/Lesson 01 – Management Basics

- Who Managers Are and Where They Work
- What Management Is and What Managers Do

Week 02/Lesson 02 – Management in the Marketplace

- Skills and Competencies Successful Managers Possess
- The Importance the Marketplace Puts on Managers
- Why Management Is Worth Studying
- How Management Relates to Other Disciplines

Chapter 02 - The Historical Roots of Contemporary Management Practice

Week 03/Lesson 01 – Management Theories

- Management Before the Modern Era
- Classical Contributions to Modern Management

Week 04/Lesson 02 – Management Approaches

- The Human Resources Approach
- The Quantitative Approach
- Management Approaches Today

Chapter 03 - The Management Environment

Week 05/Lesson 01 – Management and the Economy

- Management and the Changing Economy
- The Global Marketplace
- Management and Technology

Week 06/Lesson 02 – Management and Society

- What Society Expects From Organizations and Managers
- Entrepreneurship
- The Workforce and Labor
- Issues That Contingent Workers Create for Managers

UNIT TWO: Planning

Chapter 04 - Foundations of Planning

Week 07/Lesson 01 – Planning Basics

- What Planning Is
- Planning in Uncertain Environments
- Types of Plans
- Management by Objectives

Week 08/Lesson 02 – Establishing Goals and Developing Plans

- Approaches to Establishing Goals
- Developing Plans
- Contemporary Issues in Planning

Chapter 05 - Foundations of Decision Making

Week 09/Lesson 01 – The Decision Making Process

- What Defines a Decision Problem
- The Rational Model for Decision Making
- Modifications of the Rational Model

Week 10/Lesson 02 – Decision-Making Challenges

- The Contingency Approach to Decision Making
- Decision-Making Styles
- Making Decisions in Groups
- Culture and Decision Making

SPRING SEMESTER

UNIT THREE: Organizing

Chapter 06 - Managing Change, Stress, and Innovation

Week 01/Lesson 01 – Managers and Change

- Forces for Change
- Two Views of the Change Process
- Employee Resistance to Change

Week 02/Lesson 02 – Change and the Organization

- Changing the Organization
- Change and Stress
- How to Stimulate Innovation

Week 03/Lesson 03 – Managing Yourself – Stress and Time management

- Handling Personal Stress
- Time Management
- Time Management and Meetings

UNIT FOUR: Leading

Chapter 07 – Foundations of Individual and Group Behavior

Week 04/Lesson 01 - Behavior and personality

- Explaining and Predicting Behavior
- Personality Theories

Week 05/Lesson 02 – Managers and Group Behavior

- Perception
- How People learn
- Foundations of group Behavior

Chapter 08 – Understanding Work Teams

Week 06/Lesson 01 – Work Teams 101

- The Popularity of Work Teams
- Types of Work Teams
- Characteristics of High-Performance Work Teams

Week 07/Lesson 02 –Managing Teams

- Turning Individuals Into Team Players
- Contemporary Team Issues

Chapter 09 – Communication and Interpersonal Skills

Week 08/Lesson 01 - Communication Skills and Challenges

- The Communication process
- Communication and Information Technology

Week 09/Lesson 02 - Developing Interpersonal Skills

- Listening and Feedback Skills
- Delegation Skills
- Managing Conflict
- Negotiation Skills
- Writing Evaluations

Chapter 10 - Leadership and Trust

Week 10/Lesson 01 – Leadership Theory

- Managers Versus Leaders
- Trait Theories of Leadership
- Behavioral Theories of Leadership
- Contingency Theories of Leadership
- Emerging Approaches to Leadership

Week 11/Lesson 02 – Leadership Issues

- Leadership Today
- Building Trust: The Essence of Leadership

Week 12/Lesson 03 – Effective Coaching and mentoring

- Defining Coaching and Mentoring

- Goal Setting
- Giving Feedback
- Developing Protégés

EVALUATION CRITERIA

Homework	20 points
Assessments:	
Exams/Quizzes/Performance	25 points
Participation/Classwork	25 points
Uniform Wear	30 points

Attendance is measured as a performance assessment using the following rubrics:

ATTENDANCE RUBRIC

Starting score of 20 points

One (1) point deducted for each late arrival

Two (2) points deducted for each unexcused absence



Course Curriculum

Syllabus of Instruction For Drill Curriculum, Cumulative



**New York-20011
Harry S. Truman High School
Bronx, New York**

750 Baychester Avenue, Bronx, New York 10475

Keri Alfano, Principal

TELEPHONE: (718) 904-5400

COURSE SYLLABUS

AFJROTC

Maj Then/MSgt Messina

COURSE DESCRIPTION

LE-500 Drill and Ceremonies course concentrates on the elements of military drill, and describes individual and group precision movements, procedures for saluting, drill, ceremonies, reviews, parades, and development of the command voice. Students are provided detailed instruction on ceremonial performances and protocol for civilian and military events and have the opportunity to personally learn drill. Though each class will follow an established lesson plan, most of the work is to be hands-on. Instructors are provided AFM 36-2203 to teach the Drill and Ceremonies course.

HARRY S. TRUMAN HIGH SCHOOL MISSION STATEMENT

Harry S Truman High School is dedicated to educating students to become independent thinkers who will have intellectual curiosity and a lifelong love of learning. We are committed to a dynamic program of academics, the arts and athletics; and we support an engaged faculty that challenges our students to discover and explore their talents to the fullest.

ACADEMIC INTEGRITY

Chancellor's regulation B32 provides the following stipulations regarding academic integrity. Engagement in behaviors stated below may result in disciplinary action and possible loss of credit. Engaging in scholastic dishonesty which includes but is not limited to:

- Cheating (e.g., copying from another's test paper; using material during a test which is not authorized by the person giving the test; collaborating with another student during the test without authorization; knowingly using, buying, selling, stealing, transporting, or soliciting, in whole or part, the contents of an un-administered test; substituting for another student or permitting another student to substitute for one's self to take a test; bribing another person to obtain a test that is to be administered; or securing copies of the test or answers to the test in advance of the test)
- Plagiarizing (appropriating another's work and using it as one's own for credit without the required citation and attribution, e.g., copying written work from the Internet, or any other source)
- Colluding (engaging in fraudulent collaboration with another person in preparing written work for credit)

COURSE OBJECTIVES

Upon successful completing *AFMAN 36-2203: Personnel Drill and Ceremonies*, the student will:

- Know the importance of drill and ceremonies
- Know basic commands and characteristics of the command voice
- Apply and execute the concepts and principles of basic drill positions and movements
- Know when and how to salute
- Apply the principles and procedures of drill movements used with smaller units to the movement of a squadron
- Know the function of the group and the wing
- Know how groups and wings are formed
- Know the purpose and definition of ceremonies and parades

COURSE REQUIREMENTS

- Be there
- Be there on time
- Active participation in class discussions and group activities
- Maintenance of a notebook which includes class assignments and notes
- Completion of all class and homework assignments
- Midterm and Final Examinations

REQUIRED MATERIALS/TEXTBOOK

Textbook (AFM 36-2203), handouts, exercises and supplies pertinent to course work will be provided. Students should have blank paper and a writing instrument for each class. Additional special instructions will be given as course objectives.

COURSE OUTLINE

UNIT ONE: Introduction to Drill and Ceremonies

Week 01 – The Purpose of Drill and Ceremonies

- History
- Key to Symbols used in AFMAN 36-22031
- Drill Terminology
- Drill Instruction

Week 02 – Commands and Command Voice

- Types of Commands
- General Rules for Commands
- Voice Characteristics
- Cadence
- Counting Cadence
- Mass Commands

UNIT TWO: Individual Instruction

Week 03 – Stationary Movements

- Position of Attention
- Rest Positions
 1. Parade Rest
 2. At Ease
 3. Rest
 4. Fall Out

Week 04 – Facing Movements

- Right Face
- Left Face
- About Face
- Half Right (Left) face

Week 05 – Salutes

- Hand Salute
- Exchange of Salutes
- Present Arms and Order Arms
- Eyes Right (Left) and Ready Front

Week 06 – Steps and Marching

- Forward March and Halt
- Double Time
- Mark Time

Week 07 – Steps and Marching (continued)

- Half Step
- Right (Left) Step
- Change Step
- To the Rear March

Week 08 – Steps and Marching (continued)

- Flanking Movement
- Face in Marching
- Marching Other than at Attention

UNIT THREE: Drill of the Flight

Week 09 – The Flight as a Basic Drill

- Rules for the Guide
- Formation of the Flight
- Aligning of the Flight
- Open Ranks
- Close Ranks
- Individuals to Leave Ranks
- Count Off

Week 10 – Flight Formation While Marching

- Close or Extend March
- Column Movements
- Column Half Right (Left)

Week 11 – Flight Formation While Marching (continued)

- Forming a Single File or Multiple Files
- Forming a Column of Twos From a Single File
- Forming a Column of Twos From Column of Fours and Reforming
- Counter March

SPRING SEMESTER

UNIT FOUR: Ceremonies

Week 12 –

- Purpose and Precedence
- Parade Ceremony
- Raising and Lowering the Flag

Week 13 –

- Change of Command
- Colors

EVALUATION CRITERIA

Homework	20 points
Assessments:	
Exams/Quizzes/Performance	25 points
Participation/Classwork	25 points
Uniform Wear	30 points

Attendance is measured as a performance assessment using the following rubrics:

ATTENDANCE RUBRIC

Starting score of 20 points

One (1) point deducted for each late arrival

Two (2) points deducted for each unexcused absence



Course Curriculum

Syllabus of Instruction For Health and Wellness



**New York-20011
Harry S. Truman High School
Bronx, New York**

750 Baychester Avenue, Bronx, New York 10475

Keri Alfano, Principal

TELEPHONE: (718) 904-5400

COURSE SYLLABUS

AFJROTC

Maj Then/MSgt Messina

COURSE DESCRIPTION

Health and Wellness is an official part of the Air Force Junior ROTC program. It is an exercise program focused upon individual base line improvements with the goal of achieving a national standard as calculated with age and gender. Wellness is instrumental in developing citizens of character dedicated to serving our nation and communities. The program is provided as a tool to help develop individualized training programs for the cadets. Cadets will be given the opportunity to practice the wellness concepts taught in Leadership Education 100. Instructors may include other activities cadets enjoy such as team sports in order to keep the Wellness Program fun and motivating. The Wellness Program is a 36-week program modifiable to meet individual goals. Personal improvement will be rewarded. The 36-week program is comprised of several exercises which can be conducted with minimal space and with minimal climate dependency. The exercises develop all muscle groups and provide sufficient anaerobic and aerobic intensity. They require no equipment and use only body weight and common objects (e.g. chairs).

HARRY S. TRUMAN HIGH SCHOOL MISSION STATEMENT

Harry S Truman High School is dedicated to educating students to become independent thinkers who will have intellectual curiosity and a lifelong love of learning. We are committed to a dynamic program of academics, the arts and athletics; and we support an engaged faculty that challenges our students to discover and explore their talents to the fullest.

ACADEMIC INTEGRITY

Chancellor's regulation B32 provides the following stipulations regarding academic integrity. Engagement in behaviors stated below may result in disciplinary action and possible loss of credit. Engaging in scholastic dishonesty which includes but is not limited to:

- Cheating (e.g., copying from another's test paper; using material during a test which is not authorized by the person giving the test; collaborating with another student during the test without authorization; knowingly using, buying, selling, stealing, transporting, or soliciting, in whole or part, the contents of an un-administered test; substituting for another student or permitting another student to substitute for one's self to take a test; bribing another person to obtain a test that is to be administered; or securing copies of the test or answers to the test in advance of the test)
- Plagiarizing (appropriating another's work and using it as one's own for credit without the required citation and attribution, e.g., copying written work from the Internet, or any other source)
- Colluding (engaging in fraudulent collaboration with another person in preparing written work for credit)

COURSE OBJECTIVES

Motivate cadets to lead active, healthy lifestyles beyond program requirements and into their adult lives.

GOALS OF THE WELLNESS PROGRAM

- Create an individualized training program based on national standards by age and gender.
- Identify areas of improvements for each cadet.
- Incorporate the Presidential Physical Fitness training program to reach goals.

COURSE REQUIREMENTS

- Be there
- Be there on time
- Active participation in class discussions and group activities
- Maintenance of a notebook which includes class assignments and notes

- Completion of all class and homework assignments
- Initial and Final Assessments

REQUIRED MATERIALS/TEXTBOOK

Lesson Plan, handouts, exercises and supplies pertinent to course work will be provided. Students should have blank paper and a writing instrument for each class. Additional special instructions will be given as course objectives.

COURSE OUTLINE

EXERCISES USED FOR INITIAL AND FINAL ASSESSMENTS:

- Pull-Ups (or Right Angle Push-Ups or Flexed-Arm Hang)
- Shuttle Run
- V-Sit Reach (or Sit and Reach)
- Curl-Ups (or Partial Curl-Ups)
- One-Mile Run

TYPICAL EXERCISE CLASS:

- Warm-up/Stretch
- Cadet Physical Training (PT) Monitor or Instructor picks 6 exercises from the AFJROTC E2C lesson plans to perform depending on time.
- PT Monitor and Instructor will ensure proper form and technique is being used.
- Students will strive to complete the number of repetitions indicated by person conducting the class.
- Cool/down/Stretch
- Days selected for running, cadets will go to the basement and run the designated laps indicated by Instructor. Weather permitting, cadets will be taken to the outdoor track to run.

If there are any physical issues preventing a cadet from performing PT, the cadet must provide written documentation explaining the circumstances. If a cadet is absent on PT day, the cadet must provide a written excuse for the absence. Failure to do so will result in a failing grade for the day.

WELLNESS DAY

Cadets will be issued an AFJROTC physical fitness (PT) uniform at the beginning of the school year. AFJROTC PT uniform items will be worn as designated by the Senior Aerospace Science Instructor. Cadets are responsible for the weekly cleanliness of these uniform items. Lost or damaged AFJROTC PT uniform items are the cadet's financial responsibility for replacement. Issued PT uniform (both shirt and shorts, or sweats) is mandatory to receive full credit for the PT session. Cadets not in proper PT uniform but still participates will receive partial credit.

EVALUATION CRITERIA

Homework	20 points
Assessments:	
Exams/Quizzes/Performance	25 points
Participation/Classwork	25 points
Uniform Wear	30 points

Attendance is measured as a performance assessment using the following rubrics:

ATTENDANCE RUBRIC

Starting score of 20 points

One (1) point deducted for each late arrival

Two (2) points deducted for each unexcused absence



Course Curriculum

Syllabus of Instruction For Aerospace Science 100: Milestones In Aviation History



**New York-20011
Harry S. Truman High School
Bronx, New York**

750 Baychester Avenue, Bronx, New York 10475

Keri Alfano, Principal

TELEPHONE: (718) 904-5400

COURSE SYLLABUS

AFJROTC

Maj Then/MSgt Messina

COURSE DESCRIPTION

This course examines aviation history by focusing on the development of flight throughout the centuries. It begins with ancient civilizations, then progresses through time to modern day. The emphasis is on civilian and military contributions to aviation; the development, modernization, and transformation of the Air Force; and a brief astronomical and space exploration history. It is interspersed with concise overviews of the principles of flight to include basic aeronautics, aircraft motion and control, flight power, and rockets. Throughout the course, there are readings, videos, hands-on activities, and in-text and student workbook exercises to guide in the reinforcement of the materials.

HARRY S. TRUMAN HIGH SCHOOL MISSION STATEMENT

Harry S Truman High School is dedicated to educating students to become independent thinkers who will have intellectual curiosity and a lifelong love of learning. We are committed to a dynamic program of academics, the arts and athletics; and we support an engaged faculty that challenges our students to discover and explore their talents to the fullest.

ACADEMIC INTEGRITY

Chancellor's regulation B32 provides the following stipulations regarding academic integrity. Engagement in behaviors stated below may result in disciplinary action and possible loss of credit. Engaging in scholastic dishonesty which includes but is not limited to:

- Cheating (e.g., copying from another's test paper; using material during a test which is not authorized by the person giving the test; collaborating with another student during the test without authorization; knowingly using, buying, selling, stealing, transporting, or soliciting, in whole or part, the contents of an un-administered test; substituting for another student or permitting another student to substitute for one's self to take a test; bribing another person to obtain a test that is to be administered; or securing copies of the test or answers to the test in advance of the test)
- Plagiarizing (appropriating another's work and using it as one's own for credit without the required citation and attribution, e.g., copying written work from the Internet, or any other source)
- Colluding (engaging in fraudulent collaboration with another person in preparing written work for credit)

COURSE OBJECTIVES

After successfully completing the *Aerospace Science: A Journey Into Aviation History*, the student will:

- Know the historical facts and impacts of the early attempts to fly
- Know the major historical contributors to the development of flight
- Know the contributions of the U.S. Air Force to modern aviation history
- Know the key events of space exploration history

COURSE REQUIREMENTS

- Be there
- Be there on time
- Active participation in class discussions and group activities
- Maintenance of a notebook which includes class assignments and notes
- Completion of all class and homework assignments
- Midterm and Final Examinations

REQUIRED MATERIALS/TEXTBOOK

Textbook (Aerospace Science: Milestones in Aviation History), handouts, exercises and supplies pertinent to course work will be provided. Students should have blank paper and a writing instrument for each class. Additional special instructions will be given as course objectives.

COURSE OUTLINE

FALL SEMESTER

Chapter 01 – Exploring Flight

Week 01/Lesson 01 – Ancient Flight

- How the Humans Tried to Fly in Ancient Times
- Key Aviation Devices Created During Ancient Times
- Why machines Do Not Fly the Way Birds Do

Week 02/ Lesson 02 – The Early Days of Flight

- Historical Developments in Lighter-than-Air Flight
- Early Military Contributions of Lighter-Than-Air Flight
- Early Contributors to Heavier-Than-Air Flight

Week 03/Lesson 3 - The Wright Brothers Take Off

- The Wright Brother's First Flight
- How the Principles of Flight Were Applied to the *Wright Flyer*
- The Contributions the Wright Brothers Made to US Army Aviation
- How the Wright Brothers Were the First to Succeed in Powered Flight

Week 04/Lesson 4 - Pioneers of Flight

- Key Individuals and Contributions in Early Aircraft Development
- The Contributions of Early American Pioneers in Aviation
- The Contributions of Women in Early Aviation

Chapter 02 – Developing Flight

Week 05/lesson 01 – Airpower in World War I

- The Contributions of American Pilots During World War I
- How the Airplane Revolutionized War
- New Developments in Aviation During World War I
- How the War Sped Up Aviation Development in the United States

Week 06/Lesson 02 – Expanding the Horizon from Barnstormers to Mainstream

- The Barnstormer's Significance
- Notable Pilots Who Were Barnstormers
- The Barnstormer's Significant Contributions to Aviation
- How the Barnstormers Changed Public Opinion of Aviation

Week 07/Lesson 03 – Early Developments in Commercial Flight

- Why Charles Lindbergh's Contribution to Aviation Became Famous
- The Significance of Amelia Earhart's Transatlantic Flights
- How Early Developments Benefited Commercial Aviation
- The Consequences of the Airmail Act

- The Introduction of Passenger Service in Aviation
- The Contributions of Aircraft Manufacturers to Commercial Aviation

Chapter 03 – The Evolution of the Early Air Force

Week 08/Lesson 01 – The Army Air Corps

- The Creation of the Army Air Service
- The Creation of the Army Corps
- The Growth of the Army Air Corps
- Significant Development Concerning the Army Air Corps
- The Rationale of Advocates for an Independent Air Force
- The Rationale of Objectors to an Independent Air Force
- The Creation of a Separate Air Corps Headquarters

Week 09/Lesson 02 – Air Power in World War II

- The Strategic Role Air Power Played in World War II
- The Increased Role of Air Power in World War II
- The Development of Tactical and Strategic Air Warfare
- The Combat Box Formation and Formation Pattern Bombing
- Significant Allied Air Campaigns in the European Theater
- Significant Allied Air Campaigns in the Pacific Theater

Week 10/Lesson 03 – Significant Aircraft of World War II

- The Developments of Bombers During the War
- The Development of Fighters During the War
- The Development of Transports and Gliders During the War

SPRING SEMESTER

Chapter 04 – Commercial and General Aviation Take Off

Week 01/Lesson 01 – The Development of Federal Regulations and Aviation

- What Created the Need for Regulating Aviation
- The Organizations That Provide Oversight of Aviation Activities
- The Impact Regulation Had on Aviation
- The Impact Deregulation Has on Aviation

Week 02/Lesson 02 – The Propeller Era in Commercial Flight

- The Important Commercial Aircraft of the Propeller Era
- The Major Commercial Airlines of the Propeller Era
- Other Developments in Commercial Airlines' Operations

Week 03/Lesson 03 – General Aviation Takes Off

- What Created the Interest for General Aviation
- The Different Types of Aircraft That Make General Aviation Possible
- The Different Categories That Make Up General Aviation

Week 04/Lesson 04 – The Jet Era in Commercial Flight

- How a Jet Engine Works
- Developments in Commercial Jet Aircraft

- The Switch to Air Travel in the United States
- Future Commercial Aircraft

Chapter 05 – The US Air Force is Born

Week 05/Lesson 01 – The Army Air Forces Become the US Air Force

- Military Developments After World War II
- The National Security Act of 1947 and the Creation of an Independent Air Force
- Political Developments After World War II
- The Cold War and How It Affected US Foreign Policy and the US Air Force
- The Berlin Airlift and How the USAF Helped Break the Berlin Blockade

Week 06/Lesson 02 – Military Aircraft Development After World War II

- Military Aviation Research After World War II
- Significant Contributions of Test Pilots in Military Aviation
- Other Significant Military Aircraft Flown at Edwards AFB

Week 07/Lesson 03 – The Role of Airpower from the Korean War to the Vietnam War

- How the United States Used Airpower in the Korean War
- How Aircraft Were Used in the Cuban Missile crisis
- The Role of Airpower in the Vietnam War
- How Air-to-Air and Surface-to-Air Missile technology Changed Aerial Combat

Week 08/Lesson 04 – Other US Air Force Military Operations That Support National Objectives

- *Operation Eagle Claw* in Iran
- *Operation Urgent Fury* in Grenada
- *Operation El Dorado Canyon* in Libya
- *Operation Just Cause* in Panama
- Humanitarian Operations
- How the Cold War Ended

Week 09/Lesson 05 – Global Interventions From 1990

- How the United States Used Airpower in *Operations Desert Shield* and *Desert Storm*
- The Role of Airpower in *Operation Enduring Freedom*
- How Airpower Was Applied in *Operation Iraqi Freedom*
- The Role of US Airpower in Other Military and Humanitarian Operations

Chapter 06 – The Modern Air Force

Week 10/Lesson 01 – The Development of Rotary-Wing Aircraft

- The Development of early Helicopters Before World War I
- The Further Development of Helicopters During the 1930s
- The Use of Helicopters in US Military Conflicts
- The Helicopter's Expanded Role in Military and Civilian Search-and-Rescue Operations

Week 11/Lesson 02 – The Significance of Stealth Aircraft

- The Development of Stealth Aircraft
- The Development of Precision Weapons
- The Development of Unmanned Aerial Vehicles (UAVs)

Week 12/Lesson 3 – The Air Force of the Future

- The F-35 Lightning II Joint Strike Fighter, KC-46 Pegasus Aerial Tanker, and B-21 Raider Global Strike Bomber
- Current Issues in Cybertechnology
- Current Developments in Cyberwarfare

EVALUATION CRITERIA

Homework	20 points
Assessments:	
Exams/Quizzes/Performance	25 points
Participation/Classwork	25 points
Uniform Wear	30 points

Attendance is measured as a performance assessment using the following rubrics:

ATTENDANCE RUBRIC

Starting score of 20 points

One (1) point deducted for each late arrival

Two (2) points deducted for each unexcused absence



Course Curriculum

Syllabus of Instruction For Aerospace Science 200: The Science of Flight



**New York-20011
Harry S. Truman High School
Bronx, New York**

750 Baychester Avenue, Bronx, New York 10475

Keri Alfano, Principal

TELEPHONE: (718) 904-5400

COURSE SYLLABUS

AFJROTC

Maj Then/MSgt Messina

COURSE DESCRIPTION

The Science of Flight is a science course designed to acquaint the student with the aerospace environment, the human requirements of flight, principles of aircraft flight, and principles of navigation. The course begins with a discussion of the atmosphere and weather. After developing an understanding of the environment, how that environment affects flight is introduced. Discussions include the forces of lift, drag, thrust, and weight. Students also learn basic navigation including map reading, course plotting, and the effects of wind. The portion on the Human Requirements of Flight is a survey course on human physiology. Discussed here are the human circulatory system, the effects of acceleration and deceleration, and protective equipment.

HARRY S. TRUMAN HIGH SCHOOL MISSION STATEMENT

Harry S Truman High School is dedicated to educating students to become independent thinkers who will have intellectual curiosity and a lifelong love of learning. We are committed to a dynamic program of academics, the arts and athletics; and we support an engaged faculty that challenges our students to discover and explore their talents to the fullest.

ACADEMIC INTEGRITY

Chancellor's regulation B32 provides the following stipulations regarding academic integrity. Engagement in behaviors stated below may result in disciplinary action and possible loss of credit. Engaging in scholastic dishonesty which includes but is not limited to:

- Cheating (e.g., copying from another's test paper; using material during a test which is not authorized by the person giving the test; collaborating with another student during the test without authorization; knowingly using, buying, selling, stealing, transporting, or soliciting, in whole or part, the contents of an un-administered test; substituting for another student or permitting another student to substitute for one's self to take a test; bribing another person to obtain a test that is to be administered; or securing copies of the test or answers to the test in advance of the test)
- Plagiarizing (appropriating another's work and using it as one's own for credit without the required citation and attribution, e.g., copying written work from the Internet, or any other source)
- Colluding (engaging in fraudulent collaboration with another person in preparing written work for credit)

COURSE OBJECTIVES

After successfully completing the *Aerospace Science: The Science of Flight* textbook the student will:

- Understand the Atmosphere environment
- Know the basic human requirements of flight
- Understand why Bernoulli's principles and Newton's Laws of Motion are applied to the theory of flight and the operating principles of reciprocating engines, jets engines, and rocket engines
- Know the basic elements of navigation, the four basic navigation instruments, and current method of navigation

COURSE REQUIREMENTS

- Be there
- Be there on time
- Active participation in class discussions and group activities
- Maintenance of a notebook which includes class assignments and notes
- Completion of all class and homework assignments
- Midterm and Final Examinations

REQUIRED MATERIALS/TEXTBOOK

Textbook (The Science of Flight), handouts, exercises and supplies pertinent to course work will be provided. Students should have blank paper and a writing instrument for each class. Additional special instructions will be given as course objectives.

COURSE OUTLINE

FALL SEMESTER

Chapter 01 – How Airplanes Fly

Week 01/Lesson 01 - Principles of Flight

- The Theory of Flight
- Airfoils and Flight
- Newton's Laws of Motion and Aircraft Design
- Bernoulli's Principle, Airfoils, and Flight
- The Effect of Relative Wind on Flight
- The Effect of Angle of Attack on Flight

Week 02/Lesson 02 - The Physics of Flight

- How Lift Is Generated
- How Weight Affects Flight
- How Thrust Affects an Aircraft's Movement
- How Drag Slows an Aircraft
- How the Four Forces of Flight Interact With Each Other

Week 03/Lesson 03 - The Purpose and Function of Airplane Parts

- How the Fuselage and Wing Shape Correspond to Aircraft's Mission
- The Types, Purpose, and Function of Airfoil Design
- The Role of Stabilizers and Rudders
- The Positions of Flaps, Spoilers, and Slats on an Aircraft
- How the Airflow and Airfoil Affect Flight Movement
- The Purpose and Function of Propellers, Turbines, Ramjets, and Rocket Propulsion Systems

Week 04/Lesson 04 - Aircraft Motion and Control

- The Axes of Rotation and How the Primary Flight Controls Work
- The Effects of Flaps on Flight
- The Effects of Slats on Flight
- The Effects of Spoilers on Flight
- The Elements of Controlled Flight

Week 05/Lesson 05 - Flight Power

- The Principles of Boyle's Law, Charles's Law, and Gay-Lussac's Law
- The Characteristics of Internal Combustion Engines
- The Mechanical, Cooling, and Ignition Systems of Reciprocating Engines
- How the Different Types of Jet Engines Work
- The Role of Reversers and Suppressors Used in Jet Aircraft

- Reaction Engines
- The Development of New Engine Technology

Week 06/Lesson 06 - Aviation Innovation

- The Latest Topics of Aviation Research
- The Use of Remotely Piloted Aircraft
- The Most Recent Innovations in Aircraft Design

Chapter 02 – Working Through Flight Conditions

Week 07/Lesson 01 - The Atmosphere

- The Atmosphere's Regions 114
- The Roles of Water and Particulate Matter in the Atmosphere
- The Primary Causes of Atmospheric Motion
- The Types of Clouds
- How the Atmospheric Layers Impact Flight

Week 08/Lesson 02 - Weather Elements

- Types of Air Masses and Fronts
- The Factors That Impact Air Mass
- How High- and Low-Pressure Systems Are Key Factors in Wind and Atmospheric Motion
- How Fronts Are Boundaries Between Air Masses
- The Terrain Factors That Affect Weather

Week 09/Lesson 03 - Aviation Weather

- Causes of Atmospheric Instability
- Types and Causes of Turbulence
- How Types of Severe Weather Affect Aviation

Week 10/Lesson 04 - Weather Forecasting

- The History of Weather Forecasting
- The Types of Instruments Used in Weather Forecasting
- The Various Types of Communication Methods Used to Provide Weather Information

Week 11/Lesson 5 - The Effects of Weather on Aircraft

- How Ice Impacts Flight
- How a Microburst Can Induce Wind Shear on an Aircraft
- How Sandstorms Can Be Hazardous to Air Flight
- How Wake Turbulence Affects Air Flight

SPRING SEMESTER

Chapter 03 – Flight and the Human Body

Week 01/Lesson 01 - Human Physiology and Air Flight

- The Four Zones of the Flight Environment
- The Physical Laws of Gases According to Boyle's Law, Dalton's Law, and Henry's Law

- The Respiration and Circulation Processes
- The Effects on the Human Body of Reduced Pressure at High Altitude
- The Effects on the Human Body of Acceleration and Deceleration or Increased G-Forces
- Spatial Disorientation and Motion Sickness
- Other Stresses of Flight Operations

Week 02/Lesson 02 - Protective Equipment and Aircrew Training

- The Protective Equipment Used by Pilots and Astronauts
- The Function and Use of Flight Simulators

Chapter 04 – Flying From here to There

Week 03/Lesson 01 - Navigational Elements

- The History of Navigation and Navigation Instruments
- The Relationship of Earth's Size and Shape to Navigation
- The Correlation of Latitude and Longitude to Flight Position
- How to Determine Navigational Direction
- Chart Projection Characteristics
- How Chart Projections Are Used in Navigation
- The Problems Associated With Projections

Week 04/Lesson 02 - Navigational Aids

- The Functions of the Clock and Compass
- The Elements of a Map
- How to Use Air Navigation Charts
- The Purpose of Flight Planning
- How to Draft a Preflight Plan
- The Procedures to Perform When Lost

Week 05/Lesson 03 - Dead Reckoning and Wind

- The Basic Principles of Dead Reckoning
- The Wind Triangle and Its Application in Air Navigation
- How the Principles of Dead Reckoning Relate to Inertial Navigation Systems

Week 06/Lesson 04 - Flight Instrumentation

- The Functions of Airspeed Indicators
- The Functions of the Altimeter
- The Functions of a Horizontal Situation Indicator
- The Functions of Attitude Indicators

Week 07/Lesson 05 - Navigation Technology

- The Uses of the Plotter
- The Uses of the Dead Reckoning Computer
- How and When to Use Radio Aids to Navigation
- Current Developments in Navigation Technology
- How the Air Force Uses GPS and Inertial Navigation in Air Operations
- The Purpose of Computer Flight-Planning Tools

EVALUATION CRITERIA

Homework	20 points
Assessments:	
Exams/Quizzes/Performance	25 points
Participation/Classwork	25 points
Uniform Wear	30 points

Attendance is measured as a performance assessment using the following rubrics:

ATTENDANCE RUBRIC

Starting score of 20 points

One (1) point deducted for each late arrival

Two (2) points deducted for each unexcused absence



Course Curriculum

Syllabus of Instruction For Aerospace Science 300: Exploring Space: The High Frontier



**New York-20011
Harry S. Truman High School
Bronx, New York**

750 Baychester Avenue, Bronx, New York 10475

Keri Alfano, Principal

TELEPHONE: (718) 904-5400

COURSE SYLLABUS

AFJROTC

Maj Then/MSgt Messina

COURSE DESCRIPTION

This is a science course that includes the latest information available in space science and space exploration. The course begins with the study of the space environment from the earliest days of interest in astronomy and early ideas of the heavens, through the Renaissance, and on into modern astronomy. It provides an in-depth study of the Earth, Sun, stars, Moon, and solar system, including the terrestrial and outer planets. It discusses issues critical to travel in the upper atmosphere such as orbits and trajectories unmanned satellites, and space probes. It investigates the importance of entering space and discusses manned and unmanned space flights, focusing on concepts surrounding spaceflight, space vehicles, launch systems, and space missions. The section on manned spaceflight focuses on the Space Shuttle, space stations and beyond, covering milestones in the endeavor to land on the Moon and to safely orbit humans and crafts for temporary and prolonged periods. The course covers the human aspect of spaceflight, focusing on the human experience in space. It also examines the latest advances in space technology, including robotics in space, the Mars Rover, and commercial uses of space.

HARRY S. TRUMAN HIGH SCHOOL MISSION STATEMENT

Harry S Truman High School is dedicated to educating students to become independent thinkers who will have intellectual curiosity and a lifelong love of learning. We are committed to a dynamic program of academics, the arts and athletics; and we support an engaged faculty that challenges our students to discover and explore their talents to the fullest.

ACADEMIC INTEGRITY

Chancellor's regulation B32 provides the following stipulations regarding academic integrity. Engagement in behaviors stated below may result in disciplinary action and possible loss of credit. Engaging in scholastic dishonesty which includes but is not limited to:

- Cheating (e.g., copying from another's test paper; using material during a test which is not authorized by the person giving the test; collaborating with another student during the test without authorization; knowingly using, buying, selling, stealing, transporting, or soliciting, in whole or part, the contents of an un-administered test; substituting for another student or permitting another student to substitute for one's self to take a test; bribing another person to obtain a test that is to be administered; or securing copies of the test or answers to the test in advance of the test)
- Plagiarizing (appropriating another's work and using it as one's own for credit without the required citation and attribution, e.g., copying written work from the Internet, or any other source)
- Colluding (engaging in fraudulent collaboration with another person in preparing written work for credit)

COURSE OBJECTIVES

After successfully completing Exploring Space: The High Frontier, the student will be able to:

- Know the history of astronomy and the specific characteristics of the Earth, Moon, solar system, and the planets
- Comprehend the big picture of space exploration, including the history of spaceflight, organizations doing the work in space, and the overall space environment
- Comprehend the importance of entering space, characteristics of manned and unmanned spaceflight, and how humans are affected during spaceflight
- Comprehend the key concepts for getting from the surface of the Earth into Earth orbit and to other planets and back again
- Comprehend how spacecraft, rockets, and launch vehicles are designed and built
- Comprehend the latest advances in space technology

COURSE REQUIREMENTS

- Be there
- Be there on time
- Active participation in class discussions and group activities
- Maintenance of a notebook which includes class assignments and notes
- Completion of all class and homework assignments
- Midterm and Final Examinations

REQUIRED MATERIALS/TEXTBOOK

Textbook (Exploring Space: The High Frontier), handouts, exercises and supplies pertinent to course work will be provided. Students should have blank paper and a writing instrument for each class. Additional special instructions will be given as course objectives.

COURSE OUTLINE

FALL SEMESTER

UNIT ONE: The Space Environment

Chapter 01 - The History of Astronomy

Week 01/lesson 01 – Prehistoric and Classical Astronomy

- The Celestial Sphere
- The Greek Earth-Centered Model
- Ptolemy's Model

Week 02/Lesson 02 - Astronomy and the Renaissance

- Copernicus and the Sun-Centered Model
- Kepler's Laws of Planetary Motion

Week 03/Lesson 03 - The Enlightenment and Modern Astronomy

- Galileo and the Telescope
- Newton's Laws of Motion and Gravity
- Einstein and Relativity

Chapter 02 - The Earth and Moon

Week 04/Lesson 01 - Earth, Inside and Out

- Galileo and the Telescope
- Earth's Interior
- Earth's Atmosphere
- Earth's Magnetic Field

Week 05/Lesson 02 - The Moon: Earth's Fellow Traveler

- The Moon's Size and Distance From the Earth
- The Relationships Between the Moon and the Earth
- The Moon's Origin and Surface

Chapter 03 - The Sun and the Solar System

Week 06/Lesson 01 - The Sun and Its Domain

- The Sun's Energy
- The Sun's Core, Atmosphere, and Sunspots
- The Solar System's Structure

Week 07/Lesson 02 - The Terrestrial Planets

- Mercury
- Venus
- Mars

Week 08/Lesson 03 – The Outer Planets

- Jupiter
- Saturn
- Uranus
- Neptune

Week 09/Lesson 04 - Dwarf Planets, Comets, Asteroids, and Kuiper Belt Objects

- Pluto
- Asteroids
- Comets
- The Oort Cloud and the Kuiper Belt

Chapter 04 – Deep Space

Week 10/Lesson 01 - The Milky Way Galaxy

- The Milky Way Galaxy and the Sun's Place in It
- The Four Components of the Galaxy
- Other Planetary Systems
- Black Holes
- The Center of the Milky Way Galaxy

Week 11/Lesson 02 - What Lies Beyond

- Other Galaxies and Their Classifications
- Five Types of Space Objects
- The Electromagnetic Spectrum
- The Big Bang Theory

UNIT TWO: Exploring Space

Chapter 05 - Exploring, Living, and Working in Space

Week 12/Lesson 01 - Why Explore Space?

- The Historical Benefits of Exploration
- The US Strategic Plan to Explore Space
- The Current Costs of Exploring Space
- The Practical Benefits of Space Exploration

Week 13/Lesson 02 - Assembling a Space Mission

- How NASA Plans and Implements Space Missions
- The Essential Components of a Space Mission
- The Selection and Training of Astronauts

Week 14/Lesson 03 - The Hazards for Spacecraft

- The Threat Caused by High Levels of Radiation
- The Hazard of Impact Damage to Spacecraft
- The Threats Associated With Surface Landings
- Fire Hazards in Space

Week 15/Lesson 04- Making Space People-Friendly

- How the Microgravity of Space Travel Affects the Human Body
- The Threat of Radiation to Astronauts Traveling in Space
- The Study of Space Biomedicine

SPRING SEMESTER

UNIT THREE: Manned and Unmanned Spaceflight

Chapter 06 - Space Programs

Week 01/Lesson 01- The US Manned Space Program

- The History and Accomplishments of Project Mercury
- The History and Accomplishments of Project Gemini
- The History and Accomplishments of Project Apollo

Week 02/Lesson 02- The Soviet/Russian Manned Space Program

- The History and Accomplishments of the Russian Vostok Project
- The History and Accomplishments of the Russian Voskhod Project
- The History and Accomplishments of the Russian Soyuz Project

Week 03/Lesson 03- Space Programs Around the World

- The History and Accomplishments of the Chinese Space Program
- The History and Accomplishments of the Indian Space Program
- The History and Accomplishments of the European Space Program
- The History and Accomplishments of the Japanese Space Program

Chapter 07 - The Space Shuttle

Week 04/Lesson 01 - The Shuttle Program

- Why the Space Shuttle Was Developed
- The Space Shuttle's Main Features
- The Shuttle's Legacy

Week 05/Lesson 02 - Lessons Learned: Challenger and Columbia

- The Challenger Accident
- The Columbia Accident

Chapter 08 - Space Stations and Beyond 336 Space Stations and Beyond

Week 06/Lesson 01 - From Salyut to the International Space Station

- The Salyut Space Station
- The Skylab Space Station
- The Mir Space Station
- The International Space Station

Week 07/Lesson 02 - The Future in Space

- The Planned Return Trip to the Moon
- The Plans for a Moon Outpost
- The Plans for a Manned Mission to Mars

Chapter 09 - The Unmanned Missions of Space Probes

Week 08/Lesson 01 - Missions to the Sun, Moon, Venus, and Mars

- Spacecraft That Have Studied the Sun
- Unmanned Exploration of the Moon
- Unmanned Exploration of Venus
- Unmanned Exploration of Mars

Week 09/Lesson 02 - The Hubble Space Telescope and Missions to Comets and Outer Planets

- How the Hubble Space Telescope (HST) Aids the Exploration of Space
- Scientific Discoveries Among the Outer Planets
- Scientific Investigations of Comets and Asteroids

UNIT FOUR: Space Technology

Chapter 10 - Orbits and Trajectories

Week 09/Lesson 01 - Orbits and How They Work

- How Orbits Work
- Different Types of Orbits Used for Different Purposes

Week 10/Lesson 02 - Maneuvering and Traveling in Space

- Trajectories in Space Travel
- Maneuvering in Space
- Navigation Data

Chapter 11 - Rockets and Launch Vehicles

Week 11/Lesson 01 - It Is Rocket Science: How Rockets Work

- The History and Principles of Rocket Science
- Different Types of Rockets
- The Propulsion and Flight of Rockets

Week 12/Lesson 02 - Propulsion and Launch Vehicles

- The Evolution of Rocket Technology
- The Types of Launch Vehicles
- The Factors and Features of a Rocket Launch

Chapter 12 - Robotics in Space

Week 13/Lesson 01 - Developing Robots for Space

- The Purpose of Using Robots in Space
- The History of Robots in Space
- The Current Robotic Missions in Space

Week 14/Lesson 02 - The Mars Rover and Beyond

- The History of the Mars Rover Expedition
- The Results of the Mars Rover Expedition
- The Goals for Future Rover Expeditions

Chapter 13 - Commercial Use of Space

Week 15/Lesson 01 - Private Industry Enters Space

- Commercial Satellites and Launches
- The Possibility of Space Tourism
- The Potential of Mining Asteroids and Moon

Week 16/Lesson 02 - Space in Your Daily Life

- How People Use Satellites Every Day
- The Uses of a Global Positioning System
- How NASA Shares Its Inventions With the Private Sect

EVALUATION CRITERIA

Homework	20 points
Assessments:	
Exams/Quizzes/Performance	25 points
Participation/Classwork	25 points
Uniform Wear	30 points

Attendance is measured as a performance assessment using the following rubrics:

ATTENDANCE RUBRIC

Starting score of 20 points

One (1) point deducted for each late arrival

Two (2) points deducted for each unexcused absence



Course Curriculum

Syllabus of Instruction For Aerospace Science 410: Survival: Survive and Return



**New York-20011
Harry S. Truman High School
Bronx, New York**

750 Baychester Avenue, Bronx, New York 10475

Keri Alfano, Principal

TELEPHONE: (718) 904-5400

COURSE SYLLABUS

AFJROTC

Maj Then/MSgt Messina

COURSE DESCRIPTION

The *Survival* text is a synthesis of the basic survival information found in Air Force Regulation 64-4 *Survival Training*. The survival instruction will provide training in skills, knowledge, and attitudes necessary to successfully perform fundamental tasks needed for survival. Survival also presents “good to know” information that would be useful in any situation. The information is just as useful to an individual lost hunting or stranded in a snowstorm.

HARRY S. TRUMAN HIGH SCHOOL MISSION STATEMENT

Harry S Truman High School is dedicated to educating students to become independent thinkers who will have intellectual curiosity and a lifelong love of learning. We are committed to a dynamic program of academics, the arts and athletics; and we support an engaged faculty that challenges our students to discover and explore their talents to the fullest.

ACADEMIC INTEGRITY

- Chancellor’s regulation B32 provides the following stipulations regarding academic integrity. Engagement in behaviors stated below may result in disciplinary action and possible loss of credit. Engaging in scholastic dishonesty which includes but is not limited to:
- Cheating (e.g., copying from another’s test paper; using material during a test which is not authorized by the person giving the test; collaborating with another student during the test without authorization; knowingly using, buying, selling, stealing, transporting, or soliciting, in whole or part, the contents of an un-administered test; substituting for another student or permitting another student to substitute for one’s self to take a test; bribing another person to obtain a test that is to be administered; or securing copies of the test or answers to the test in advance of the test)
- Plagiarizing (appropriating another’s work and using it as one’s own for credit without the required citation and attribution, e.g., copying written work from the Internet, or any other source)
- Colluding (engaging in fraudulent collaboration with another person in preparing written work for credit)

COURSE OBJECTIVES

Upon successful completion of this course, the student will be able to:

- Know the elements of surviving
- Know how medicine procedures, clothing, and shelter can provide personal protection for a survivor in a survival situation
- Know the necessities for maintaining life in a survival situation
- Know how to travel and prepare for recovery in a survival situation

COURSE REQUIREMENTS

- Be there
- Be there on time
- Active participation in class discussions and group activities
- Maintenance of a notebook which includes class assignments and notes
- Completion of all class and homework assignments
- Midterm and Final Examinations

REQUIRED MATERIALS/TEXTBOOK

Textbook (Survival: Survive and Return), handouts, exercises and supplies pertinent to course work will be provided. Students should have blank paper and a writing instrument for each class. Additional special instructions will be given as course objectives.

COURSE OUTLINE

FALL SEMESTER

UNIT ONE: The Elements of Surviving

- Chapter 1-1/Week 01 - Survival Preparedness
- Chapter 1-2/Week 01 - Conditions Affecting
- Chapter 1-3/Week 01 - The Survivor's
- Chapter 1-4/Week 02 - Psychological Aspects of Survival
- Chapter 1-5/Week 02 - The Will to Survive

UNIT TWO: Personal Protection

- Chapter 2-1/Week 03 - Basic Survival Medicine
- Chapter 2-2/Week 04 - Plants for Medicine
- Chapter 2-3/Week 05 - Proper Body Temperature
- Chapter 2-4/Week 06 - Clothing
- Chapter 2-5/Week 07 - Shelter

SPRING SEMESTER

UNIT THREE: Necessities to Maintain Life

- Chapter 3-1/Week 01 - Firecraft
- Chapter 3-2/Week 02 - Equipment
- Chapter 3-3/Week 03 - Food
- Chapter 3-4/Week 04 - Survival Use of Plants
- Chapter 3-5/Week 05 - Water

UNIT FOUR: Orientation and Traveling

- Chapter 4-1/Week 06 - Land Navigation
- Chapter 4-2/Week 07 - Navigation Using the Sun and the Stars
- Chapter 4-3/Week 07 - Land Travel
- Chapter 4-4/Week 08 - Signaling Techniques
- Chapter 4-5/Week 09 - Recovery Principles

EVALUATION CRITERIA

Homework 20 points

Assessments:

Exams/Quizzes/Performance 25 points

Participation/Classwork 25 points

Uniform Wear 30 points

Attendance is measured as a performance assessment using the following rubrics:

ATTENDANCE RUBRIC

Starting score of 20 points

One (1) point deducted for each late arrival

Two (2) points deducted for each unexcused absence

LEADERSHIP RUBRIC

Leadership in all courses is measured as performance assessments using the following rubrics:

	LEADERSHIP				Points
	16 - 20	11 - 15	06 - 10	0 - 05	
Attendance / Promptness	Student is always prompt and regularly attends classes.	Student is late to class once every two weeks and regularly attends classes.	Student is late to class more than once every two weeks and regularly attends classes.	Student is late to class more than once a week and/or has poor attendance of classes.	—
Level Of Engagement In Class	Student proactively contributes to class by offering ideas and asking questions more than once per class.	Student proactively contributes to class by offering ideas and asking questions once per class.	Student rarely contributes to class by offering ideas and asking questions.	Student never contributes to class by offering ideas and asking questions.	—
Listening Skills	Student listens when others talk, both in groups and in class. Student incorporates or builds off of the ideas of others.	Student listens when others talk, both in groups and in class.	Student does not listen when others talk, both in groups and in class.	Student does not listen when others talk, both in groups and in class. Student often interrupts when others speak.	—
Behavior	Student almost never displays disruptive behavior during class.	Student rarely displays disruptive behavior during class.	Student occasionally displays disruptive behavior during class.	Student almost always displays disruptive behavior during class.	—
Preparation	Student is almost always prepared for class with assignments and required class materials.	Student is usually prepared for class with assignments and required class materials.	Student is rarely prepared for class with assignments and required class materials.	Student is almost never prepared for class with assignments and required class materials.	—
				Total---->	—

ATTACHMENT 1

1.1 Specific Female Cadet Grooming Guidelines.



1.1.1 Hair-Female. No minimum hair length to a maximum bulk of 3 ½ inches from scalp and allows proper wear of headgear. Hair will end above the bottom edge of collar and will not extend below an invisible line drawn parallel to the ground, both front to back and side to side. Bangs, or side-swiped hair will *not* touch either eyebrow, to include an invisible line drawn across eyebrows and parallel to the ground. See Figure 3.2. When in doubt, assess correct length of hair with Airman standing in the position of attention. **Exception:** While wearing the Physical Training Uniform (PTU), long hair will be secured but may have loose ends and may extend below the bottom edge of the collar.

1.1.2 Hair color, highlights, lowlights, and frosting will *not* be faddish or extreme and will be natural looking hair color, similar to the individual's hair color (e.g. black, brunette, blond, natural red, and grey).

1.1.3 Hair accessories. If worn, black hair accessories (e.g., fabric scrunchies, hairpins, combs, clips, headbands, elastic bands, barrettes, etc.) are authorized regardless of hair color.

1.1.4 Locs, braids, twists, micro-braids, french braids, dutch braids and cornrows are authorized. Locs are defined as portions of hair that have been intentionally or unintentionally fused together to form a loc or locs. A braid or twist is two or more portions of interwoven hair. If adding additional hair, it must be a natural-looking color, similar to the individual's hair color. It must be conservative (moderate, being within reasonable limits; not excessive or extreme) and not present a faddish appearance. Hair must not exceed bulk and length standards and must not extend below the bottom of the collar. See figure 3.3). Headgear must fit properly.

1.1.5 All locs, braids, and twists, when worn will be of uniform dimension, no wider than one inch, with natural spacing between the locs, braids, or twists and must be tightly interwoven to present a neat, professional and well-groomed appearance. When worn, multiple locs, braids, or twists shall be of uniform dimension, small in diameter (approx. ¼ inches), show no more than ¼ inch of scalp between the locs, braids or twists and must be tightly fused/interwoven to present a neat, professional appearance. A loc, or braid must continue to the end of the hair without design and following the contour of the head, and may be worn loose or in a secured style within hair standards in paragraph 1.1.1. above. **[Exception: Micro-braids or twists are not required to continue to the end of the hair.]**

1.1.6. Unauthorized: Mohawk, mullet or etched design.

1.1.7. Fingernails. Fingernail polish, if worn by female cadets, will be a single color that does not distinctly contrast with the female cadet's complexion, detract from the uniform, or be extreme colors. Some examples of extreme colors included, but are not limited to, purple, gold, blue, black, bright (fire engine) red and florescent colors. Do not apply designs to nails or apply two-tone or multi-tone colors. However, white-tip French manicures are authorized. Fingernails must not exceed ¼ inch in length beyond the tip of the finger and must be clean and well groomed.

1.1.8. Skirts. The length of your skirt may not vary beyond the top and bottom of the kneecap. Your skirt will fit smoothly, hang naturally, and must not be excessively tight. You must wear hosiery with the skirt. Choose a sheer nylon in a neutral dark brown, black, off-black, or dark blue shade that complements the uniform and your skin tone.

1.1.9. Earrings. Female cadets may wear small round or square white diamond, gold, white pearl, or silver earrings. If member has multiple holes, only one set of earrings are authorized to be worn in uniform and will be worn in the lower earlobes. Earrings will match and fit tightly without extending below the earlobe unless the piece extending is the connecting band on clip earrings.

Female Hair Standards



Authorized Braids



ATTACHMENT 2

2.1 Specific Male Cadet Grooming Guidelines.

2.1.1. Men's Hair. Keep your hair clean, neat, and trimmed. It must not contain large amounts of grooming aids such as greasy creams, oils, and sprays that remain visible in the hair.

2.1.2. Men's Hair will be tapered appearance on both sides and the back of the head, both with and without headgear. A tapered appearance is one that when viewed from any angle outlines the member's hair so that it conforms to the shape of the head, curving inward to the natural termination point without eccentric directional flow, twists or spiking. A block-cut is permitted with tapered appearance. Hair will *not* exceed 1¼ inch in bulk, regardless of length and ¼ inch at natural termination point; allowing only closely cut or shaved hair on the back of the neck to touch the collar. Hair will not touch the ears or protrude under the front band of headgear. Cleanly shaven heads, military high-and-tight or flat-top cuts are authorized. **Prohibited examples (*not all inclusive*) are Mohawk, mullet, cornrows, dreadlocks or etched design. Men are *not* authorized hair extensions.**

2.1.3. Sideburns. If worn, sideburns will be straight and even width (not flared), and will not extend below the bottom of the orifice of the ear opening. Sideburns will end in a clean-shaven horizontal line. See Figure 3.1, orifice of the ear opening is at reference point A.

2.1.4. Mustaches. Male cadets may have mustaches; however they will be conservative (moderate, being within reasonable limits; not excessive or extreme) and will not extend downward beyond the lip line of the upper lip or extend sideways beyond a vertical line drawn upward from both corners of the mouth. See Figure 3.1, reference points B, C, and D.

2.1.5. Beards. Beards are not authorized unless for medical reasons, when authorized by a SASI on the advice of a medical official. SASI will submit waiver request in WINGS for review by HQ AFJROTC Waiver Review board. Members will keep all facial hair trimmed not to exceed ¼ inch in length. Individuals granted a shaving waiver will not shave or trim any facial hair in such a manner as to give a sculptured appearance.

2.1.6. Fingernails. Male cadets are not authorized to wear nail polish.

2.1.7. Earrings. Male cadets in uniform may not wear earrings or any other type of facial piercings.

Male Hair Grooming Standards

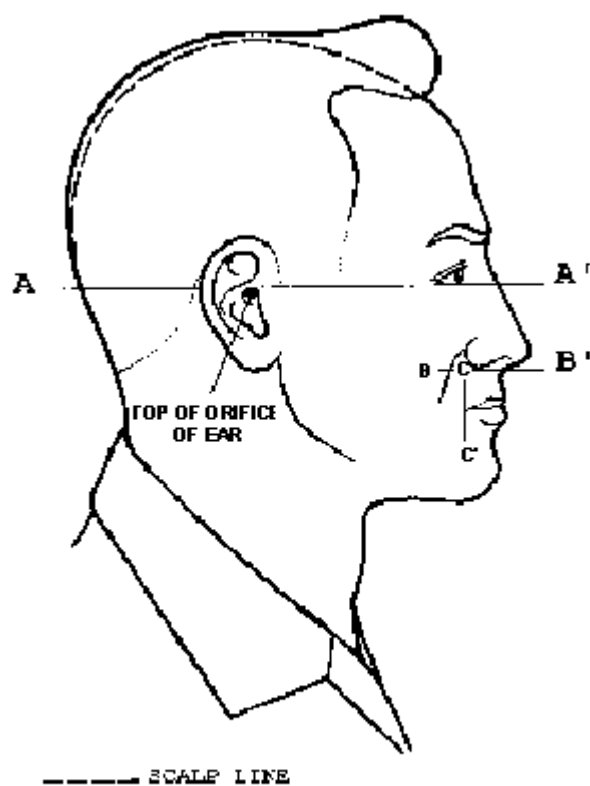


Figure 1-2
Male Grooming Standards (Side View)

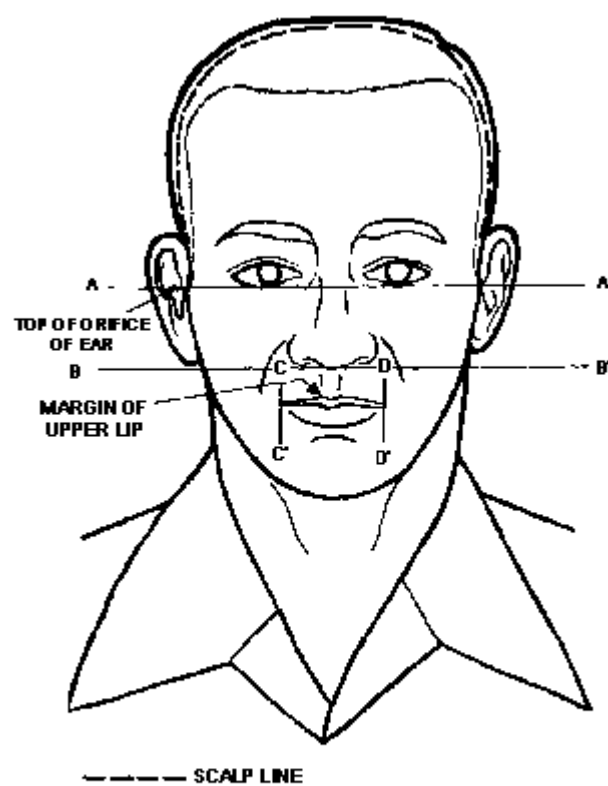


Figure 1-1
Male Grooming Standards (Front View)

ATTACHMENT 3

3.1. Awards and Decorations.

3.1.1. Awards and Decorations. The Cadet Awards and Decorations Program fosters morale, esprit-de-corps, and recognizes achievements of AFJROTC cadets. Awards sponsored by national organizations are funded by the sponsoring organization and donated through local chapters where available. Only Awards and Decorations approved by Holm Center/JR and listed in this guide may be worn. **Units cannot purchase matching medals for HQ AFJROTC Approved Ribbons. (Example: Outstanding Cadet, Patriotic Flag, Bataan March, etc.).** Only medals specifically designated within this Operational Supplement and depicted on the AFJROTC Ribbon Chart are approved.

3.1.2. Units **may not** create or purchase local awards (ribbons or medals) for wear on the uniform.

3.1.3. Ribbons **will not** be worn with medals. Medals may be worn with the service dress uniform for formal and semi-formal occasions of a limited nature (such as dining ins/outs, military ball, change of command ceremonies, awards ceremonies, picture days, or other formal events as specified by the SASI.) Medals may not be worn on regular uniform days. Place medals on the mounting rack in the proper order of precedence (see para 3.1.7).

3.1.4. Units are authorized to impose additional criteria (**more stringent**) to meet local standards and needs without diminishing minimum standards (example: limiting the number of cadets who may earn the award where no guidance is stated, or below stated limits). If such additional criteria are imposed, they must be specifically stated in the Cadet Guide or Unit Operating Instructions.

3.1.5. Present awards at appropriate ceremonies. Invite school officials, local civil authorities and parents when practical. Representatives from organizations sponsoring awards will be offered the opportunity to make the award presentation. Display awards when possible for the benefit of the cadet corps. The SASI will ensure that Air Force endorsement of any agency's product or service is neither stated nor implied.

3.1.6. Organizations that wish to present cadets awards may still do so. However, only the HQ AFJROTC approved medals and ribbons may be worn on a cadet's AFJROTC uniform.

3.1.7. Order of Precedence of AFJROTC medals and ribbons.

3.1.8. AFJROTC Awards. **Cadets may only receive one National-level Award for each year they are in AFJROTC and not receive the same National-level award twice during their AFJROTC career (this does not apply to National competition awards).** Medals will not be worn on regular uniform days.

3.1.9. Guidelines for National-level Awards will be followed to the fullest extent possible. Deviations from established award criteria will not be the norm, but based on a case, by case basis. **Unit must uphold the "spirit of intent" of an award.**

01. Gold Valor Award (Medal/Ribbon)
02. Silver Valor Award (Medal/Ribbon)
03. Cadet Humanitarian Award (Ribbon)
04. Silver Star Community Service with Excellence Ribbon
05. Community Service with Excellence Ribbon
06. Air Force Association Award (Medal/Ribbon)
07. Daedalian Award (Medal/Ribbon)
08. Daughters of the American Revolution Award (Medal/Ribbon)
09. American Legion Scholastic Award (Medal/Ribbon)
10. American Legion General Military Excellence Award (Medal/Ribbon)
11. Reserve Officers Association Award (Medal/Ribbon)
12. Military Officers Association Award (Medal/Ribbon)
13. Veterans of Foreign Wars (VFW) Award (Medal/Ribbon)
14. National Society United States Daughters of 1812 (Medal/Ribbon)
15. National Sojourners Award (Medal/Ribbon)
16. Scottish Rite, Southern Jurisdiction Award (Medal/Ribbon)
17. Military Order of the Purple Heart Award (Medal/Ribbon)
18. Sons of the American Revolution Award (Medal/Ribbon)
19. Military Order of World Wars Award (Medal/Ribbon)
20. American Veterans Award (Medal/Ribbon)
21. Air Force Sergeants Association (AFSA) Award (Medal/Ribbon)
22. Tuskegee Airmen Incorporated AFJROTC Cadet Award (Ribbon)
23. The Retired Enlisted Association Award (Medal/Ribbon)
24. The Celebrate Freedom Foundation Award (Medal/Ribbon)
25. Air Commando Association Award (Medal/Ribbon)
26. Distinguished Unit Award with Merit (Ribbon)
27. Distinguished Unit Award (Ribbon)
28. Outstanding Organization Award (Ribbon)
29. Outstanding Flight Ribbon
30. Top Performer Ribbon
31. Outstanding Cadet Ribbon
32. Leadership Ribbon
33. Superior Performance Ribbon
34. Achievement Ribbon
35. Academic Ribbon
36. Cadet Leadership Course Ribbon
37. Special Teams Placement Ribbon
38. All Services National Competition (Medal/Ribbon)
39. Air Force Nationals Competition (Medal/Ribbon)
40. Orienteering Ribbon
41. Leadership Development Requirement (LDR) Leadership Ribbon
42. Drill Team Ribbon
43. Color Guard Ribbon
44. Saber Team Ribbon
45. Marksmanship Ribbon
46. Good Conduct Ribbon

- 47. Service Ribbon
- 48. Health and Wellness
- 49. Recruiting Ribbon
- 50. Activities Ribbon
- 51. Attendance Ribbon
- 52. Dress and Appearance Ribbon
- 53. Longevity Ribbon
- 54. Bataan Death March Memorial Hike Ribbon
- 55. Patriotic Flag Ribbon

3.1.10. Cadets receiving Civil Air Patrol (CAP) awards listed below - ribbons may be worn by cadets during regular uniform days and will be worn in the precedence listed below following the Patriotic Flag Ribbon. CAP Medals will not be worn on regular uniform days (see para 7.6.3.4).

- 56. General Carl Spaatz Award
- 57. General Ira C. Eaker Award
- 58. Amelia Earhart Award
- 59. General Billy Mitchell Award
- 60. General J.F. Curry Achievement Award

3.1.11. AFJROTC and CAP Medals may be worn on the semi-formal uniform only for formal and semi-formal occasions of a limited nature (such as dining ins/outs, military ball, change of command ceremonies, awards ceremonies, picture days, or other formal events as specified by the SASI.) Medals will not be worn on regular uniform days.

3.1.12. AFJROTC cadets will be given equivalent AFJROTC ribbons to wear in lieu of Army, Navy, Marine Corps, or Coast Guard Junior ROTC ribbons/medals the cadet earned while serving in sister-service JROTC program. Sister-service JROTC ribbons/medals may not be worn by AFJROTC cadets. It is up to the SASI to make the best determination as to what equivalent AFJROTC ribbon to issue.

3.1.13. Badges or insignia from Active Duty, Guard, Reserve, or any other non-AFJROTC group are not authorized on the AFJROTC uniform. Badges, ribbons or insignia from middle school programs such as Youth Leadership Corps are not authorized on the AFJROTC uniform.

NOTE: Descriptions and Criteria of AFJROTC Medals and Ribbons. *Specific descriptions and criteria of AFJROTC medals and ribbons are located in the AFJROTC Operational Supplement Binder located on the book shelf in front of the classroom.*

3.2. Descriptions and Criteria of AFJROTC Medals and Ribbons. Ribbons will not be worn with Medals (only the medals will be worn). NOTE: Medals will not be worn on regular uniform days or during any type of competition, i.e., drill, Cyber-Patriot, Academic Bowl, etc.

Units are authorized to impose additional criteria (more stringent) to meet local standards and needs without diminishing minimum standards (example: limiting the number of cadets who may earn the award where no guidance is stated, or below stated limits). If such additional criteria are imposed, they must be specifically stated in the Cadet Guide or Unit Operating Instruction.



3.2.1. Gold Valor Award. Awards consist of a medal, ribbon, and certificate. The Gold Valor Award recognizes the most outstanding voluntary acts of self-sacrifice and personal bravery by a cadet involving conspicuous risk of life above and beyond the call of duty.

Forward recommendations for valor awards through debra.paggett@us.af.mil or douglas.davenport@us.af.mil (HQ-Ops Support) for review and processing within 6 months of the incident. Include a detailed description of the situation, newspaper clippings (if available), statements by victims and observers, and any other information deemed appropriate to validate eligibility. In addition, submit a proposed citation to accompany the award. HQ-Ops Support will forward the valor award to the Director, HQ AFJROTC for final approval. Upon approval, HQ-Ops Support will distribute the citation, medal, and ribbon for presentation. Ribbon for this award may be worn on the cadet's ribbon rack and worn on regular uniform days. For each additional award earned an additional small silver star will be awarded. Medals will not be worn on regular uniform days or during any type of competition.



3.2.2. Silver Valor Award. Awards consist of a medal, ribbon, and certificate. The Silver Valor Award is awarded to a cadet for a voluntary act of heroism which does not meet the risk-of-life

requirements of the Gold Valor Award. Forward recommendations for valor awards through debra.paggett@us.af.mil or douglas.davenport@us.af.mil (HQ-Ops Support) for review and processing within 6 months of the incident. Include a detailed description of the situation, newspaper clippings (if available), statements by victims and observers, and any other information deemed appropriate to validate eligibility. In addition, submit a proposed citation to accompany the award. HQ-Ops Support will forward the valor award to the Director, HQ AFJROTC for final approval. Upon approval, HQ-Ops Support will distribute the citation, medal, and ribbon for presentation. Ribbon for this award may be worn on the cadet's ribbon rack and worn on regular uniform days. For each additional award earned an additional small silver star will be awarded. Medals will not be worn on regular uniform days or during any type of competition.



3.2.3. Cadet Humanitarian Award. Award consists of a ribbon and certificate. It is intended to recognize cadets who provide aid in response to a singular extraordinary event such as a natural disaster or other catastrophe that has placed or has the potential to place a

hardship on their fellow citizens. This award is not to be used to recognize day-to-day service in the community. Forward recommendations for this award through debra.paggett@us.af.mil or douglas.davenport@us.af.mil (HQ-Ops Support) for review and processing within 6 months of the incident. Include a detailed description of the situation, newspaper clippings (if available),

statements by victims and observers, and any other information deemed appropriate to validate eligibility. In addition, submit a proposed citation to accompany the award. HQ-Ops Support will forward the award to the Director, HQ AFJROTC for final approval. Upon approval, HQ-Ops Support will distribute the citation, medal, and ribbon for presentation. Ribbon for this award may be worn on the cadet's ribbon rack and worn on regular uniform days. For each additional award earned an additional small silver star will be awarded. Medals will not be worn on regular uniform days or during any type of competition.



3.2.4. Silver Star Community Service with Excellence Award. Award consists of a ribbon with a Silver Star device and certificate. The Silver Star Community Service with Excellence Award will be an honor that emphasizes the value of community service, and establishes a greater sense of pride within the corps. The award will be given to cadets in the Top 5% of units (approximately 45 units) who have the highest "per cadet average" community service hours. "Countable" hours must be logged into WINGS and be accomplished IAW published guidance in AFJROTCI 36-2010. Countable hours will be the period from 11 April (previous year) to 10 Apr (current year). HQ will use the last PSR cadet enrollment and the hours submitted in WINGS for that period to calculate the Top 5% units and notify the units earning the Award. Instructors at the Top 5% units will determine which of their cadets have contributed to the unit earning the new award. Ribbon must be purchased from a vendor using MilPer funds. For each additional award earned an additional large silver star will be awarded.



3.2.4. Community Service with Excellence Award. Award consists of a ribbon and certificate. It is intended to recognize those individual cadets who provide significant leadership in the planning, organizing, directing, and executing of a major unit community service project that greatly benefit the local community. This is not an award given to participants but to the key leader(s) of the project. Forward recommendations for Community Service with Excellence Award to HQ-OpsSupport@afjrotc.com for review and approval within 6 months of completion of the project. Include a detailed description of the contributions of the individual(s) along with newspaper clippings (if available) describing the outcome of the project, letters of appreciation from civic leaders, or other information deemed appropriate to validate eligibility. Ribbon must be purchased from a vendor using MilPer funds. For each additional ribbon earned an additional bronze oak leaf cluster will be awarded. A single silver oak leaf cluster will be used for the award of the fifth bronze oak leaf cluster.

3.3. National-level Awards

These Items may be issued to cadets, but medals from these organizations WILL ONLY be worn during events such as dining ins/outs, military ball, change of command ceremonies, awards ceremonies, picture days, or other formal events as specified by the SASI. Ribbon for this award may be worn on the cadet's ribbon rack and worn on regular uniform days. Medals will not be worn on regular uniform days or during any type of competition, i.e., drill, Cyber-Patriot, Academic Bowl, etc.



3.3.1. Air Force Association (AFA) Award. Cadets may only receive this award once. This AFA-sponsored award is presented annually at each unit to the outstanding second-year (in a 3- year program) or third-year cadet (in a 4-year program). Ribbon for this award may be worn on the cadet's ribbon rack and worn on regular uniform days. Medals will not be worn on regular uniform days or during any type of competition

The award recipient must possess/meet the following personal characteristics and eligibility criteria:

- Top 1% of the cadets in a unit in the following areas, academics, leadership, and professionalism.
- Positive attitude (toward AFJROTC and school).
- Outstanding personal appearance (uniform and grooming).
- Display personal attributes such as initiative, judgment, and self-confidence. Courteous demeanor (promptness, obedience, and respect for customs).



3.3.2. Daedalian Award. Cadets may only receive this award once. The Order of Daedalin's is a fraternity of commissioned pilots from all military services. It is named after the legendary figure, Daedalus, and was organized by WWI military pilots who sought to perpetuate the spirit of patriotism, love of country, and the high ideals of self-sacrifice which place service to the nation above personal safety and position. This award is offered to encourage the development of these traits in cadets and to interest them in a military career. The medal is fashioned after an ancient Grecian plaque discovered by a Daedalian in the village of Lavadia, Greece and depicts Daedalus and his son Icarus fabricating their legendary wings of wax and feathers. Ribbon for this award may be worn on the cadet's ribbon rack and worn on regular uniform days. Medals will not be worn on regular uniform days or during any type of competition.

This annual award recognizes one outstanding third-year cadet at each unit that meets the following criteria:

- Demonstrate an understanding and appreciation of patriotism, love of country, and service to the nation.
- Indicate the potential and desire to pursue a military career.
- Rank in the top 10% of their AFJROTC class.
- Rank in the top 20% of their school class.

The SASI selects the recipient and requests the award from the nearest Daedalian Flight. A minimum of 90 days' notice is required to allow the local chapter to obtain the award from their national headquarters and to schedule a Daedalian Flight presenter for the award. See Attachment 7-17 for list of award points of contact.



3.3.3. Daughters of the American Revolution (DAR) Award. Cadets may only receive this award once. Ribbon for this award may be worn on the cadet's ribbon rack and worn on regular uniform days. Medals will not be worn on regular uniform days or during any type of competition.

This award is presented annually to one third-year (in a 3-year program) or fourth-year cadet (in a 4-year program) that meets the following criteria:

- Rank in the top 25% of their AFJROTC class.
- Rank in the top 25% of their high school class.
- Demonstrate qualities of dependability and good character.
- Demonstrate adherence to military discipline.
- Possess leadership ability and a fundamental and patriotic understanding of the importance of JROTC training.

The SASI and principal select the recipient and must request the award and a presenter not later than 1 March. The award devices and presenter can be requested from the nearest DAR chapter.



3.3.4. American Legion Scholastic Award. Cadets may only receive this award once. Ribbon for this award may be worn on the cadet's ribbon rack and worn on regular uniform days. Medals will not be worn on regular uniform days or during any type of competition.

This award is presented annually to one second- or third-year cadet (in a 3-year program) or a third- or fourth-year cadet (in a 4-year program) based on the cadet's overall scholastic achievements. Each cadet must:

- Rank in the top 10% of the high school class.
- Rank in the top 25% of their AFJROTC class.
- Demonstrate leadership qualities.
- Actively participate in student activities

The SASI, as chairman, with the ASI and at least one faculty member, selects the recipient and must request the award not later than 15 April. The award devices and presenter can be requested from the nearest American Legion Post. If there is no local post, contact the American Legion Headquarters. See Attachment 7-17 for list of award points of contact.

American Legion Scholastic Award



3.3.5. American Legion General Military Excellence Award. Cadets may only receive this award once. Ribbon for this award may be worn on the cadet's ribbon rack and worn on regular uniform days. Medals will not be worn on regular uniform days or during any type of

competition.

This award is presented annually to one second- or third-year cadet (in a 3-year program) or a third- or fourth-year cadet (in a 4-year program) based on the cadet's general military excellence. Each cadet must:

- Rank in the top 25% of their AFJROTC class.
- Demonstrate outstanding qualities in military leadership, discipline, character, and citizenship.

The SASI, as chairman, with the ASI and at least one faculty member, selects the recipient and must request the award not later than 15 April. The award devices and presenter can be requested from the nearest American Legion Post. If there is no local post, contact the American Legion Headquarters.



3.3.6. Reserve Officers Association (ROA) Award. Cadets may only receive this award once. Ribbon for this award may be worn on the cadet's ribbon rack and worn on regular uniform days. Medals will not be worn on regular uniform days or during any type of competition.

This award is presented annually for military and academic achievement to an outstanding third-year cadet (fourth-year cadet in a 4-year program). The recipient must possess individual characteristics contributing to leadership such as:

- Be in the top 10% in the AFJROTC program.
- Be in the top 25% in academic grades.
- Be recognized for having contributed the most to advancing the objectives of the AFJROTC program, which include outstanding dedication to citizenship, knowledge of civic responsibility, military orientation, self-discipline and a sound work ethic.

The SASI with the ASI, selects the recipient of the award. The local ROA chapter contacts each SASI before 15 January and furnishes the name of the ROA representative for presentation purposes. If no contact is made by 15 January, the SASI must communicate directly with the National Headquarters of the Reserve Officers Association. See Attachment 7-17 for list of award points of contact.



3.3.7. Military Officers Association of America (MOAA) Award. Cadets may only receive this award once. This award, formerly known as The Retired Officers Association Award. Ribbon for this award may be worn on the cadet's ribbon rack and worn on regular

uniform days. Medals will not be worn on regular uniform days or during any type of competition.

This award is presented annually to an outstanding second-year cadet (third-year cadet in a 4-year program) who shows exceptional potential for military leadership. Each cadet must:

- Be a member of the junior class.
- Be in good academic standing.
- Be of high moral character.
- Show a high order of loyalty to the unit, school, and country.
- Show exceptional potential for military leadership.

The SASI selects the recipient subject to the final approval of the sponsoring MOAA chapter. The SASI requests the award devices from the nearest MOAA chapter. A MOAA representative will make the award presentation. If a MOAA chapter is not available in the area, the SASI sends the request to the MOAA headquarters.



3.3.8. Veterans of Foreign Wars (VFW) Award. Cadets may only receive this award once. Ribbon for this award may be worn on the cadet's ribbon rack and worn on regular uniform days. Medals will not be worn on regular uniform days or during any type of competition.

This award presented annually to an outstanding second or third-year cadet in a 3-year program (third or fourth-year cadet in a 4-year program) who is actively engaged in the AFJROTC program and who possesses individual characteristics contributing to leadership. Each cadet must:

- Positive attitude toward the AFJROTC program
- Must be enrolled as a 10th-12th grade AFJROTC student
- Must maintain a "B" average in AFJROTC curriculum and a "C" average in all remaining subjects with no failing grades in the previous semester
- Active in at least one other student extracurricular activity (music, athletics, government, etc.)
- Not a previous recipient of this award.

The SASI selects the recipient subject to the final approval of the sponsoring VFW chapter. The SASI requests the award from the nearest local post in February for presentation in April or May. A VFW representative will present the award at an appropriate ceremony. If no local post is available, or if the local post does not offer the award, obtain information by contacting the headquarters of the Veterans of Foreign Wars of the United States.



3.3.9. National Society United States Daughters 1812 Award. Cadets may only receive this award once. Ribbon for this award may be worn on the cadet's ribbon rack and worn on regular uniform days. Medals will not be worn on regular uniform days or during any type of

competition.

Awarded annually, at the SASI's discretion, for academic excellence, leadership, military discipline, dependability, patriotism and upright character in speech and habits.



3.3.10. National Sojourners Award. Cadets may only receive this award once. Ribbon for this award may be worn on the cadet's ribbon rack and worn on regular uniform days. Medals will not be worn on regular uniform days or during any type of competition.

This award is presented annually recognizing an outstanding first- or second-year cadet (second or third-year cadet in a 4-year program) who contributed the most to encourage and demonstrate Americanism within the corps of cadets and on campus. Each cadet must:

- Be in the top 25% of their academic class.
- Encourage and demonstrate ideals of Americanism.
- Demonstrate potential for outstanding leadership.
- Not have previously received the award.

The SASI selects the recipient subject to the final approval of the sponsoring National Sojourners chapter. The SASI requests the award from the nearest local chapter in February for presentation in April or May. A representative from the National Sojourners will make the award presentation at an appropriate ceremony. If no local chapter is available or if the local chapter does not offer the award, contact the headquarters of the National Sojourners.



3.3.11. Scottish Rite, Southern Jurisdiction Award. Cadets may only receive this award once. Ribbon for this award may be worn on the cadet's ribbon rack and worn on regular uniform days. Medals will not be worn on regular uniform days or during any type of competition.

This award annually recognizes an outstanding second-year cadet in a 3-year program or third-year cadet in a 4-year program. Each cadet must:

- Contribute the most to encourage Americanism by participation in LDR activities or community projects.
- Demonstrate academic excellence by being in the top 25% of class.
- Demonstrate the qualities of dependability, good character, self-discipline, good citizenship and patriotism.
- Not have been previous recipients of this award.

The SASI selects the recipient and requests the award from the nearest Scottish Rite Valley of the Southern Jurisdiction at any time during the calendar year. With a 30- day notice, a representative of the Scottish Rite Valley of the Southern Jurisdiction will make the presentation at an appropriate ceremony. If no local unit is available, or if the local unit does not offer the award, obtain information by contacting the national headquarters of the Scottish Rite Valley of the Southern Jurisdiction. The star worn on the ribbon must be procured with private or unit funds and will not be furnished by the sponsoring organization.



3.3.12. Military Order of the Purple Heart Award. Cadets may only receive this award once. Ribbon for this award may be worn on the cadet's ribbon rack and worn on regular uniform days. Medals will not be worn on regular uniform days or during any type of competition.

This award annually recognizes an outstanding underclassman (first, second, or third-year cadet), who is enrolled in the AFJROTC program and demonstrates leadership ability. (Seniors are not eligible) Each cadet must:

- Have a positive attitude toward AFJROTC and country.
- Hold a leadership position in the cadet corps.
- Be active in school and community affairs.
- Attain a grade of "B" or better in all subjects for the previous semester.
- Not a previous recipient of this award.

The SASI selects the recipient and requests the award from the nearest Military Order of the Purple Heart unit in February for presentation in April or May. A representative of the Military Order of the Purple Heart will make the presentation at an appropriate ceremony. If no local unit is available, or if the local unit does not offer the award, obtain information by contacting the national headquarters of the Military Order of the Purple Heart.



competition.

3.3.13. Sons of the American Revolution (SAR) Award. Cadets may only receive this award once. Ribbon for this award may be worn on the cadet's ribbon rack and worn on regular uniform days. Medals will not be worn on regular uniform days or during any type of

This award recognizes an outstanding second-year cadet in a 3-year program or third year cadet in a 4-year program who is enrolled in the AFJROTC program. The recipient must exhibit a high degree of leadership, military bearing, and all-around excellence in AS studies and not have previously received the award. Each cadet must:

- Be currently enrolled in the AFJROTC program.
- Be in the top 10% of their AFJROTC class.
- Be in the top 25% of their overall class.

The SASI and the Principal select the recipient of the award not later than 1 March. The SAR national headquarters furnishes the secretary of each applicable SAR state organization a list of the AFJROTC units in their state. A representative of SAR will present the award and correspond directly with each unit within their area. The SASI makes arrangements for presentation with the applicable state society or local chapter



3.3.14. Military Order of World Wars Award. Cadets may only receive this award once. Ribbon for this award may be worn on the cadet's ribbon rack and worn on regular uniform days. Medals will not be worn on regular uniform days or during any type of competition.

This award is presented annually to an outstanding cadet who has committed to continue the aerospace science program the following school year. Selection is based on outstanding accomplishments or service to the AFJROTC unit.

The SASI, with the concurrence of the principal, selects the recipient and completes the Military Order of the World Wars (MOWW) citation by summarizing the cadet's outstanding accomplishments or service to the unit. The citation and request for the medal, certificate, and ribbon are sent to the nearest local chapter of the MOWW. The SASI will make arrangements for a MOWW representative to make the presentation at an appropriate ceremony. If a local chapter is unavailable, contact the MOWW National Headquarters. If a member is not available, any active, reserve, or retired commissioned officer may present the award.



3.3.15. American Veterans (AMVETS) Award. Cadets may only receive this award once. Ribbon for this award may be worn on the cadet's ribbon rack and worn on regular uniform days. Medals will not be worn on regular uniform days or during any type of competition.

This award is presented annually to one qualified cadet that possesses individual characteristics contributing to leadership such as:

- A positive attitude toward AFJROTC programs and service in the Air Force.
- Personal appearance (wearing of the uniform, posture, and grooming, but not physical characteristics per se).
- Personal attributes (initiative, dependability, judgment, and self-confidence).
- Officer potential (capacity for responsibility, adaptability, and maintenance of high personal standards).
- Obtained a grade of "A" (or the numerical equivalent) in their AS class.
- Be in good scholastic standing in all classes at the time of selection and at the time of presentation.

The SASI selects the recipient of the award and submits a brief nomination letter and biographical sketch of the cadet to the state AMVETS department where the school is located. An AMVETS representative will make the presentation if a participating local post or department representative is available. See Attachment 7-17 for list of award points of contact.



3.3.16. Air Force Sergeants Association (AFSA) Award. Cadets may only receive this award once. Ribbon for this award may be worn on the cadet's ribbon rack and worn on regular uniform days. Medals will not be worn on regular uniform days or during any type of

competition.

This award recognizes an outstanding second- or third-year cadet in a three-year program (third- or fourth-year cadet in a 4-year program). The recipient must demonstrate outstanding qualities in military leadership, discipline, character, and citizenship. Each cadet must:

- Be in the top 10% of the AFJROTC class.
- Demonstrate outstanding qualities in military leadership, discipline, character, and citizenship.
- Not a previous recipient of this award.

The SASI, as chairperson, with the ASI, recommends the recipient of the award at least 60 days prior to the desired presentation date, but not later than 15 April. The SASI requests the award and an AFSA presenter from the nearest AFSA chapter. If information on the nearest chapter is not available, or if there is no active AFSA chapter in the area, the SASI will contact the AFSA international headquarters; (please send an email to AFSA HQ at bhill@hqafsa.org) to obtain the name and address of the division president whose area of responsibility is nearest the requesting school.



3.3.17. Tuskegee Airmen Incorporated (TAI) AFJROTC Cadet Award. Ribbon for this award may be worn on the cadet's ribbon rack and worn on regular uniform days.

This award is presented annually to two cadets. Cadets may be first-year, second year, or third-year cadets (in a 3- or 4-year program) and must meet the following criteria:

- Attain a grade of "B" or better in their AS class.
- Be in good academic standing.
- Actively participate in cadet corps activities.
- Participate in at least 50% of all unit service programs.

The SASI and ASI select the recipients. The Tuskegee Airmen (TAI), Inc. AFJROTC Cadet Award ribbon is mailed to every AFJROTC unit from AFJROTC NC-20022, Vance High School. AFJROTC units do not need to contact this unit to receive their allotted two ribbons per year. AFJROTC units requesting replacement ribbons must send a check for \$2.00 to cover the cost of mailing up to two ribbons. The Tuskegee Airmen, Inc. AFJROTC Cadet Award certificate is posted in WINGS at WINGS - Published Files - Directory - JROTC - Certificates. The TAI AFJROTC Cadet Award certificate, as well as other important certificates, are posted in the folder.



3.3.18. The Retired Enlisted Association (TREA) Award. Cadets may only receive this award once. Awarded annually, at the SASI's discretion, for exceptional leadership to the most outstanding AFJROTC cadet while serving in an Enlisted Rank. The selected

enlisted cadet must have shown outstanding leadership throughout the course of the school year. Ribbon for this award may be worn on the cadet's ribbon rack and worn on regular uniform days. Medals will not be worn on regular uniform days or during any type of competition.



3.3.19. The Celebrate Freedom Foundation (CFF) Award for Excellence in Academic Programs. Cadets may only receive this award once. The awards program recognizes 9th, 10th, 11th and

12th grade students (including home-schooled students) enrolled in AFJROTC programs. Ribbon for this award may be worn on the cadet's ribbon rack and worn on regular uniform days. Medals will not be worn on regular uniform days or during any type of competition.

SASI may go on line at www.gocff.org/jrotc to nominate cadets for this award. Cadets must demonstrate the following personal characteristics to be eligible for nomination:

- Outstanding personal appearance (uniform and grooming)
- Display personal attributes such as initiative, judgment and self-confidence
- Courteous demeanor (promptness, obedience and respect for customs)
- Growth potential (capacity for responsibility, high productivity and adaptability to change)
- Possess the highest personal and ethical standards and strong positive convictions
- Shows the potential and desire to pursue a military career
- Rank in the top 5% in his/her AS class with a grade average of A or numerical equivalent
- Rank in the top 15 % of his/her academic class
- Demonstrates a positive attitude (toward AFJROTC and school)



3.3.20. Air Commando Association Award. Cadets may only receive this award once. Awarded annually at the SASI's discretion for completing a one-page essay based on a historical AF Special Operations Mission possessing the 13 critical attributes of success: integrity, self-motivation, intelligence, self-discipline, perseverance, adaptability, maturity, judgment, selflessness, leadership, skilled, physical fitness and family strength. Ribbon for this award may be worn on the cadet's ribbon rack and worn on regular uniform days. Medals will not be worn on regular uniform days or during any type of competition.



3.3.21. Distinguished Unit Award with Merit (DUAM). Award consists of a ribbon awarded to cadets enrolled during the same academic year in which 1) the unit receives a HQ AFJROTC evaluation with an overall rating of Exceeds Standards and 2) the unit is selected by HQ AFJROTC to receive the DUA. Both criteria must occur during the same academic year. The unit will receive a congratulatory letter and a certificate of recognition which will be posted in WINGS. Medal/Ribbon must be purchased from a vendor using MilPer funds. For each additional ribbon earned an additional small silver star will be awarded.



3.3.22. Distinguished Unit Award (DUA). Is a ribbon awarded to cadets enrolled during the academic year when a unit is selected by HQ AFJROTC to receive the DUA. The unit will receive a congratulatory letter and a certificate of recognition which will be posted in WINGS. For each additional ribbon earned an additional small silver star will be awarded.



3.3.23. Outstanding Organization Award (OOA). Is a ribbon awarded to cadets enrolled during the academic year when a unit is selected by HQ AFJROTC to receive the OOA. The unit will receive a congratulatory letter and a certificate of recognition which will be posted in WINGS. OOA recipients do not receive a streamer. Ribbon must be purchased from a vendor using MilPer funds. For each additional ribbon earned an additional small silver star will be awarded.



3.3.24. Outstanding Flight Ribbon. Is a ribbon awarded each academic term to members of the outstanding flight under criteria determined by the SASI. Criteria for this award will be published in the unit's Cadet Guide. For each additional ribbon earned an additional bronze oak leaf cluster will be awarded. A single silver oak leaf cluster will be used for the award of the fifth bronze oak leaf cluster.



3.3.25. Top Performer Award. The award consists of a ribbon and certificate presented/awarded only by Headquarters, AFJROTC personnel. This award is only presented during a visit by HQ AFJROTC personnel. The award is presented to a maximum of 2% of the current unit cadet corps population (unduplicated headcount). Once awarded, the ribbon may be worn for the duration of a cadet's tenure in AFJROTC.

Consideration for the Top Performer Awards. All currently enrolled cadets may be considered, but specific consideration will be given to cadets not previously recognized for superior performance. The Regional Director may select (SASIs may nominate) a maximum of 2% of a unit's cadets based on a cadet's performance in the following key areas: Leadership and job performance: in primary duty and specifically in preparation for the unit's assessment. Leadership qualities: involvement and positions held in Leadership Development Requirement activities. Academic performance: nominee must be in good academic standing in all high school course work, significant self-improvement, community involvement and other accomplishments.



3.3.26. Outstanding Cadet Ribbon. Is a ribbon awarded annually to the outstanding first-year, second-year, third-year, and fourth-year cadets. The recipient from each class must be of high moral character, demonstrate positive personal attributes, display outstanding military potential, and attain academic and military excellence. Criteria for this award will be published in the unit's Cadet Guide. For each additional ribbon earned an additional bronze oak leaf cluster will be awarded.

3.3.27. Outstanding Cadet Ribbon with Silver Star. Cadets chosen as State, Pacific and European "AFJROTC and AFA Cadet Leadership Award" winners will be awarded the "Outstanding Cadet Ribbon" with silver star. Exception: If a cadet has previously earned the Outstanding Cadet Ribbon or earns it in the future, that cadet will wear only one ribbon; that would be the Outstanding Cadet Ribbon with silver star, since that award is of higher precedence.



3.3.28. Leadership Ribbon. Is a ribbon awarded for outstanding performance in a position of leadership as an AFJROTC cadet. Ensure recognition of cadets who have consistently displayed outstanding leadership ability above and beyond expected performance. Criteria for this award will be published in the unit's Cadet Guide. For each additional ribbon earned an additional bronze oak leaf cluster will be awarded. A single silver oak leaf cluster will be used for the award of the fifth bronze oak leaf cluster.



3.3.29. Superior Performance Ribbon. Is a ribbon awarded to no more than the top 10% of the cadet corps annually for outstanding achievement or meritorious service rendered specifically on behalf of AFJROTC. Present the ribbon for a single or sustained performance of a superior nature. Ensure award is presented in recognition of achievements and services which are clearly outstanding and exceptional when compared to achievements and accomplishments of other cadets. Criteria for this award will be published in the unit's Cadet Guide. For each additional ribbon earned an additional bronze oak leaf cluster will be awarded.



3.3.30. Achievement Ribbon. Is a ribbon awarded for a significant achievement in AFJROTC or other school activities/events. Individuals may not receive more than one ribbon during a 1-year

period. Criteria for this award will be published in the unit's Cadet Guide. For each additional ribbon earned an additional bronze oak leaf cluster will be awarded.



3.3.31. Academic Ribbon. Is a ribbon awarded for academic excellence as signified by attaining an overall grade point average of at least "B" for one academic term, in addition to an "A" average in AFJROTC. Criteria for this award will be published in the unit's Cadet Guide. For each additional ribbon earned an additional bronze oak leaf cluster will be awarded. A single silver oak leaf cluster will be used for the award of the fifth bronze oak leaf cluster.



3.3.32. Cadet Leadership Course (CLC) Ribbon. Is a ribbon awarded for completion of an approved leadership school program of at least 5 days in duration. For each additional CLC completion an additional bronze star will be awarded. Silver Star will be awarded for outstanding performance or leadership ability at a CLC instead of the Bronze Star. Limit the Silver Star to 10% of the class. Criteria for this award will be published in the unit's Cadet Guide.



3.3.33. Special Teams **Placement** Ribbon. Is a ribbon awarded to team members for placing 1st, 2nd or 3rd in an Air Force or Joint Service **(local, regional, state or national-level)** Competition to include Drill Teams, Color Guard Teams, Marksmanship Rifle Teams, Saber Teams, Academic Bowl Teams, CyberPatriot, StellarXplorers etc. For each additional ribbon earned an additional bronze oak leaf cluster will be awarded. A single silver oak leaf cluster will be used for the award of the fifth bronze oak leaf cluster.



3.3.34. All-Service National Competition Award. Is a medal/ribbon awarded to team members who competed at a Joint/All Service national-level competition to include Drill Teams, Color Guard Teams, Marksmanship Rifle Teams, Saber Teams, Academic Bowl Teams, CyberPatriot, StellarXplorers etc. For each additional ribbon earned an additional bronze oak leaf cluster will be awarded. A single silver oak leaf cluster will be used for the award of the fifth bronze oak leaf cluster. Medal/Ribbon may be obtained from the host of the competition or purchased from a vendor using MilPer funds. Medal may not (ribbon may) be worn during competitions and regular uniform wear days.



3.3.35. Air Force Nationals Competition Award. Is a medal/ribbon awarded to team members who competed at an Air Force only national-level competition to include Drill Teams, Color Guard Teams, Marksmanship Rifle Teams, Saber Teams, Academic Bowl Teams, CyberPatriot, StellarXplorers etc. For each additional ribbon earned an additional bronze oak leaf cluster will be awarded. A single silver oak leaf cluster will be used for the award of the fifth bronze oak leaf cluster. Medal/Ribbon may be obtained from the host of the competition or purchased from a vendor using MilPer funds. Medal may not (ribbon may) be worn during competitions and regular uniform wear days.



3.3.36. Orienteering Ribbon. Is a ribbon awarded to team members for completing a unit-specific Orienteering program as part of unit curriculum. Criteria for this award will be published in the unit's Cadet Guide. For each additional ribbon earned an additional bronze oak leaf cluster will be awarded. A single silver oak leaf cluster will be used for the award of the fifth bronze oak leaf cluster.



3.3.37. Leadership Development Requirement (LDR) Leadership Ribbon. Is a ribbon awarded at the SASI's discretion for leadership in AFJROTC Leadership Development Requirement activities (such as but not limited to PT team commander, orienteering team commander, drill team commander, color guard team commander, dining-in chairperson, military ball chairperson, etc.). Criteria for this award will be published in the unit's Cadet Guide. For each additional ribbon earned an additional bronze oak leaf cluster will be awarded. A single silver oak leaf cluster will be used for the award of the fifth bronze oak leaf cluster.



3.3.38. Drill Team Ribbon. Cadets must be on the drill team for an entire year/drill season to be eligible to qualify and must have competed in at least 3 drill performance events, i.e., competitions, special school events, community demonstrations (cumulative). Criteria for this award will be published in the unit's Cadet Guide. For each additional ribbon earned an additional bronze oak leaf cluster will be awarded. A single silver oak leaf cluster will be used for the award of the fifth bronze oak leaf cluster.



3.3.39. Color Guard Ribbon. Cadets must perform at least 5 color guard performance events to receive this ribbon (cumulative). Criteria for this award will be published in the unit's Cadet Guide. For each additional ribbon earned an additional bronze oak leaf cluster will be awarded. A single silver oak leaf cluster will be used for the award of the fifth bronze oak leaf cluster.



3.3.40. Saber Team Ribbon. Cadets must perform at least 3 saber team performance events to receive this ribbon (cumulative). Criteria for this award will be published in the unit's Cadet Guide. For each additional ribbon earned an additional bronze oak leaf cluster will be awarded. A single silver oak leaf cluster will be used for the award of the fifth bronze oak leaf cluster.



3.3.41. Marksmanship Team Ribbon. Cadets must be on the marksmanship team for an entire year/season to be eligible to qualify and must have competed in at least 1 marksmanship competition event (cumulative). Criteria for this award will be published in the unit's Cadet Guide. For each additional ribbon earned an additional bronze oak leaf cluster will be awarded. A single silver oak leaf cluster will be used for the award of the fifth bronze oak leaf cluster.



3.3.42. Good Conduct Ribbon. Cadets must not have received a referral (this includes no ISS/OSS) for an academic term to be eligible to qualify for this award. An oak leaf cluster will be added to this ribbon for each year of qualifying membership beginning with the second year. Criteria for this award will be published in the unit's Cadet Guide.



3.3.43. Service Ribbon. Is a ribbon awarded for distinctive performance in school, community, or AFJROTC service projects. Limit to members whose active participation in a service project contributed significantly to the goals of the organization. (NOTE: Participation in Drill Teams, Saber Teams or Color Guard Teams alone does not qualify for the Service Ribbon (see above criteria for these other ribbons) unless community service hours are also awarded. Criteria for this award will be published in the unit's Cadet Guide. For each additional ribbon earned an additional bronze oak leaf cluster will be awarded. A single silver oak leaf cluster will be used for the award of the fifth bronze oak leaf cluster. NY-20011 policy requires at least 20 hours of community service per academic year to qualify for this award.



3.3.44. Health and Wellness Ribbon. Is a ribbon awarded for participation in the unit health and wellness physical fitness program. All cadets who participate in the unit's wellness program may receive the Health and Wellness Ribbon. Subsequent yearly award of the Health and Wellness Ribbon will be denoted by the addition of a Bronze Oak Leaf cluster to the ribbon for each additional year of award. Cadets who score in the Physical Fitness Test's 75-84% will receive a Bronze Star device; 85-95% will receive a Silver Star device; and 96-100% will receive a Gold Star device. These cadets, if already wearing the ribbon with oak leaf cluster(s), will receive and wear an additional Health and Wellness Ribbon with the highest-level Star Device(s) affixed. Duplicate awards of the Bronze, Silver or Gold percentile will be denoted by the addition of another star on this ribbon. Should a cadet subsequently score in a higher percentile, only the star representing the higher percentile will be worn. In no case will a cadet mix different color stars, or star(s) and oak leaf cluster(s) on the same ribbon. (NOTE: The Physical Fitness Test percentiles are computed automatically under the PFT-Mass Assessment in WINGS.) Criteria for this award will be published in the unit's Cadet Guide.



3.3.45. Recruiting Ribbon. Is a ribbon awarded for outstanding effort in support of unit recruiting activities. Cadets must have directly contributed to the recruitment of two new members to AFJROTC. Criteria for this award will be published in the unit's Cadet Guide. For each additional ribbon earned an additional bronze oak leaf cluster will be awarded. A single silver oak leaf cluster will be used for the award of the fifth bronze oak leaf cluster.



3.3.46. Activities Ribbon. Is a ribbon awarded for participation in Leadership Development Requirement (LDR) activities other than those that qualify for the Color Guard, Drill Team, and Special Teams Competition ribbons. These include, but are not limited to orienteering teams, model rocketry clubs, academic bowl teams, and

raider/sports teams. An oak leaf cluster will be added to this ribbon for each year of membership beginning with the second year. Criteria for this award will be published in the unit's Cadet Guide. For each additional ribbon earned an additional bronze oak leaf cluster will be awarded. A single silver oak leaf cluster will be used for the award of the fifth bronze oak leaf cluster.



3.3.47. Attendance Ribbon. Is awarded to cadets who have no more than three school absences during academic term. Criteria for this award will be published in the unit's Cadet Guide. For each additional ribbon earned an additional bronze oak leaf cluster will be awarded. A single silver oak leaf cluster will be used for the award of the fifth bronze oak leaf cluster. Cadets may only receive one award annually.



3.3.48. Dress and Appearance Ribbon. Is awarded to cadets who maintain a 90% or higher average on weekly uniform grades. Cadets receiving this award will maintain the highest grooming and dress standards possible. Criteria for this award will be published in the unit's Cadet Guide. For each additional ribbon earned an additional bronze oak leaf cluster will be awarded. A single silver oak leaf cluster will be used for the award of the fifth bronze oak leaf cluster.



3.3.49. Longevity Ribbon. Is a ribbon awarded for successful completion of each AFJROTC school year or semester. Cadets may only receive one award annually. Cadets in a 4X4 block schedule taking AFJROTC classes both semesters during a school year may only receive one ribbon and/or cluster for that school year. Criteria for this award will be published in the unit's Cadet Guide. For each additional ribbon earned an additional bronze oak leaf cluster will be awarded.

Longevity Ribbon



3.3.50. Bataan Death March Memorial Hike Ribbon. Is a ribbon awarded to honor and remember the sacrifices of the victims and survivors of World War II's Bataan Death March, AFJROTC units may conduct an optional 14-mile Bataan Death March Memorial Hike. This event must be accomplished on a locally determined 14-mile course (trails, road courses, tracks, etc.). Units may complete the full hike in a span of one to no more than 3- days. Cadet safety must be monitored at all times and advanced planning for any first aid/medical attention is paramount. Cadets who fully complete the 14-mile hike are authorized to wear the ribbon. Additionally, no fees can be charged to participate in the Memorial March. However, units are encouraged to collect donations which will be given to reputable organizations that benefit disabled veterans such as The Air Force Association's Wounded Airman Program, the Wounded Warrior Project, Special Operations Warrior Foundation, etc. Criteria for this award will be published in the unit's Cadet Guide. Ribbon may be purchased from a vendor using MilPer funds. For each additional ribbon earned an additional bronze oak leaf cluster will be awarded. A single silver oak leaf cluster will be used for the award of the fifth bronze oak leaf cluster.



3.3.51. Patriotic Flag Ribbon. Is a ribbon awarded for participation in non-color guard events specifically designed to honor our nation's flag. Such events include flag raising ceremonies, flag retirement ceremonies, flag folding ceremonies, and historical flag demonstrations. In order to receive this award, cadets must have participated in a minimum of 5 flag events. Criteria for this award will be published in the unit's Cadet Guide. Ribbon may be purchased from a vendor using MilPer funds. For each additional ribbon earned an additional bronze oak leaf cluster will be awarded. A single silver oak leaf cluster will be used for the award of the fifth bronze oak leaf cluster.



AIR FORCE JUNIOR ROTC

Wear your Ribbons Properly and Proudly!

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

Version: 3 August 2019

NOTES