

## SOCIAL STUDIES

The Social Studies Department of Washington Township strives to provide students with the knowledge, skills, attitudes, and perspectives needed to become active, informed, and contributing members of local, state, national, and global communities. The New Jersey Student Learning Standards for Social Studies form the foundation by which we create and implement our curricula for learning.

[Social Studies Flowchart](#)   [Courses of Study](#)

| Course # | Course Name        | Grade                           | Recommendations  | Credits                   |
|----------|--------------------|---------------------------------|--|---------------------------|
| 210      | AP World History*+ | 9                               | Completion of Grade 8 Humanities with a minimum average of 90 and English with a minimum average of 93<br>or<br>Completion of Grade 8 Social Studies with a minimum average of 95 and English with a minimum average of 93 | 5<br>Dual Credit Eligible |
|          |                    | 11,12<br>(can take as elective) | Completion of Honors U.S. History 1 or 2 with a minimum average of 85; or successful completion of AP U.S. History 1 or 2  |                           |

### Course Description:

The Advanced Placement World History course is organized around key concepts to foster a deeper level of learning, while covering the chronological periods of world history from 1200 C.E. to the present. Essential content will be studied in the context of course themes including Theme 1: Interactions Between Humans and the Environment, Theme 2: Development and Interaction of Cultures, Theme 3: State-Building, Expansion, and Conflict, Theme 4: Creation, Expansion, and Interaction of Economic Systems, and Theme 5: Development and Transformation of Social Structures. Students will be asked to demonstrate mastery of sophisticated learning skills such as analyze, synthesize, assess, evaluate, critique, create, and contextualize. Students are expected to work with primary and secondary resource materials on a routine basis and complete AP level DBQ assignments (document-based questions). Students will also be required to demonstrate basic mastery of geographical knowledge in order to successfully complete the course.

### Highlights:

- There is summer work for this course.
- AP Level courses are considered college level courses and are approved by College Board.
- It is strongly recommended that students take Honors English concurrently to reinforce the reading and writing skills needed to succeed in this course.
- Along with superior time management skills, the ability to comprehend, interpret, and synthesize a college-level textbook and authentic, primary source documents are essential for success in this course.
- Course content is rigorously paced with considerable independent, out-of-class preparation for class activities.

| Course # | Course Name                           | Grade | Recommendations  | Credits |
|----------|---------------------------------------|-------|--|---------|
| 211      | Honors World History: The Modern Era* | 9     | Completion of Grade 8 Humanities with a minimum average of 77 and English with a minimum average of 90<br>or<br>Completion of Grade 8 Social Studies with a minimum average of 90 and English with a minimum average of 90 | 5       |

### Course Description:

The course will be taught thematically, with the concept of revolution as transformative change as the guiding principle around which instruction will be based, the course will thematically cover the revolutions in thought, politics, economics,

and the development of nation-states that created the overall schema of the Modern World from 1300 C.E. to the present. Students will routinely read and analyze primary source documents, write essays, complete group projects using cooperative learning, and research using the IMC and digital tools. Students will learn and employ critical thinking skills, analysis, sourcing materials, accounting for perspective & bias, comparing and contrasting, weighing the evidence, and synthesizing new understandings.

**Highlights:**

- Core text levels of complexity extend beyond the recommended levels for the grade level.
- Course content is going into more depth with considerable independent, out-of-class preparation for class activities.
- Students will need to analyze primary sources and construct open-ended responses often.

| Course # | Course Name                            | Grade | Recommendations | Credits |
|----------|--|-------|-----------------|---------|
| 212      | CP<br>World History:<br>The Modern Era | 9     | N/A             | 5       |

**Course Description:**

The course will cover both Western and non-Western studies that will inform students on how past interactions of people, achievements, and the environment affect issues across time and cultures from 1300 C.E. to the present.

**Highlights:**

- Core text levels of complexity align to the recommended levels for the grade level.
- Course content is paced to provide flexibility and scaffolding to meet the varying needs of students.
- Flexible pacing and instructional scaffolds to support student progress towards meeting grade level standards

| Course # | Course Name                        | Grade | Recommendations   | Credits                      |
|----------|------------------------------------|-------|---|------------------------------|
| 220      | AP<br>United States<br>History 1*+ | 10    | Completion of AP World History with a minimum average of 77<br>or<br>Completion of Honors World History with a minimum average of 85. | 5<br>Dual Credit<br>Eligible |

**Course Description:**

This Advanced Placement course is organized around key concepts to foster a deeper level of learning while covering the chronological periods of United States history from 1491 to the 1920's. The course places heavy emphasis on the development of analytical thinking and writing skills that students will encounter on the AP Exam including high-level multiple-choice questions, both short and long answer essay questions, and document-based essays. Along with superior time management skills, the ability to comprehend, interpret, and synthesize a college-level textbook and authentic, primary source documents are essential for success in this course. It places attention upon understandings equivalent to those gained in a college-level introductory course and accordingly, there is an expectation that students can master course materials through self-directed activities. This course is the first of a two-part series on AP U.S. History.

**Highlights:**

- There is summer work for this course.
- AP Level courses are considered college level courses and are approved by College Board.
- It is strongly recommended that students take Honors English concurrently to reinforce the reading and writing skills needed to succeed in this course.
- Along with superior time management skills, the ability to comprehend, interpret, and synthesize a college-level textbook and authentic, primary source documents are essential for success in this course.
- Course content is rigorously paced with considerable independent, out-of-class preparation for class activities.
- It is important to note that AP United States History is a two-year commitment. Students that take U.S. 1 Honors or CP are not able to move into AP U.S. 2 their junior year.

| Course # | Course Name   | Grade | Recommendations   | Credits |
|----------|---|-------|---|---------|
| 221      | Honors<br>U.S. 1 History:<br>The Expansion of<br>America* | 10    | Completion of Honors World History with a<br>minimum average of 77<br>or<br>Completion of CP World History with a<br>minimum average of 90. | 5       |

**Course Description:**

The Expansion of America Honors course will cover in detail major historical events beginning with the sectional crisis over slavery and culminating with the economic crash of 1929; however, instructors will frequently refer to themes dating back to America's founding and discuss relevant comparisons with the present day. This course stresses the development and use of application, analysis, synthesis, and evaluation skills. Emphasis will be placed on primary source analysis and evaluation through readings from document collections. The ability to comprehend, interpret, and synthesize a college level textbook and authentic, primary source documents is essential for success in this course. The course will include various views and historical interpretations and comprehension of the political, economic, and social foundations of the United States.

**Highlights:**

- Core text levels of complexity extend beyond the recommended levels for the grade level.
- Course content is going into more depth with considerable independent, out-of-class preparation for class activities.
- Students will need to analyze primary sources and construct open-ended responses often.
- It is important to note that students that take U.S. 1 Honors or CP are not able to move into AP U.S. 2 their junior year. AP United States History is a two-year commitment.

| Course # | Course Name  | Grade | Recommendations | Credits |
|----------|--|-------|-----------------|---------|
| 222      | CP<br>U.S. 1 History:<br>The Expansion of<br>America | 10    | N/A             | 5       |

**Course Description:**

The course will cover in detail major historical events beginning with the territorial expansion West and culminating with the economic crash of 1929; however, instructors will frequently refer to themes dating back to America's founding and discuss relevant comparisons with the present day. Emphasis will be placed on the active involvement of each student in the learning process using a variety of appropriate techniques and materials, such as problem – based learning and other interactive activities. Students will be challenged through reading, researching, thinking, public speaking and writing skills.

**Highlights:**

- Core text levels of complexity align to the recommended levels for the grade level.
- Course content is paced to provide flexibility and scaffolding to meet the varying needs of students.
- Flexible pacing and instructional scaffolds to support student progress towards meeting grade level standards
- It is important to note that students that take U.S. 1 Honors or CP are not able to move into AP U.S. 2 their junior year. AP United States History is a two-year commitment.

| Course # | Course Name                        | Grade | Recommendations  | Credits                       |
|----------|------------------------------------|-------|--|-------------------------------|
| 230      | AP<br>United States<br>History 2*+ | 11    | Completion of AP US History 1 with a<br>minimum average of 77.<br><br>Students will <u>not</u> be permitted to move from<br>Honors U.S. 1: The Expansion of America to<br>AP U.S. History 2. | 5<br><br>Dual Credit Eligible |

**Course Description:**

This Advanced Placement course is organized around key concepts to foster a deeper level of learning while covering the chronological periods of United States history from the 1920's to present day affairs. This course is designed to encourage students to learn and use higher order cognitive skills that are derived from the discipline of history itself. The course places heavy emphasis on the development of thinking and writing skills. The ability to comprehend, interpret, and synthesize a college-level textbook and authentic, primary source documents is essential for success in this course. It places attention upon understandings equivalent to those gained in a college-level introductory course. Major research efforts are a normal part of the AP course. Rather than simply demanding content matter of United States History 2 subject matter, this course stresses the development and use of application, analysis, synthesis, and evaluation skills.

#### Highlights:

- There is summer work for this course.
- AP Level courses are considered college level courses and are approved by College Board.
- It is strongly recommended that students take AP English 11 concurrently to reinforce the reading and writing skills needed to succeed in this course.
- Along with superior time management skills, the ability to comprehend, interpret, and synthesize a college-level textbook and authentic, primary source documents are essential for success in this course.
- Course content is rigorously paced with considerable independent, out-of-class preparation for class activities.

| Course # | Course Name   | Grade | Recommendations   | Credits |
|----------|---|-------|---|---------|
| 231      | Honors<br>U.S. 2 History:<br>America on the<br>World Stage* | 11    | Completion of Honors U.S. History 1 with a<br>minimum average of 77<br>or<br>Completion of CP U.S. History 1 with<br>a minimum average of 90. | 5       |

#### Course Description:

The Honors America on the World Stage course analyzes American history from the economic downturn in the 1920's to present day affairs. Throughout the course, students will examine the intersection of the social, political, economic, military, and diplomatic history of our nation and its effect on American society in the world. Through a structured progression of topics that illustrate the emergence of the United States as a world power, students will gain the knowledge and skills that will enable them to create focused historical analyses as well as fostering reading, writing, communication, and critical thinking skills through a variety of classroom assessments. Current events will be integrated throughout the year and related to the course content to promote and develop the student's 21<sup>st</sup> century skills.

#### Highlights:

- Core text levels of complexity extend beyond the recommended levels for the grade level.
- Course content is going into more depth with considerable independent, out-of-class preparation for class activities.
- Students will need to analyze primary sources and construct open-ended responses often.

| Course # | Course Name  | Grade | Recommendations | Credits |
|----------|--|-------|-----------------|---------|
| 232      | CP<br>U.S. 2 History:<br>America on the<br>World Stage | 11    | N/A             | 5       |

#### Course Description:

The course covers American history from the economic downturn in the 1920's to present day affairs. Students will learn the social, political, economic, military, and diplomatic history of our nation and its effect on American society in the world. The course will emphasize the cause-and-effect relationships and the development of reading, writing, and public speaking skills through a variety of class activities and projects. Current events will be integrated throughout the year and related to course content.

#### Highlights:

- Core text levels of complexity align to the recommended levels for the grade level.
- Course content is paced to provide flexibility and scaffolding to meet the varying needs of students.

- Flexible pacing and instructional scaffolds to support student progress towards meeting grade level standards

### **Social Studies Electives**

| Course # | Course Name   | Grade | Recommendations | Credits                   |
|----------|---|-------|-----------------|---------------------------|
| 254      | CP<br>Black and Indigenous<br>Communities and<br>other People of<br>Color's Voices+ | 9-12  | N/A             | 5<br>Dual Credit Eligible |

#### **Course Description:**

This class is a comprehensive historical view of Black and Indigenous communities and other People of Color throughout global history. In this elective course, students will have the opportunity to examine a complete and inclusive history through the lens of Black and Indigenous communities and other People of Color from 3000 BCE to modern day, with great emphasis on colonialism and the emergence of new nations. Using primary sources, literature, music, art, and other forms of expression, the curriculum will place historically marginalized communities at the center of the narrative to allow for an authentic and complete historical account. Students will study prejudice and discrimination and its impact on the human experience.

#### **Highlights:**

- Core text levels of complexity align to the recommended levels for the grade level.
- Course content is paced to provide flexibility and scaffolding to meet the varying needs of students.
- Flexible pacing and instructional scaffolds to support student progress towards meeting grade level standards

| Course # | Course Name                                     | Grade | Recommendations | Credits                   |
|----------|---|-------|-----------------|---------------------------|
| 253      | CP<br>Humanitarian Studies<br>& Social Justice+ | 9-12  | N/A             | 5<br>Dual Credit Eligible |

#### **Course Description:**

This elective course examines humanitarian rights and social justice in a global setting. Students will be encouraged to think critically and expansively about the social world and the conditions of humanity. The curriculum will examine the impact of global disasters, genocide, poverty, conflict, and policies. Students will study prejudice and discrimination and its impact on human right violations throughout history. Students investigate and study ways to approach national and global issues including, but not limited to global and national poverty, discrimination, genocide, global oppression of women, human trafficking, and inequitable educational opportunities.

#### **Highlights:**

- Core text levels of complexity align to the recommended levels for the grade level.
- Course content is paced to provide flexibility and scaffolding to meet the varying needs of students.
- Flexible pacing and instructional scaffolds to support student progress towards meeting grade level standards

| Course # | Course Name  | Grade | Recommendations | Credits                   |
|----------|--|-------|-----------------|---------------------------|
| 249      | CP<br>Sociology and<br>Contemporary Issues<br>in American Society+ | 9-12  | N/A             | 5<br>Dual Credit Eligible |

#### **Course Description:**

The Sociology course is designed to introduce students to the dynamics of human behavior, social interactions, and group dynamics. The study of contemporary American issues, like poverty, discrimination, prejudice, crime, race, the minority

experience, and our changing population will provide students with a deeper and richer understanding of our society and the students' relation to the larger social institutions. Units of study will include Sociological Perspectives, Culture and Social Structures, Social Inequality, Social Institutions, and Social Change.

**Highlights:**

- Core text levels of complexity align to the recommended levels for the grade level.
- Course content is paced to provide flexibility and scaffolding to meet the varying needs of students.
- Flexible pacing and instructional scaffolds to support student progress towards meeting grade level standards

| Course # | Course Name                                       | Grade | Recommendations | Credits |
|----------|---|-------|-----------------|---------|
| 241      | CP<br>United States<br>Government and<br>Politics | 9-12  | N/A             | 5       |

**Course Description:**

United States Government and Politics introduces students to the ideas and processes of government in the United States. Students will be required to examine the kind of government established by the Constitution with a focus on the principles of federalism and separation of powers. There will also be a study of state and local governments and participation in these governments.

**Highlights:**

- Core text levels of complexity align to the recommended levels for the grade level.
- Course content is paced to provide flexibility and scaffolding to meet the varying needs of students.
- Flexible pacing and instructional scaffolds to support student progress towards meeting grade level standards

| Course # | Course Name                             | Grade | Recommendations  | Credits                   |
|----------|---|-------|--|---------------------------|
| 260      | AP<br>U.S. Government and<br>Politics*+ | 11-12 | Completion of Honors U.S. History 1 or 2 with<br>a minimum average of 85<br>or<br>Completion of AP U.S. History 1 or 2 | 5<br>Dual Credit Eligible |

**Course Description:**

AP United States Government and Politics will give students an analytical perspective on government and politics in the United States. It will include both the study of general concepts used to interpret U.S. politics and the analysis of specific examples. It also requires familiarity with the various institutions, groups, beliefs, and ideas that constitute American political behavior. Students will become acquainted with the variety of theoretical perspectives and explanations for various behaviors and outcomes in our representative system. This course is designed for students who enjoy rigor and exhibit a high degree of interest in the principles of government and acuity for political interpretation.

**Highlights:**

- This course is designed for students who enjoy rigor and exhibit a high degree of interest in the principles of government and acuity for political interpretation.
- AP Level courses are considered college level courses and are approved by College Board.
- Along with superior time management skills, the ability to comprehend, interpret, and synthesize a college-level textbook and authentic, primary source documents are essential for success in this course.
- Course content is rigorously paced with considerable independent, out-of-class preparation for class activities.

| Course # | Course Name       | Grade | Recommendations  | Credits                   |
|----------|-------------------|-------|--|---------------------------|
| 240      | AP<br>Economics*+ | 11-12 | Completion of Honors US History 1 or 2 with a<br>minimum average of 85<br>or | 5<br>Dual Credit Eligible |

|  |  |  |                                    |  |
|--|--|--|------------------------------------|--|
|  |  |  | Completion of AP US History 1 or 2 |  |
| <b>Course Description:</b>   |  |  |                                    |  |
| This academically challenging course is designed to prepare students for both Micro and Macro Economics Advanced Placement Test. The course will provide an in-depth study of the basic principles of both Micro and Macro Economics. Students must have an interest in business, social science, and current economic issues. Microeconomics will include an intensive study of scarcity and making choices, supply and demand, utility, the factor market, costs, profit, market competition, international trade, and business organization. Macro Economics will focus on consumption, investment, government, GDP, economic fluctuation, fiscal policy, monetary policy, 20th century economic theory and productivity. |  |  |                                    |  |
| <b>Highlights:</b>   |  |  |                                    |  |
| <ul style="list-style-type: none"> <li>• There is summer work for this class.</li> <li>• AP Level courses are considered college level courses and are approved by College Board.</li> <li>• Along with superior time management skills, the ability to comprehend, interpret, and synthesize a college-level textbook and authentic, primary source documents are essential for success in this course.</li> <li>• Course content is rigorously paced with considerable independent, out-of-class preparation for class activities.</li> </ul>  |  |  |                                    |  |

| Course #   | Course Name  | Grade | Recommendations   | Credits |
|--|--------------|-------|---|---------|
| 242  | CP Economics | 11-12 | Completion of Honors US History 1 or 2 with a minimum average of 85<br>or<br>Completion of CP US History 1 or 2 with a minimum average of 93. | 5       |
| <b>Course Description:</b>   |              |       |   |         |
| Economics is an academically challenging course that is designed to provide a solid foundation in both Micro and Macro Economic principles. In addition to the study of basic economic principles, students will be exposed to consumer-oriented studies such as investing and financial planning.   |              |       |   |         |
| <b>Highlights:</b>   |              |       |   |         |
| <ul style="list-style-type: none"> <li>• Core text levels of complexity align to the recommended levels for the grade level.</li> <li>• Course content is paced to provide flexibility and scaffolding to meet the varying needs of students.</li> <li>• Flexible pacing and instructional scaffolds to support student progress towards meeting grade level standards.</li> </ul> |              |       |   |         |

| Course #  | Course Name          | Grade | Recommendations   | Credits                   |
|---|----------------------|-------|---|---------------------------|
| 261   | AP Human Geography*+ | 11-12 | Completion of Honors US History 1 or 2 with a minimum average of 85<br>or<br>Completion of AP US History 1 or 2 | 5<br>Dual Credit Eligible |
| <b>Course Description:</b>  |                      |       |   |                           |
| Human Geography is the branch of geography dealing with how human activity affects or is influenced by the earth's surface. The AP Human Geography course is equivalent to an introductory college-level course that introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine socioeconomic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications. This course offers a varying global perspective on such issues as migration, cultural patterns, industrialization, urbanization, religious practices, and ethnicity, gender, and race. |                      |       |   |                           |
| <b>Highlights:</b>  |                      |       |   |                           |
| <ul style="list-style-type: none"> <li>• There is summer work for this class.</li> <li>• AP Level courses are considered college level courses and are approved by the College Board.</li> <li>• It is strongly recommended that students take <u>Honors English concurrently</u> to reinforce the reading and writing skills needed to succeed in this course.</li> </ul>  |                      |       |   |                           |



- Along with superior time management skills, the ability to comprehend, interpret, and synthesize a college-level textbook and authentic, primary source documents are essential for success in this course.
- Course content is rigorously paced with considerable independent, out-of-class preparation for class activities.

| Course # | Course Name     | Grade | Recommendations   | Credits                   |
|----------|-----------------|-------|---|---------------------------|
| 251      | AP Psychology*+ | 11-12 | (Current Sophomores): Completion of AP History 1 with a minimum average of 93.<br>Prerequisite<br><br>(Current Juniors): Completion of AP History 2 with a minimum average of 77<br>or<br>Completion of Honors US History 2 with a minimum average of 85<br>or<br>Completion of CP Psychology with a minimum average of 93. | 5<br>Dual Credit Eligible |

**Course Description:**

This AP course is for academically driven juniors or seniors and is designed to mirror an entry-level college course. The course content will introduce students to the study of the behavioral and mental processes, with study of the brain and nervous system. Theories of learning and cognition will explain the processes involved in the transformation and use of sensory input. Through the study of developmental and personality theories, students will understand the effects of genetics, culture, and environment on human development. The course also investigates human differences in intelligence, noting the varied types and purposes of test construction. Students will identify the criteria for abnormal behavior along with treatment, prevention, and intervention techniques.

**Highlights:**

- There is a summer assignment for this course.

| Course # | Course Name   | Grade | Recommendations   | Credits |
|----------|---------------|-------|---|---------|
| 245      | CP Psychology | 11-12 | Completion of CP U.S. 1 History: The Expansion of America<br>or<br>Completion of CP U.S. 2 History: America on the World Stage. | 5       |

**Course Description:**

The College Prep Psychology course is a full-year course for students who have an interest in human behavior. The focus of the course is on personal understanding and psychological growth. The course includes an introduction to self and then an in-depth study of personality development. The abnormal unit follows as students examine the troubled personality, studying the various therapies developed to treat mental illness. Next, a concentrated study of developmental and child psychology follows, focusing on the emotional and social aspects of this life period. Students explore their world and come to terms with the difficulties and successes of this transitional period of their lives. The following unit Sensation and Perception focus students' attention on the ways we view our world, both selectively and unconsciously. The year wraps up with a study of the altered states of consciousness (sleep, dreams, drug use, hypnosis).

**Highlights:**

- Core text levels of complexity align to the recommended levels for the grade level.
- Course content is paced to provide flexibility and scaffolding to meet the varying needs of students.
- Flexible pacing and instructional scaffolds to support student progress towards meeting grade level standards.



## **AFJROTC (Air Force Junior Reserve Officers' Training Corps)**

AFJROTC is an academically oriented program for high school students interested in learning a variety of "life skills" through the study of world cultures, personal finance, wellness, drill and the science of aviation. Students will also have the opportunity to hone their oral and written communicative skills and their leadership/management skills by performing all the planning, organizing, directing, coordinating and controlling skills required to run any military, civilian or government business.

### **AFJROTC Overview**

| Course #   | Course Name  | Grade | Recommendations | Credits |
|--|--|-------|-----------------|---------|
| 290  | AFJROTC<br>1 <sup>st</sup> , 2 <sup>nd</sup> , and 3 <sup>rd</sup> Year<br>Cadets  | 9-12  | N/A             | 5       |
| Course Description:  |  |       |                 |         |
| 2024-25  | <ul style="list-style-type: none"><li>Students will learn life skills through the study of aerospace, weather, the human requirements of flight, and the principles of navigation. Close attention will be paid to choosing a Life Path, Searching for a Job, complete Financial Planning, and available Career Opportunities.</li></ul>   |       |                 |         |
| 2025-26  | <ul style="list-style-type: none"><li>Students will explore the makeup of our solar system and man’s exploration of outer space. This will include a basic introduction to astronomy and the fundamentals of man’s exploration of the space environment. This will include an examination of space programs, space technology, and manned space flight. Also, students will learn firsthand the requirements of space flight by building and flying model rockets and tracking their performance as end of year project.</li></ul> |       |                 |         |
| 2026-27  | <ul style="list-style-type: none"><li>Students will study the history of aviation and learn about the development of flight throughout the centuries. Students will study world cultures. Students learn to listen and think critically, effective communications, how to prepare for leadership, how to build personal awareness, key element of building and encouraging effective teams, and key behaviors for becoming a credible and competent leader.</li></ul>  |       |                 |         |
| Highlights:  |  |       |                 |         |
| <ul style="list-style-type: none"><li>Wearing the air force uniform weekly and personal grooming standards are an integral part of the JROTC program.</li><li>AFJROTC is classified as a five-credit Practical Art (Life Skills) elective. A Practical Art course is required to graduate from a NJ high school.</li><li>Books and uniforms are provided at no cost to the student, except for cleaning and minor maintenance.</li><li>Wellness is a part of JROTC and is designed to motivate cadets to lead healthy, active lifestyles beyond program requirements and into their adult lives. <u>A health waiver for wellness is required.</u></li><li>The objectives of AFJROTC are to educate and train students in citizenship and life skills; promote community service; instill a sense of responsibility; and develop character and self-discipline through education and instruction in air and space fundamentals and the Air Force’s core values of “Integrity First, Service Before Self and Excellence In All We Do.”</li><li>State certified retired Air Force personnel teach the course.</li><li>Enrollment in Junior ROTC incurs absolutely <u>no military obligation</u>; however, advanced rank and priority career placement is given to those cadets who desire to enter the military.</li><li>Students interested in attending any of the service academies are strongly encouraged to enroll in the Junior ROTC program all four years.</li></ul> |  |       |                 |         |

| Course #   | Course Name                            | Grade | Recommendations  | Credits |
|--|--|-------|--|---------|
| 290  | AFJROTC<br>4 <sup>th</sup> Year Cadets | 12    | Completed three years of JROTC, attain Officer Rank, and pass the Officer Qualification Test (OQT) | 5       |
| Course Description:  |  |       |  |         |
| Fourth-year cadets (seniors) apply the life skills they have learned by being assigned to positions of authority with duties and responsibilities with those in civilian industry or the Federal (military) Government. This is “on the job” career training. Evaluations are based on performance of assigned duties, accomplishment of special projects and personal conduct.  |  |       |  |         |
| Highlights:  |  |       |  |         |
| <ul style="list-style-type: none"> <li>• Wearing the air force uniform weekly and personal grooming standards are an integral part of the JROTC program.</li> <li>• Cadets in leadership/management positions are responsible for planning, organizing, directing, coordinating, and controlling all school, community and Junior ROTC activities conducted by the Corps.</li> <li>• Our senior cadets are appointed to various leadership/management positions (President, Commander, Logistics Officer, Personnel Officer, Public Affairs Officer, and more).</li> <li>• Wellness Program is run by the fourth-year cadets.</li> <li>• Fourth year cadets are eligible to take the “Leadership and Employability Skills Credential” NOCTI assessment which is an industry-based credential.</li> </ul> |  |       |  |         |