The Air Force Junior Reserve Officers' Training Corps: A handbook for substitute teachers

James Anthony Moitoso

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THE AIR FORCE JUNIOR RESERVE OFFICERS' TRAINING CORPS: A
HANDBOOK FOR SUBSTITUTE TEACHERS

A Project
Presented to the
Faculty of
California State University,
San Bernardino

In Partial Fulfillment
of the Requirements for the Degree
Master of Arts
in
Education: Vocational Education

by
James Anthony Moitoso

June 1997
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ABSTRACT

The purpose of this project was to develop a handbook for short-term substitute teachers in the Air Force Junior Reserve Officers’ Training Corps (AFJROTC) program. The handbook was designed specifically for use at Victor Valley High School in Victorville, California. The handbook outlines specific areas associated with substitute teaching and contains useful and effective information for use by short-term substitute teachers in the AFJROTC program.

The handbook includes these five sections: (1) Introduction, (2) General Instructions, (3) Substitute Instructions, (4) Lesson Plans, and (5) Forms. The information in Section One, Introduction, focuses on the AFJROTC program. Section two, General Instructions, provides information on general substitute teacher requirements. The substitute teacher’s immediate requirements, such as the seating chart, can be found in Section three, Substitute Instructions. Section four, Lesson Plans, provides generic lesson plans for a five-day school week. Identification of certain forms that may be required by the substitute teacher during day-to-day activities, such as the “Hall Pass,” can be found in Section five, Forms. With modifications for each school district, this handbook can be used by short-term substitute teachers for the AFJROTC program worldwide.
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To my Mom and Dad, may God rest their souls, who taught me the value of an education at an early age and always encouraged me to do my best. Thanks Mom and Dad. I miss you so much.

A special thanks to my wife Peggy and my daughter Kristie for their patience and understanding during the months that I isolated myself while working on this project. Through all the mood swings, trials and tribulations, I knew I always had your loving support. You are both the most important part of my life. I love you.

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CHAPTER ONE

Background

Introduction

The contents of Chapter One present an overview of the handbook project. The context of the problem is discussed followed by the significance of the project. Next, the limitations and delimitations that apply to this project are reviewed. Finally, a definition of terms is presented.

Context of the Problem

The Air Force Junior Reserve Officers’ Training Corps (AFJROTC) program is growing rapidly. In recent years, the expansion of the AFJROTC program has had a high level of interest and support. Former President Bush described the expansion of the program as an effort to “give another 150,000 kids the benefit of what has been a great program that boosts high school competition, high school completion rates, reduces drug use, raises self-esteem and gets these kids firmly on the right track” (Cowser, 1996, p. 3). One of AFROTC’s biggest success stories and a driving force behind the expansion is former chairman of the Joint Chiefs of Staff, retired Army General Colin Powell. General Powell referred to the expansion as the “best opportunity for the Department of Defense to make a positive impact on the nation’s youth” (Cowser, 1996, p. 3).

Of the 900 units allocated to AFJROTC by the Secretary of Defense under Public Law 88-647 (Department of the Air Force, AFI 36-2010, 1994), there are currently 609 units in operation today. These AFJROTC units are located at high schools worldwide,
including those in Puerto Rico, Guam, and other Department of Defense Schools overseas. Of these, 107 were activated in 1993 as part of the AFJROTC expansion; 80 units were activated in 1994; 80 were added in 1995 and 23 were opened in 1996 for a total of 609. Worldwide, there are more than 84,000 high school students enrolled in the AFJROTC program (Cowser, 1996).

AFJROTC instructors, like any other teachers, may have to spend time outside their classrooms due to illness, family responsibilities, personal reasons, school business (e.g., professional conferences and meetings), and staff development programs. Although the AFJROTC program employs a minimum of two instructors at each unit, there is still the possibility that both faculty members may be gone from the classroom simultaneously. Therefore, as the program expands, school districts must be prepared for a short-term replacement for these teachers.

St. Michel (1995) sums up the substitute teacher’s needs in the following statement:

Perhaps the most important resource we can provide to substitutes is information. Reference manuals that are easy to use, detailed, and that address district, school, and classroom issues should be provided to all district substitutes. In addition, reference manuals for regular teachers can also help improve the effective management of substitutes. The focus on these reference manuals should be on managerial responsibilities, district and school policies and practices, classroom management strategies, feedback and evaluation procedures, and generic lessons.
Up-to-date information about the district and individual campuses as well as proper planning for absences will help ensure a smooth transition when substitutes replace regular teachers. (p.48)

**Purpose of the Project**

The purpose of this project was to develop a handbook outlining specific information and procedures required for a short-term substitute teacher in the AFJROTC program at Victor Valley High School in Victorville, California. Specifically, the handbook (with modifications required by each respective school district) was designed for possible adoption as a standard handbook for AFJROTC substitute teachers worldwide.

**Significance of the Project**

Of the 609 AFJROTC units currently in operation today, 290 were activated within the last three years, for a 47% increase rate (Cowsert, 1996). This project was developed in response to the significant growth of the AFJROTC program. With a mission of building better and more productive citizens, the AFJROTC program has been recognized by both Congress and the President. As noted by Cowsert (1996) “Air Force Junior ROTC offers positive role models, a place to belong, excel, and be rewarded. Cadets have a positive educational experience in which they are encouraged to graduate and pursue higher education opportunities. Additionally, Air Force Junior ROTC stresses and teaches the important values of citizenship, self-esteem, self respect, service to the community, pride in belonging, self-discipline, and personal, family and social
responsibility. A strong message of saying ‘no’ to drugs is part of the program” (p. 2). These traits, which are continually in short supply in today’s young people, need to be reinforced continually by instructors who serve as positive role models. Professional educators must go beyond the classroom to make a difference in the lives of young people. The AFJROTC program is the basic framework for this philosophy.

Limitations and Delimitations

A number of limitations and delimitations surfaced during the development of this project. These limitations and delimitations are presented in the next section.

Limitations. The following limitations apply to this project:

1. The scope of this project is limited to current Air Force and AFJROTC regulations and directives.
2. The project is further limited by the number of qualified short-term substitute teachers for the AFJROTC program.

Delimitations. The following delimitations apply to this project:

1. The project is designed specifically for an AFJROTC substitute teacher at Victor Valley High School, Victorville, California.
2. The project is delimited to infrequently used generic lesson plans. The most frequently used lesson plans were not included in this handbook.

Definition of Terms

The following terms are defined as they apply to this project.

Aerospace--A broad term covering the people, materials, and systems of aviation and
space and the environment they operate within.

Aerospace Science and Leadership Education--The designation of the AFJROTC curriculum; an integral academic and activities oriented program of instruction designed by the Air Force and conducted by the secondary school or any other aerospace science instructor supervised AFJROTC activity, on or off school property. Aerospace Science and Leadership Education can be shortened to Aerospace Science (AS).

Aerospace Science Instructor (ASI)--The senior retired Air Force officer employed by the secondary school to manage and conduct the AFJROTC program.

AFJROTC Cadet--A student who is enrolled in the AFJROTC program. A US citizen, at least 14 years of age, enrolled in the school, of good moral character, who is physically fit, selected by the ASI, and approved by the school principal.

AFJROTC Curriculum--The total of all the Aerospace Science and Leadership Education efforts to influence learning whether in the classroom, on the drill field, on field trips, or in any other AFJROTC activity in or out of school.

AFJROTC Program--The official designation of the program offered by secondary level schools with the approval of the Air Force, conducted under Title 10, USC, Section 2031.

AFJROTC Unit--The organized group of AFJROTC students and instructors at one secondary school.

Assistant Aerospace Science Instructor (AASI)--Any retired Air Force commissioned or
noncommissioned officer employed by the secondary school to assist the Aerospace Science Instructor.

Attendance Scantron Correction Sheet--Form sent to the attendance office to correct a student's attendance or tardiness after the scantrons have been picked up for that particular period.

Career Academy (CA)--A school within a school that has an academic or vocational theme. The host school, AFJROTC, and corporate sponsors form a consortium to prepare cadets for higher education or immediate employment after graduation. All students in the academy must be enrolled in and members of AFJROTC.

Course Level--The curriculum for any single school year of AFJROTC. All fully established units conduct three course levels of Aerospace Science and Leadership Education (AS I, AS II, and AS III). Military schools conduct a fourth course level, AS IV. AS IV is optional in nonmilitary schools.

Disciplinary Referral and Action--Form used for violations of the discipline code. This form is filled out by the teacher after exploration of every reasonable solution to a problem without acceptable results. The teacher sends the student and the referral to the appropriate administrative office.

Four Year Program--A unit in military or nonmilitary schools offering AS I, AS II, AS III, and AS IV.

Hall Pass--Form issued to the student when the individual is out of the classroom during normal class time for legitimate reasons (restroom, counselor appointment, etc.).
Cutting class is not allowed. A student **must** have a hall pass to be out during class time.

**Headquarters AFROTC/DOJ (HQ AFROTC/DOJ)**—Designates the Headquarters Operations Division, Junior Program Branch.

**Headquarters AFROTC/DOJ (HQ AFROTC/DOJ)**—Designates the Headquarters Operations Division, Junior Program Branch, Instructor Management Section.

**Leadership Education**—The portion of the AFJROTC curriculum that provides for developing cadet leadership skills and acquainting the students with discipline, responsibility, and citizenship.

**Lock-Out Pass**—Form issued by teachers when referring students to lock-out for being tardy to class. The slip must have the student’s name, the date, the time, and the teacher’s signature. Lock-out is conducted each period, 1-7, in room 51.

**Long-Term Substitute Teacher**—A teacher filling in for a regular teacher who is on maternity leave, extended sick leave, or leave of absence.

**Member of AFJROTC**—A student who is enrolled in the school. A U.S. citizen, at least 14 years of age, of good moral character, who is physically fit, selected by the ASI, approved by the school principal, and enrolled in AFJROTC; also referred to as an AFJROTC cadet.

**Scantron**—Electronically scanned attendance sheets that are sent to the attendance office during each class period.

**Short-Term Substitute Teacher**—A teacher filling in for a regular teacher on a day-to-day
basis.

Special Student--A student who does not meet the eligibility requirements for membership, but is permitted to receive AFJROTC instruction.

Three Year Program--A unit in nonmilitary schools offering AS I, AS II, and AS III only.

Unit--Any military school at the secondary level, high school (public or private), and career academy that has an in-place AFJROTC program.

Organization of the Project

The project is divided into four chapters. Chapter One provides an introduction to the context of the problem, purpose of the project, significance of the project, limitations and delimitations, and definition of terms. Chapter Two consists of a review of the literature. Chapter Three outlines the population to be served and the project design. Chapter Four presents the conclusions and recommendations gleamed from the project. The project and references follow Chapter Four.
CHAPTER TWO

Review of the Literature

Introduction

Chapter Two consists of a discussion of the relevant literature. First, the origin, legal, and regulatory basis of the JROTC is discussed. Second, the mission and objectives of the AFJROTC is presented. Third, instructor certification and employment status is delineated. Lastly, issues surrounding the substitute teacher are discussed.

Origin, Legal, and Regulatory Basis of the JROTC

The JROTC program, as it is known today, began in 1911 in Cheyenne, Wyoming. Army Lieutenant Edgar R. Steevers, who was assigned as an inspector-instructor of the organized military of Wyoming, came up with the idea of a non-compulsory cadet corps in high school, aimed at making better citizens, as opposed to soldiers. The National Defense Act of 1916 originally authorized the JROTC (Cowsert, 1996).

The Reserve Officers' Training Corps Vitalization Act of 1964 (Title 10, United States Code [U.S.C.], Section 2031, Chapter 102, Public Law 88-647) directed and tasked Secretaries of each military department to establish and maintain units of the Junior Reserve Officers' Training Corps at public and private secondary institutions which are eligible according to regulations established by each Secretary. Such schools must provide a course of military instruction not less than three years in length as prescribed by the respective military department. Schools are selected on the basis of fair and equitable
distribution throughout the nation and overseas. Each AFJROTC unit must maintain an enrollment of at least 100 physically fit students or 10% of the school enrollment, whichever is less, and be US citizens at least 14 years of age. Passage of the law further authorized the use of retired officers and noncommissioned officers as instructors. The law also authorizes each military service to provide equipment, uniforms, and a portion of each instructors’ pay. Public Law 93-165, amended the requirement that a JROTC unit have a minimum number of physically fit male students, thus allowing female students to count towards the minimum students needed for a viable unit.

Department of Defense (DOD) Directive 1205.13, *Reserve Officers’ Training Corps Programs for Secondary Educational Institutions*, prescribes policies for JROTC in secondary schools. The DOD Directive directs the JROTC program to provide meaningful military training that benefits the student and is of value to the military department; in this case the Air Force, and authorizes each military department to establish a JROTC program of at least three years for nonmilitary high schools and a four-year program for military schools. The AFJROTC course of instruction is established at a minimum of 120 class hours per academic year (Air Force JROTC, 1994).

AFJROTC actually began in 1966 with 20 units (schools). Today, there are 609 AFJROTC units located at high schools worldwide, including those in Puerto Rico, Guam, and Department of Defense Schools overseas. There are now 84,000 high school students presently enrolled in the AFJROTC program (Cowsert, 1996).
Mission, Objectives and Scope of the AFJROTC Program

The mission of the AFJROTC program is to (1) educate and train high school students in citizenship, (2) promote community service, (3) instill responsibility, character, and self-discipline, and (4) provide instruction in air and space fundamentals. The objectives of the AFJROTC program are to instill in high school cadets:

1. Values of citizenship.
2. Service to the United States.
3. Personal responsibility.
4. Sense of accomplishment.

The Secretary of Defense allocated 900 units to AFJROTC from the 3500 authorized for all services by Public Law 88-647. Multiple units are not authorized within AFJROTC and a unit may not be established or maintained by the Air Force in a school that hosts an Army, Navy, Marine Corps, or Coast Guard unit (Department of the Air Force, AFI 36-2010, 1994).

Instructor Specifications

The AFJROTC program is conducted by qualified, carefully screened retired Air Force personnel. Each participating school is authorized at least one commissioned officer as the Aerospace Science Instructor (ASI) and one noncommissioned officer (NCO) as an Assistant Aerospace Science Instructor (AASI). Each instructor must have a knowledge of audiovisual presentation methods, curriculum planning, Air Force educational programs, drill and ceremonies, educational administration, including tests
and measurements, and current Air Force regulations pertaining to the program. The ASI must possess at least a bachelor’s degree and the AASI must possess a high school diploma or equivalent. If not previously certified to teach by a state or state-approved college or university, each instructor may be required to work towards certification depending upon specific state or school requirements at the time of employment. Each instructor must be of high moral character and have at least 15 years of active duty Air Force experience which includes both professional military education and teaching. In addition, each instructor must meet high performance standards, have relevant management experience, be physically fit, and meet Air Force standards for appearance (Department of the Air Force, AFROTC 36-4, 1994).

**Instructor Certification**

Instructors may not teach in the AFJROTC program unless they are initially certified, recertified, conditionally certified, or probationally certified by HQ AFROTC/DOI. Temporary substitute teachers who are approved by HQ AFROTC/DOI, and paid entirely by the school system, are exempted from this requirement. Instructors in the AFJROTC program are considered certified when approved by HQ AFROTC/DOI as instructors and have successfully completed the Aerospace Science Instructor Course (ASIC). Initial certification is for three years, provided all areas of performance remain satisfactory. An instructor is considered recertified when certification has been renewed for another three years and provided:

1. The individual completes workshop requirements for recertification by the
third anniversary of the initial certification or subsequent certification.

2. The individual's performance is satisfactory. If an instructor who is
probationally certified attends a workshop for recertification, the
recertification certificate is held pending removal from probational status.

3. The last certification period was satisfactory.

By 1 September of each year, HQ AFROTC/DOJI notifies instructors requiring
recertification during the next 12 months (Department of the Air Force, AFROTCI 36-4,
1994).

Instructor Employment Status

AFJROTC instructors are school employees. The senior instructor is responsible
to the principal (or appointed administrator) for the conduct of the program. The
assistant instructors are responsible to the senior instructor. All instructors must meet Air
Force and school requirements, maintain standards acceptable to the Air Force, and be
accountable for the success or failure of their units. AFJROTC instructors wear the
current Air Force uniform and are expected to follow normal military customs and
traditions, but are not under direct Air Force supervision (Department of the Air Force,
AFI 36-2010, 1994).

AFJROTC Curriculum Development

The AFJROTC curriculum is the result of an extensive and continuous review
using the Instructional System Development process. Attention has been given to the
following two groups of assumptions in developing the AFJROTC curriculum:
1. Students are subjected through mass communications to large amounts of unorganized speed, action, and excitement. Young people are attracted to participating in team efforts and in playing new roles. Learning activities must provide each student with a means of self-analysis, a basis for developing self-discipline, character, and good citizenship, and an increased insight into educational and occupational aspirations.

2. Any strengthened understanding of the elements involved in aerospace power will benefit our country. Educational programs that expose students to aerospace concepts can lead to an increase in quality and quantity of workers and leaders in military aerospace, commercial and civil aviation, aerospace business and industry as well as an informed citizenry in general. A better understanding by more United States citizens about the efforts of our nation in aerospace and the magnitude of the impact of aerospace developments in society would be highly beneficial to the mission of the United States Air Force. As a result of these learning experiences, students realize the significance of aerospace achievements and develop improved attitudes of personal integrity, discipline, self-reliance, and patriotism (Air Force JROTC, 1994).

**AFJROTC Curriculum Content**

The course contents is divided into two categories: (1) academics (referred to as Aerospace Science - AS) and (2) leadership (referred to as Leadership Education - LE).
The Aerospace Science course provides an introduction to the historical, scientific, and technical aspects of aerospace. Academics are taught in 3- or 4-year sequences. The fourth year of academics is available in schools which have 9th through 12th grade. For organizational purposes, the fourth year of academics is separated from the leadership courses. In practice, however, the overlap is considerable. For example, writing and speaking skills are categorized as ‘Leadership Hours,’ but can and should be incorporated into the Aerospace Science courses. Additionally, many of the Aerospace Science topics will be helpful in Leadership Education classes. Leadership Education provides experiences to develop discipline, responsibility, communication skills, and citizenship. Cadets learn leadership fundamentals to prepare them to assume leadership responsibilities within the cadet corps, school, and local community. Leadership also includes wearing the uniform, engaging in Air Force customs and courtesies, participating in drill and ceremonies, giving and receiving instructions, and acting as leaders and members of an organization (Kelley, Scott, & Sexton, 1991).

**AFJROTC Curriculum Policy**

To help integrate the AFJROTC course content with other secondary school disciplines, considerable flexibility is built into the Aerospace Science and Leadership Education curricula. The curricula is based on 180 hours of instruction per academic year, 60 class hours per year above the minimum of 120 hours required by Air Force Instruction 36-2010. If additional time is scheduled for any Aerospace Science and Leadership Education course level, the time can be used for additional instruction in any
of the topics authorized for that course level. Additional time can also be used for student activities associated with AFJROTC and supervised by Aerospace Science staff members (Air Force JROTC, 1994).

The AFJROTC Program and Substitute Teachers

The need for substitute teachers in our U.S. schools has increased tremendously over the past 35 years. To better understand the magnitude of the instructional time carried out by substitutes, it is helpful to examine the statistics compiled over the last three decades. According to Bear & Carpenter (1961), "A research study done at Southern Illinois University indicated that in 1960-61, 9 million teacher days in the nation's public schools were taught by substitutes. In fact, this same study also showed that the typical public school student was taught six days per year by a substitute teacher" (p. 16). During the very next year (1962), student enrollment increased to over 1,500,000 per year, therefore, more than 1,000 new substitutes were needed annually (Bureau of the Census, 1962). Subsequently, in 1965, there were over 200,000 substitute teachers employed by the public schools in the United States. This remarkable figure equated to one substitute teacher for every 1,500 students throughout the U.S. These figures represent a significant ratio. Nickerson (1965) also adds that substitutes taught from one or two days a semester to every day all school year. The average K-12 student in 1982 spent seven days out of every school year with a substitute teacher. Over a 12-year period, that average time equated to 84 days, or nearly half a school year (Jackson, 1989).
In 1987, over 4% of U.S. teachers were absent on an average day, with a national average of seven days per year being used by teachers for sick and personal leave. During that same time, the Antioch (Illinois) Community Consolidated Schools discovered that the attendance rate for teachers was lower than the attendance rates for students and classified staff members. The ten-days-per-year average of sick and personal leave for Antioch teachers was higher than the seven-day average for students and the six-day average for classified staff (Dodd, 1989; Madden, 1991).

St. Michel (1995) reported that “during a 7-year period (1986-1993), statistics were collected from a large urban high school district of 15 campuses serving 19,500 students and employing 1,200 regular teachers and 500 substitute teachers. It was discovered that the average number of days regular teachers were absent because of school business was 4,303. When this figure is multiplied by five (the average number of class periods a regular teacher is assigned each day), the number of class periods filled by substitutes was 21,515. When other reasons for absences by regular teachers were considered (e.g., illness, family responsibilities, or personal reasons), the number of days that a substitute was teaching in place of the regular teacher was tripled! For example, in 1992-1993, the total number of absences for regular teachers equaled 14,229 days. Multiplying the figure by five resulted in a whopping 71,145 class periods that were taught by substitutes during the 1992-1993 school year” (p. 14).

Consequently, the number of substitute teachers is increasing year by year in proportion to the increase in school enrollment. During the 1993-1994 academic year,
there were 43.4 million students enrolled in public elementary and secondary schools in the 50 states and the District of Columbia. With 2.5 million teachers to provide instruction, the ratio of total students to total teachers for the nation was 17.4 students per teacher (National Center for Education Statistics, 1995). At the end of the 1996-1997 academic year, school enrollment is projected to be at 51.6 million (National Center for Education Statistics, 1993). These figures equate to an increase of student enrollment at over 2.5 million students per year. As student enrollment increases, the demand for all types of teachers, including substitutes, also increases.

Further results with a direct implication on the growing need for substitute teachers is reflected in the following statement by Nickerson (1965):

The need for an increasing number of substitute teachers is felt also because of the improved sick-leave time for teachers. No longer do teachers find that they cannot financially afford to take a day off when they are ill. Also, school systems are providing an increasing amount of released time for their teachers for professional growth through meetings, visitations, and study. (p. 1)

With an AFJROTC unit increase of 47% over the last three years (Cowsert, 1996), the enrollment figures for the program will also rise. According to Department of the Air Force, AFI 36-2010 (1994), “Each AFJROTC unit must have at least one retired Air Force officer and one retired noncommissioned officer (NCO) whose qualifications meet the prerequisites outlined in AFROTCI 36-4. Additional NCO positions are authorized as the cadet enrollment increases by increments of 100 above 150 cadets” (p. 18)
2). The additional authorization of instructors also increases the possible requirements for additional substitute teachers for the program.

Substitute Teacher Support

There is little doubt that there is a persistent need for capable, properly trained substitute teachers. St. Michel (1995) indicated that “Substitutes are expected to perform a variety of tasks as efficiently and effectively as the regular teachers whom they are replacing. Unfortunately, substitutes are usually ignored and too often given only minimal consideration by principals, regular teachers, and students. Yet substitutes are an invaluable resource and a vital component of the schooling process. Therefore, it is imperative that accurate descriptive data about substitute programs be collected and examined so that policies and practices that involve substitutes can be addressed” (pp. 5-6).

There have been several studies made concentrating on assessing the needs of substitute teachers to determine what regular teachers should provide them and what orientation and training programs should include. One survey of 175 substitute teachers in ten counties in West Virginia resulted in the following categories of information being ranked in order of need (Jackson, 1989):

1. Classroom rules and procedures.
2. School rules and regulations.
3. Professional role of the substitute teacher.
4. Organizing and managing activities.
5. Discipline.

6. Learner differences.

7. Knowledge of the program.

In another survey by the Educational Research Service, Inc. (1979), substitute teachers identified the areas which they found to be problems:

1. Available and adequate lesson plans.

2. Enough notice for assignment.

3. Enough information on their students.

4. Information on rules and procedures particular to their school.

5. Status afforded the regular teacher.

6. Necessary orientation and inservice assistance.

7. Assignment in their field of training. (p. 3)

Although the terminology and approach varied in assessing the needs of substitute teachers, both of them had highly similar lists of needs.

Research has focused on ways the regular teacher can be trained to improve the effectiveness of the substitute teacher. According to Deay and Bontempo (1986), “There is a clear need for teachers and principals to organize the classroom and school environment to integrate substitutes quickly into the usual routine” (p. 361). Jackson (1989) added, “The most frequently mentioned method of doing this was to provide substitutes with folders which contained floor plans of the school, a schedule of classes with teachers’ names and room numbers, lunch times, bell schedules, keys to normally
locked rooms, location of teacher’s rest rooms, information about any children with special needs, the name of a nearby teacher to serve as a resource, fire-drill procedure and any specific school policies on discipline, dismissal, hall passes, and so forth” (pp. 31-32).

Booth (1981) also indicated that, “principals should cover the ‘dark’ areas in their school’s operating procedures, those areas that strangers would know nothing about--where to park, where to pick up lesson plans, where and when to sign in. ‘Nothing should be assumed’ about what the substitute is familiar with. An orientation packet would show the substitute to the cafeteria and library and provide maps of fire escape routes, as well as explain school policies on attendance. Next, a substitute is ‘crippled without three basics: lesson plans, an attendance roster, and seating charts.’ Classroom teachers can be required to file emergency lesson plans with department heads” (p. 37). Frosch (1984) echoed, “Making sure that teachers leave lesson plans and seating charts with substitutes, for instance, may be necessary to make the most of substitute teachers’ service” (p. 89).

Ideally, there should be as little a break in routine as possible when substitutes replace regular teachers. Regular teachers should be expected to plan materials and prepare their students for a substitute. During an emergency, there may not be time to inform students that a teacher may be absent. However, that does not prevent emergency lesson plans from being on file. According to St. Michel (1995), “lesson plans and up-to-date seating charts will enable the substitute to take roll efficiently and call on students during class discussion. As a part of classroom routine, reliable students who can assist
the substitute should be identified. Lesson plans must be concise and readable and must incorporate both individual and group activities. Generic lessons can be written in advance (e.g., as a summer curriculum development workshop) for all subject areas in kindergarten through high school and kept on file at each campus. Whenever an emergency arises, the lessons are readily available” (pp. 23, 33).

A literature review was conducted by Ostapczuk (1994) on the problems identified with substitute teaching. Included were thirteen references in total representing the findings of: 3 administrators, 3 educators, 1 researcher, and 6 descriptive studies on substitute teaching. According to Ostapczuk (1994), “The top most recommended areas of opportunity for improving substitute teaching were:

1. Provide substitute teachers with inservice training on topics such as discipline, classroom management, etc.

2. Improve the collaboration between the substitute teacher and school district.

3. Provide evaluation of, and feedback to, substitute teachers on the services that they render.

4. Improve the school’s substitute recruitment procedures, e.g., interview, establish criteria, etc.

5. Provide a substitute teacher’s handbook on school rules and policies.

6. Provide role clarification and clear expectations of all substitute teachers.

7. Improve lesson plans.
The status of the top five findings were given with emphasis on number five. In regards to providing a substitute handbook on school rules and policies, 65.2% of the school districts questioned did not provide one” (pp 8-9).

The dilemma of substitute teachers is best summed up in the following statement by St. Michel (1995):

Substituting is probably the most difficult and demanding job within the field of education and the one that receives the least amount of attention and support.

The effectiveness of substitute teachers is a reflection of the effort invested by all stakeholders involved--administrators, regular teachers, and finally, substitutes themselves. If any one of these groups fails to fulfill its obligations, then the degree to which the substitutes can successfully fill in for regular teachers is significantly reduced. (pp. 17, 25)

Summary

The literature important to this project was presented in Chapter Two. Specifically, the following four topics were discussed: (1) The origin, legal, and regulatory basis of the JROTC, (2) The mission and objectives of the AFJROTC, (3) Instructor certification and employment status, and (4) Issues surrounding the substitute teacher, to include substitute teacher support and the continuing need for substitute teachers.
CHAPTER THREE

Methodology

Introduction

Chapter Three details the steps used in developing the project. Specifically, the population is discussed. Next, the handbook development process including the resources used and content validation process is presented. Lastly, the handbook design is presented. The chapter concludes with a summary.

Population Served

This handbook is intended for use by substitute teachers for the AFJROTC Program at Victor Valley High School in Victorville, California. With modifications, the handbook can be utilized by substitute teachers in the AFJROTC Program worldwide. Ultimately, thousands of AFJROTC cadets will be served due to the knowledge and capability of the substitute teacher resulting from this handbook. According to Nickerson (1965), “It is vital to that student that the person substituting for his regular teacher pick up the educational process and continue it in as smooth a manner as possible, so the interruption in the normal school process will not be a disruptive influence. This means it is necessary to have a highly qualified, well-informed and personable substitute teacher” (p. 2).

Handbook Development

The next section of the project provides an overview of the handbook
development process. Specifically, the resources employed in the handbook development process and the handbook design are reviewed.

**Handbook Resources and Content Validation.** This section describes the resources used to develop the handbook and the content validation process. The content for this handbook has been extracted from existing material. Specifically, the book *The Selection and Utilization of Substitute Teachers* by Nickerson (1965) and the report *The Development and Implementation of a System-Wide Substitute Teacher Program* by Jackson (1989). The content and instructional strategies outlined in this handbook were validated by experts from Victor Valley High School and instructors in the AFJROTC program.

**Handbook Design.** The handbook was developed for short-term substitute teachers in the AFJROTC Program at Victor Valley High School. There are five sections in this handbook: (1) Introduction, (2) General Instructions, (3) Substitute Instructions, (4) Lesson Plans, and (5) Forms.

Section one, *Introduction*, provides an overview of the AFJROTC Program and includes an introductory letter from the instructor. Section two, *General Instructions*, provides the substitute with valuable information on lock out procedures, what to do regarding questions or problems, and the procedures on the admission of new students. Section three, *Substitute Instructions*, focuses on the substitute's immediate requirements. The seating chart, how roll is taken and who does it, the class leaders (their names and the instructor's dependence on them), location of audio-visual
equipment, the designated lunch schedule, special needs students (their names and their requirements), and homework assignments is included. Section four, Lesson Plans, includes sample lesson plans and the location of instructor guides. Each course level in the AFJROTC program is supported by instructional units with instructor guides supplementing each unit. The instructor guides provide valuable information for lesson planning and instruction. The location of slides, video tapes, and the reference library is also included. Section five, Forms, provides examples of several forms which may be required by the substitute during any given day. These include the attendance scantron correction sheet, disciplinary referral and action form, hall pass, library pass, lock out pass, and the substitute’s report form.

The handbook outlines effective information for short-term substitute teachers for the AFJROTC Program. The lesson plans provide the instruction in both Aerospace Science and Leadership Education. The required forms necessary for all substitute teachers are also described.

Summary

The steps used in the development of this project were outlined. The population served was described as was the handbook development process. Lastly, the handbook design was presented.
CHAPTER FOUR

Conclusions and Recommendations

Introduction

Included in Chapter Four is a presentation of the conclusions gleamed as a result of completing this project. Further, the recommendations extracted from this project are presented. Lastly, the Chapter concludes with a summary.

Conclusions

The conclusions extracted from this project follow.

1. It is concluded that a handbook for substitute teachers in the AFJROTC program is of extreme importance in order to maintain continued high level professional performance in the classroom. In the absence of the full-time instructor, education must still go on, and it is the job of educators to ensure that students continue to receive the required lessons.

2. It is concluded that the AFJROTC Program is a positive educational experience in which the students (cadets) are encouraged to graduate and pursue higher educational opportunities. Additionally, the program is a vital link to instilling the values of citizenship, self-esteem, self respect, service to community, pride in belonging, self-discipline, and personal, family, and social responsibility in our students.

Recommendations

The recommendations resulting from this project follow.

1. It is recommended that AFJROTC instructors worldwide use this handbook as a guide
to implement a short-term substitute teacher program for their respective institution.

2. It is recommended that the AFJROTC instructors recognize the possible need for a short-term substitute teachers in the future, and therefore collect accurate descriptive data pertaining to their respective institution for implementation to the handbook.

Summary

Chapter Four reviewed the conclusions derived from this project. Lastly, the recommendations extracted from this project were presented.
APPENDIX

Substitute Teacher Handbook
THE AIR FORCE JUNIOR RESERVE OFFICERS' TRAINING CORPS:
A HANDBOOK FOR SUBSTITUTE TEACHERS
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- AFJROTC Code of Honor: 38

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- Admission of New Students: 40
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- Cafeteria and Teacher’s Lounges, Mailboxes, and Rest Rooms: 40
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SECTION ONE

INTRODUCTION
Foreword

The Reserve Officers' Training Corps Vitalization Act of 1964 (Title 10, United States Code [U.S.C.], Section 2031, Chapter 102, Public Law 88-647) directed and tasked Secretaries of each military department to establish and maintain units of the Junior Reserve Officers' Training Corps (JROTC) at public and private secondary institutions. Such schools must provide a course of military instruction not less than three years in length as prescribed by the respective military department.

Department of Defense (DOD) Directive 1205.13, Reserve Officers' Training Corps Programs for Secondary Educational Institutions, directs the JROTC program to provide meaningful military training that benefits the student and is of value to the military department; in this case the Air Force, and authorizes each military department to establish a JROTC program of at least three years for nonmilitary high schools and a four-year program for military schools. The AFJROTC curriculum includes aerospace related academic instruction and leadership training and a course of instruction is established at a minimum of 120 class hours per academic year.

Today, there are 609 AFJROTC units located at high schools worldwide, including those in Puerto Rico, Guam, and Department of Defense Schools overseas. There are now 84,000 high school students presently enrolled in the AFJROTC program.

The mission of the AFJROTC program is to (1) educate and train high school students in citizenship, (2) promote community service, (3) instill responsibility, character, and self-discipline, and (4) provide instruction in air and space fundamentals. The objectives of the AFJROTC program are to instill in high school cadets:

1. Values of citizenship.
2. Service to the United States.
3. Personal responsibility.
4. Sense of accomplishment.

Air Force Junior ROTC Unit CA-945 was established at Victor Valley High School in the spring of 1994 by agreement between the Victor Valley Union High School District and the United States Air Force.

JAMES A. MOITOSO, CMSgt, USAF (RET)
Instructor
Dear Substitute:

Welcome to Victor Valley High School’s Air Force Junior ROTC Program and the CA-945 AFJROTC Unit. The cadet group here at Victor Valley High School is managed and operated by cadet commissioned and noncommissioned officers. Each cadet is familiar with policy guidance, requirements, and rules of conduct and is expected to comply with the AFJROTC “Code of Honor,” which can be found on page 38.

This handbook should provide you with valuable information to assist you in the performance of your duties. Please take the time to read through this handbook carefully. Remember: It is only a guide and not a substitute for initiative, common sense, and good judgment. Feel free to use your discretion in making a decision. I will support any decision you make during the course of the day. Please let me know how each period went by annotating the “CA-945 Substitute Report Form” located on the next page. If you have any questions, problems, or suggestions, please feel free to call at 555-5838. As a substitute teacher for the AFJROTC Program, I hope you will find the experience both informative and rewarding.

JAMES A MOITOSO, CMSgt, USAF (RET)
Instructor
CA-945 SUBSTITUTE REPORT FORM

2ND PERIOD general comments: ____________________________________________

Admits, call slips, tardies, problems with uniforms, etc.: _______________________

3RD PERIOD general comments: ____________________________________________

Admits, call slips, tardies, problems with uniforms, etc.: _______________________

5TH PERIOD general comments: ____________________________________________

Admits, call slips, tardies, problems with uniforms, etc.: _______________________

6TH PERIOD general comments: ____________________________________________

Admits, call slips, tardies, problems with uniforms, etc.: _______________________

7TH PERIOD general comments: ____________________________________________

Admits, call slips, tardies, problems with uniforms, etc.: _______________________

THANK YOU.

CHIEF MOITOSO
AFJROTC

Code of Honor

We pledge ourselves:

• To not lie, cheat, steal nor tolerate those who do.

• To promote the best in school spirit

• To create and maintain higher standards than other high school students

• To respect our AFJROTC and school’s property to the fullest extent.

• To manifest in life the high principles our school offers.

• To respect our teachers, appointed officers, and classmates.

• To obey lawful orders or instructions from our teachers, appointed AFJROTC officers, and noncommissioned officers.

• To recognize and appreciate the sacrifices our parents/guardians have made to further our education and show them all due respect and gratitude.

• To revere my country, the flag, and to take pride in wearing my AFJROTC uniform.
SECTION TWO
GENERAL INSTRUCTIONS
GENERAL INSTRUCTIONS

Accident, Illness, or Injury

All accidents, illnesses, or injuries should be reported to a school administrator. If the incident is of a **routine** nature, have the student escorted to the athletic trainer or CORE building. For any incident of a **serious** nature, use the classroom intercom to report the problem. If the incident is **very serious**, request the receptionist call **911**.

Leaving Class For Any Reason

Any time classes are in session, a student must either be in class or in possession of a **Hall Pass** or **Office Request Form**. If a student needs to leave the class for any reason (i.e. restroom, etc.), you must issue him/her a Hall Pass. An example of the Hall Pass is on Page 115, and the actual passes are located on the top shelf of the lectern. Office Request Forms will normally be issued by an administrator or counselor and be delivered by a TA or Proctor.

Admission of New Students

A new student may only be admitted to class with a locator card. If this happens, ensure you annotate both the class roster and scantron in ink with the student’s name and identification number. Assign the student a temporary seat until the instructor returns. Do not assign the student a front row seat. These are reserved for the element leaders.

Assistance

If you require assistance of any kind, Ms. Jones (Room 168), Mr. Smith (Room 167), or Mr. Thomas (Room 166) will be glad to help. I have conferred with each teacher individually and explained the situation in case I required a substitute teacher. If you need to use the restroom and cannot wait until class is over, use the intercom to call for a proctor.

Cafeteria and Teacher’s Lounges, Mailboxes, and Rest Rooms

The school map, which can be found on page 44 of this handbook, identifies the locations of the cafeteria and the teacher’s lounges, mailboxes, and rest rooms.

Disciplinary Problems

All disciplinary problems must be dealt with accordingly. For disciplinary problems of a serious nature, use the intercom to request a proctor to escort the unruly student to an administrator. As soon as possible (preferably during the next period), fill
out VVHS Form 29, "Disciplinary Referral and Action," and return it to an administrator. An example of the form can be found on page 114, and the actual forms are located in the file cabinet.

**Emergencies (Fire or Earthquake)**

Evacuation procedures and instructions are posted on the bulletin board at the rear of the classroom.

**Library Information**

Library procedures are located on page 43. An example of a *Library Pass* is on page 116 and the actual library passes are located in the top drawer of my desk.

**Lock Out Procedures**

Since learning responsibility and discipline are integral parts of the AFJROTC Program, I do not allow students to go to lock out. Students who are tardy to class receive five demerits. The demerits are annotated in the Demerit book by the Flight Sergeant or Flight Commander. Please make note of any students who are tardy in the attendance book and on the scantron. However, if you feel lock out is warranted, ensure you issue the student a *Lock Out Pass*. An example of the pass is located on page 117, and the actual passes are located in the top drawer of my desk.

**Smoking Policy**

Victor Valley High School is a smoke-free, tobacco-free campus. The rule applies to both students and teachers. If you need to smoke, you must do it off-campus, preferably during your lunch or prep period. You must inform the principal's secretary if you decide to go off-campus.

**Student Information**

Student information, specifically the dress code, can be found in the Victor Valley High School Handbook. The handbook is located in the top right hand drawer of my desk.

**Substitute's Report**

A substitute's report must be given to the principal’s secretary after your last class each day. An example of the "Substitute's Report Form" can be found on page 118 of this handbook, and the actual forms are located in the file cabinet.
Telephone

The telephone located in Room 170 is primarily used for Official AFJROTC business. However, students may use the phone to call relatives for important messages. If you authorize use of the phone, ensure that you, any Flight Commander, Flight Sergeant or TA accompanies the student to Room 170.
Library Procedures

SUBSTITUTE TEACHERS

It is important for you to be familiar with and follow the following information relating to Library use by you and the students. Our library is often crowded with very limited facilities to aid students with their educational and recreational needs, therefore we must have some limitations.

1. Passes:

Students must have a legal pass to come to the library. A legal pass contains the student’s name, the time leaving class, the destination, time limit if any and the substitute teacher’s signature with the name of the teacher you are filling in for. We prefer that you use our blue library passes. (A few are attached to this notice).

2. Limits:

Each teacher must limit the number of students sent to the library to no more than 6 students. (Space and chairs are limited).

3. Students will be sent back to class for the following reasons:

Overcrowded - not enough seating; Being a nuisance - not working; Misbehaving; Bothering other students - too noisy, activities not related to library use.
SECTION THREE

SUBSTITUTE INSTRUCTIONS

Today's News
SUBSTITUTE INSTRUCTIONS

Audio-Visual Equipment

All required audio-visual equipment (overhead projector, slide projector, and video camera) is located in Classroom 170. Your key will open Classrooms 169, 170, and 171. Please note that only the Group Staff Members, Flight Commander, Flight Sergeant, or TA’s are allowed in Room 170 to procure any item that you may need.

Attendance

The class leaders for each period (Flight Commander and Flight Sergeant) will take the roll (attendance) for each period. All students must “report” to the Flight Commander/Flight Sergeant. If a student does not answer, then he/she is absent. You must mark the scantron and class roster accordingly. The class roster is located in the “Class Records and Attendance” book which is on the top shelf of the lectern and the scantrons must be picked up before school in the teacher’s mailbox area. Once roll has been taken, the scantrons are placed in the scantron “holder” which is located on the inside of the classroom door. (“Attendance Procedures Instructions” are located on page 50 of this handbook).

Adjusting Attendance. You must adjust attendance if a student arrives to class with a valid note from a teacher, counselor, administrator or the attendance office after the scantrons have been picked up. An example of the “Attendance Scantron Correction Sheet” can be found on page 113 of this handbook, and the actual forms are located on the top shelf of the lectern. The correction sheet must be turned in to the attendance office prior to your last class each day.

Class Absence Listing. There will be a class absence listing every day in my mailbox. You are required to compare the attendance codes with the class roster and let the attendance office know if a mistake was made. The key which clarifies attendance codes can be found on page 49 of this handbook.

Class Leaders (Flight Commanders and Flight Sergeants)

The Class Leaders are listed below by period (flight). These are all great students. I trust and truly depend on them for their help. Feel free to ask for clarification on procedures or anything you may need assistance with during the day.

<table>
<thead>
<tr>
<th>Period</th>
<th>Flight</th>
<th>Flight Commander</th>
<th>Flight Sergeant</th>
</tr>
</thead>
<tbody>
<tr>
<td>2nd</td>
<td>A</td>
<td>Cadet Aaron</td>
<td>Cadet Jess</td>
</tr>
</tbody>
</table>
3rd  B  Cadet Berry  Cadet Best
5th  C  Cadet Carney  Cadet Cass
6th  D  Cadet Diaz  Cadet Dye
7th  E  Cadet Owens  Cadet Dix

Homework Assignments

Homework assignments should be turned in prior to class starting or immediately after roll is taken. You do not have to ask for the students to turn in homework. They must take the initiative to do it on their own. Remember, this program is centered around responsibility.

Lunch

You have “B” Lunch, which starts at 12:25 and ends at 12:55. Your 6th period class starts at 1:02.

Prep Period

You have 4th period Prep, which starts at 10:58 and ends at 11:38. Your 5th period class starts at 11:45.

Special Needs Students

Special needs students are listed below by period (flight). These students require at least 5 to 10 minutes at the end of the period for extra help. In case you have questions, their special needs teacher and classroom number are also listed.

<table>
<thead>
<tr>
<th>Period</th>
<th>Flight</th>
<th>Student</th>
<th>Teacher</th>
<th>Classroom</th>
</tr>
</thead>
<tbody>
<tr>
<td>2nd</td>
<td>A</td>
<td>Cadet Baldwin</td>
<td>Mr. Thomas</td>
<td>162</td>
</tr>
<tr>
<td>2nd</td>
<td>A</td>
<td>Cadet Beckham</td>
<td>Mr. Thomas</td>
<td>162</td>
</tr>
<tr>
<td>2nd</td>
<td>A</td>
<td>Cadet Audette</td>
<td>Mrs. Smith</td>
<td>80</td>
</tr>
<tr>
<td>3rd</td>
<td>B</td>
<td>Cadet Chang</td>
<td>Mr. Jefferson</td>
<td>84</td>
</tr>
<tr>
<td>3rd</td>
<td>B</td>
<td>Cadet Bouvia</td>
<td>Mrs Smith</td>
<td>84</td>
</tr>
<tr>
<td>Period</td>
<td>Flight</td>
<td>TA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------</td>
<td>--------</td>
<td>----------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2nd</td>
<td>A</td>
<td>Cadet Corona</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3rd</td>
<td>B</td>
<td>Cadet Martinez</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7th</td>
<td>E</td>
<td>Cadet Anderson</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Teacher’s Aides (TA’s)**

My TA’s are listed below by period (flight). As you see, I have three TA’s this year. These students are all in the AFJROTC Program and I have them as regular students during other periods. As with the Flight Commanders and Flight Sergeants, I trust and truly depend on them. All three are Honors Students. They are allowed in Room 170 to do inventory on uniforms, etc. during the course of the class.
Attendance Codes Key

TO: Teachers and Staff

FROM: Attendance Office

RE: Class Absence Listing

This is the new format for the verified absences. Below you will find the key which will clarify attendance codes:

+ Present
- No class that period
A Raw unverified absence
T Tardy
S Suspended
B In-house suspension (Student Focus Center)
U Unexcused absence
L Lock out
M Saturday
I Illness
E Excused absence
F Field Trip/School Activity
C Cut
X Not enrolled
W Withdrew
V Verified non-ill

Please note that if we are showing an absence for a student and your records show the student present, please let us know so we can correct our records. Thank you
ATTENDANCE PROCEDURES

1. Take roll **YOURSELF** - not students

2. **Roll Book** (roster) entries must be in **DARK INK**.

3. **Scan-Tron** (computer) sheet entries must be bubbled-in with **NO. 2 PENCIL**.

4. **Added names** or notations on Scan-Trons must be in **ink or colored pencil**, as any stray No. 2 pencil marks ruin the data on the sheet.

5. Scan-Tron sheets are fed through a scoring machine. Folded, torn, wet, or battered sheets jam the machine. Please take care of them! **Please update these sheets as latecomers arrive.** (It has been embarrassing to call home and report a student as absent only to discover later that she/he was there, just late!).

V.V.H.S. Attendance Symbols for Roll Book

```
Absent. Make this mark as soon as absence is detected.

Excused absence from re-admit card or from verified list.

Cut. Truancy.

Suspension.

Tardy excused.

Tardy unexcused (duration unspecified).
```
### 1996 - 97 SCHOOL YEAR BELL SCHEDULES

#### Regular School Day Schedule

<table>
<thead>
<tr>
<th>Period</th>
<th>Time</th>
<th>Class Attendance Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>7:01 - 7:57</td>
<td>(56 min)</td>
</tr>
<tr>
<td>2</td>
<td>8:04 - 9:00</td>
<td>(56 min)</td>
</tr>
<tr>
<td>3</td>
<td>9:07 - 10:03</td>
<td>(56 min)</td>
</tr>
<tr>
<td>4</td>
<td>10:10 - 11:06</td>
<td>(56 min)</td>
</tr>
<tr>
<td>5A</td>
<td>11:13 - 12:09</td>
<td>(56 min)</td>
</tr>
<tr>
<td>A Lunch</td>
<td>11:06 - 11:36</td>
<td>(30 min)</td>
</tr>
<tr>
<td>5B</td>
<td>11:43 - 12:39</td>
<td>(56 min)</td>
</tr>
<tr>
<td>B Lunch</td>
<td>12:09 - 12:39</td>
<td>(30 min)</td>
</tr>
<tr>
<td>6</td>
<td>12:46 - 1:42</td>
<td>(56 min)</td>
</tr>
<tr>
<td>7</td>
<td>1:49 - 2:45</td>
<td>(56 min)</td>
</tr>
<tr>
<td>8</td>
<td>2:52 - 3:48</td>
<td>(56 min)</td>
</tr>
</tbody>
</table>

#### Assembly Day Schedule

<table>
<thead>
<tr>
<th>Period</th>
<th>Time</th>
<th>Class Attendance Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>7:01 - 7:57</td>
<td>(56 min)</td>
</tr>
<tr>
<td>2</td>
<td>8:04 - 8:45</td>
<td>(41 min)</td>
</tr>
<tr>
<td>3 (Assembly Period)</td>
<td>8:52 - 10:51</td>
<td>(84 min class/35 min assembly; 7 min passing between assemblies)</td>
</tr>
<tr>
<td>A Assembly*</td>
<td>8:52 - 9:27</td>
<td>(35 min)</td>
</tr>
<tr>
<td>B Assembly*</td>
<td>9:34 - 10:09</td>
<td>(35 min)</td>
</tr>
<tr>
<td>C Assembly*</td>
<td>10:16 - 10:51</td>
<td>(35 min)</td>
</tr>
<tr>
<td>4</td>
<td>10:58 - 11:38</td>
<td>(40 min)</td>
</tr>
<tr>
<td>5A</td>
<td>11:45 - 12:25</td>
<td>(40 min)</td>
</tr>
<tr>
<td>A Lunch</td>
<td>11:38 - 12:08</td>
<td>(30 min)</td>
</tr>
<tr>
<td>5B</td>
<td>12:15 - 12:55</td>
<td>(40 min)</td>
</tr>
<tr>
<td>B Lunch</td>
<td>12:25 - 12:55</td>
<td>(30 min)</td>
</tr>
<tr>
<td>6</td>
<td>1:02 - 1:42</td>
<td>(40 min)</td>
</tr>
<tr>
<td>7</td>
<td>1:49 - 2:45</td>
<td>(56 min)</td>
</tr>
<tr>
<td>8</td>
<td>2:52 - 3:48</td>
<td>(56 min)</td>
</tr>
</tbody>
</table>

*Assembly Room Assignment announced/distributed prior to each assembly day

#### LUNCH SCHEDULE VIA CLASSROOM ASSIGNMENT

“**A**” Lunch: Band Room; 1-10; 20-65; 80-97; 124-149

“**B**” Lunch: P.E.; 71-79A; 100-123; 150-171; 180-196
### Seating Chart

**AFJROTC Unit CA-945 -- Victor Valley High School**

#### “A” Flight (2nd Period)

<table>
<thead>
<tr>
<th>Flight</th>
<th>Name 1</th>
<th>Name 2</th>
<th>Name 3</th>
<th>Name 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>AARON (CL)</td>
<td>ADKINS</td>
<td>ANDREWS</td>
<td>JESS (ACL)</td>
</tr>
<tr>
<td>B</td>
<td>ALLEN</td>
<td>ALLISON</td>
<td>ANDERSON</td>
<td>ARAGON</td>
</tr>
<tr>
<td>C</td>
<td>ATKINS</td>
<td>ARMSTRONG</td>
<td>AUDETTE</td>
<td>AUDREY</td>
</tr>
<tr>
<td>D</td>
<td>BAKER</td>
<td>BALDWIN</td>
<td>BARRY</td>
<td>BARSTOW</td>
</tr>
<tr>
<td>E</td>
<td>ABRAHAM</td>
<td>BELLE</td>
<td>BEATTIE</td>
<td>BECKER</td>
</tr>
</tbody>
</table>

#### “B” Flight (3rd Period)

<table>
<thead>
<tr>
<th>Flight</th>
<th>Name 1</th>
<th>Name 2</th>
<th>Name 3</th>
<th>Name 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>B</td>
<td>BERRY (CL)</td>
<td>BERGER</td>
<td>BERNOR</td>
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</tr>
<tr>
<td>C</td>
<td>BIRCH</td>
<td>BLISS</td>
<td>BLAKE</td>
<td>BLALOCK</td>
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<td>BOSWELL</td>
<td>BOWMAN</td>
<td>BOUVIA</td>
<td>BOWEN</td>
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<tr>
<td>E</td>
<td>BREWER</td>
<td>BROGAN</td>
<td>BOGIN</td>
<td>BRODIE</td>
</tr>
<tr>
<td>F</td>
<td>BYERS</td>
<td>BUTLER</td>
<td>BRYANT</td>
<td>CAMPBELL</td>
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</table>

#### “C” Flight (5th Period)

<table>
<thead>
<tr>
<th>Flight</th>
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<th>Name 2</th>
<th>Name 3</th>
<th>Name 4</th>
</tr>
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<tbody>
<tr>
<td>C</td>
<td>CARNEY (CL)</td>
<td>DELANO</td>
<td>CASSIDY</td>
<td>CHAPMAN</td>
</tr>
<tr>
<td>D</td>
<td>CASEY</td>
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<td>E</td>
<td>CHURCH</td>
<td>COCHRAN</td>
<td>COLBURN</td>
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</tr>
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<td>F</td>
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<td>COOK</td>
<td>CORONA</td>
<td>COWEN</td>
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<tr>
<td>G</td>
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#### “D” Flight (6th Period)

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<th>Name 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>D</td>
<td>DIAZ (CL)</td>
<td>DICKSON</td>
<td>DRAKE</td>
<td>ELLIS</td>
</tr>
<tr>
<td>E</td>
<td>EAGLE</td>
<td>EGGLESTON</td>
<td>HOLLINS</td>
<td>JOHNSON</td>
</tr>
<tr>
<td>F</td>
<td>ELLISON</td>
<td>EMERY</td>
<td>EMMERICK</td>
<td>EVERETT</td>
</tr>
<tr>
<td>G</td>
<td>DELGADO</td>
<td>FOLEY</td>
<td>GARCIA</td>
<td>DELALUZ</td>
</tr>
<tr>
<td>H</td>
<td>MARTIN</td>
<td>MALONE</td>
<td>MARSHALL</td>
<td>JONES</td>
</tr>
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#### “E” Flight (7th Period)

<table>
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<th>Name 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>E</td>
<td>OWENS (CL)</td>
<td>ORTEGA</td>
<td>PACHECO</td>
<td>DIX (ACL)</td>
</tr>
<tr>
<td>F</td>
<td>PRIEST</td>
<td>PRICE</td>
<td>PROCTOR</td>
<td>MARTINEZ</td>
</tr>
<tr>
<td>G</td>
<td>RAMIREZ</td>
<td>WONG</td>
<td>RAY</td>
<td>REYES</td>
</tr>
<tr>
<td>H</td>
<td>KENNEY</td>
<td>STROUP</td>
<td>SWIFT</td>
<td>TABOR</td>
</tr>
<tr>
<td>I</td>
<td>WHITE</td>
<td>THOMAS</td>
<td>PHILLIPS</td>
<td>HENRY</td>
</tr>
</tbody>
</table>

**CL = Class Leader (Flight Commander)**

**ACL = Assistant Class Leader (Flight Sergeant)**
SECTION FOUR

LESSON PLANS
LESSON PLAN 1

PART I

LESSON TITLE: General Aviation

INSTRUCTOR: CMSgt Moitoso

TEACHING METHOD: Informal Lecture

REFERENCES:
1. Textbook: Civil Aviation (V-7004), Chapter 2
2. Textbook: Civil Aviation: Instructor’s Guide (V-8004), Chapter 2

AIDS/HANDOUTS:
1. Overhead Projector
2. Slides
3. Handout: Growth in General Aviation by Aircraft Type

PART Ia

LESSON OBJECTIVES:
1. Give the definition of general aviation.
2. List the types of general aviation.
3. Explain why general aviation is important to our people and the nation.
4. List the key elements of the Civil Air Patrol program.
5. State the primary mission of the Civil Air Patrol.

PART Ib

ORGANIZATIONAL PATTERN: Topical
ORIENTATION: Chapter 2 takes a close look at some of the aspects of civil aviation. Agricultural aviation, business aviation, instructional flying, recreational flying, and the air taxi service are all discussed. Throughout the chapter the fast growth rate of this segment of the aviation industry is emphasized. This makes the student aware of the immense significance of general aviation in the U.S. It does this by indicating how general aviation plays an important supplementary role in commercial aviation. The student is given an opportunity to survey the numerous occupations available in aviation, not only locally, but nationally and internationally as well.

PART II

LESSON OUTLINE

1. General Aviation

   a. ATTENTION: Fastest growing part of civil aviation. It’s growth has affected the national economy and individual well-being. More people fly by general aviation than air carriers. General aviation includes community service activities such as:

      (1) Ambulance

      (2) Rescue

      (3) Traffic Surveillance

   b. Definition: a term used to designate the part of aviation which is neither military nor commercial air carrier.

   c. Rate of growth: (SEE HANDOUT)
(1) Continued growth - identical to the past 20 years

(2) 1957
   (a) 66,520 general aviation planes and 1,829 in the air carrier fleet
   (b) 40:1 ratio

(3) 1977
   (a) 184,000 general aviation planes and 2,500 air carriers
   (b) 74:1 ratio

(4) 1987 - Ratio almost 100:1

d. Categories of general aviation (SLIDE #1)
   (1) Business flying
   (2) Aerial application
   (3) Air taxi
   (4) Industrial flying
   (5) Instructional flying
   (6) Personal flying
   (7) Corporate flying
   (8) Commuter

2. Business and Corporate Aviation
   a. The largest portion of general aviation
   b. Large companies own aircraft or use chartered services
      (1) Need for face-to-face contacts
(2) Accelerate delivery times
(3) Not close to large airport - Over 15,000 general aviation airports

c. Statistics

(1) 1980 - 64,000 airplanes used in business and corporate flying
(2) 24.6 million hours flown for business flying
(3) Over one-third of all general aviation hours

3. Aerial Application: Covers any flying where something is dropped or sprayed from the airplane.

a. Common uses (SLIDE #2)

(1) Seeding
(2) Fertilizing and Spraying Crops
(3) Reforesting trees
(4) Battling forest fires
(5) Planting fish in remote lakes

b. United States first used airplanes for agriculture in 1919

(1) Dusted fruit trees being eaten by caterpillars
(2) Beginning of crop dusting

c. 1980

(1) 7,300 airplanes used in aerial application
(2) Flew over two million hours to do their work

d. Uses of aerial seeding today
(1) Extremely common in South and Southwest

(2) Especially useful for crops such as:
   
   (a) Grasses
   
   (b) Grains
   
   (c) Cover crops
   
   (d) Oil seed crops

(3) Over 90% of United States rice drop is seeded by air

(4) Reforestation and Pasture seeding
   
   (a) Spray defoliation chemicals
   
   (b) Chemicals make plants lose leaves and mature more rapidly

   (c) Defoliation especially helpful in mechanical cotton picking

4. Air Taxi, Commuter, and Rental Service

   a. Air Taxi: Airplanes with pilots who will take you where you want to go whenever you want.
      
      (1) Usually fly to and from smaller airports not served by air carriers.
      
      (2) 1980 - 1,000 in service

   b. Commuter: Airplanes with a pilot that fly at scheduled times to scheduled places.
      
      (1) Take people to and from airports to connect with major airlines
      
      (2) Must make at least five round trips per week between two or more points
(3) Amount of trips does not matter if hired to carry mail

(4) 1980 - 7,600 in service

c. Airline Deregulation Act of 1978

(1) Changed classification of some air taxis and commuter aircraft

(2) All taxis weighing more than 12,500 pounds and all multiengine commuter planes were reclassified as air carriers

d. Rental Service: Like rental cars...take them wherever and whenever you want...you are the pilot.

(1) Renter pays for fuel and is charged an hourly fee

(2) 1980 - over 12,000 airplanes were available for rent in US

e. The need for short-haul transport

(1) Number and size are increasing -- serving more locations

(2) Growth increases, whereas other forms of short-haul transportation (trains, buses, etc.) decreases

(3) Used by US Postal Service to improve service to out-of-the-way areas

5. Personal flying

a. The largest use of general aviation aircraft

b. 1980 - 96,000 airplanes owned for personal use

c. Mostly used for pleasure

6. Instructional flying

a. Each year since 1970 - 100,000 people have been issued student pilot certificates
b. The private pilot’s certificate (license)

(1) Students must pass tests

(2) Instructors must be specially licensed by the Federal Aviation Administration (FAA)

(3) 1980 - 60,000 certified instructors in United States

c. Learning to fly (SLIDES #3 AND #4)

(1) Student pilots must be at least 16-years-old and pass a medical examination

(2) 30 hours of ground school

(3) Subjects covered
  
  (a) Federal Aviation regulations

  (b) Air traffic procedures

  (c) Navigation and communication procedures

  (d) Meteorology (studying weather)

  (e) Emergency procedures

(4) Student must know general operating and flight rules

(5) Must master instruction covering:

  (a) Ground operation

  (b) Engine runup

  (c) Takeoff

  (d) Flight maneuvers

  (e) Stalls
(f) Traffic patterns

(g) Landings

(h) Emergency procedures

(6) Must have 20 hours of solo flight and 20 hours of dual instruction before taking FAA examinations

7. Industrial Flying

a. Definition: The use of an airplane for specialized work associated with industry

b. Common uses:

(1) Pipeline patrol

(2) Surveying

(3) Advertising

(4) Photography

(5) Lifting of heavy objects by helicopter

(6) Traffic control

8. The Civil Air Patrol (CAP)

a. The CAP mission

(1) To employ its volunteer manpower resources and equipment in search and rescue

(2) To fulfill its role of readiness to meet local and national emergencies

(3) To motivate the youth of America to the highest ideals of leadership and public service
(4) To further the nation’s air and space supremacy through a systematic aerospace education and training program

b. Formed by civilians just before WW II

c. During WW II:

(1) CAP volunteers flew missions patrolling borders looking for submarines

(2) Used for airlift and mercy missions

(3) Good record led to Congressional action establishing CAP as a private goodwill nonprofit organization

c. CAP organization and membership

(1) Two types of active CAP members:

(a) Cadets

(b) Senior members

(2) Cadets must be at least 13-years-old or in the 7th grade. (No older than 17)

(3) Senior members must be 18 or older

d. CAP’s relationship to military

(1) Civilian auxiliary of the United States Air Force

(2) CAP aerospace education is similar to what is taught in the Air Force Junior Reserve Officers’ Training (AFJROTC) Program

(3) AFJROTC cadets may receive CAP credit for their aerospace science courses

e. CAP is best known for the many missions of mercy that members fly each year for downed aircraft or others in distress
SUMMARY

General aviation is the fastest growing part of US aviation. There are more planes, pilots, hours flown, and people employed in general aviation than all other types combined. There are more than 100,000 new pilot permits issued each year despite the cost of learning. In 1980, more than 825,000 people had active pilot certificates. Today, there are over 1,100,000 active pilots. Nearly 85 percent of the takeoffs and landings at tower controlled airports were by general aviation aircraft. That represents almost two aircraft operations every second of the day.

Aircraft producers are paying more attention to general aviation’s desires. They are making a much wider variety of planes for the many general aviation uses. Dozens of new models from trainers to business jets are being produced. Production of new airplanes is high, but use of the active fleet of more than 200,000 aircraft continues to increase.

More emphasis on pilot training, better selling techniques, and better equipment have been some of the aircraft industry’s contributions to the growth in general aviation.

Many of the small general aviation airports around the country are nothing more than dirt landing strips. With today’s rapid growth and better technology, many of them need to be improved. Many communities are considering improving their airports to try to attract new industries to their towns.
Handout

GROWTH IN GENERAL AVIATION BY AIRCRAFT TYPE

(DATA FOR 1990 IS ESTIMATED)

<table>
<thead>
<tr>
<th>Aircraft Type</th>
<th>1970</th>
<th>1975</th>
<th>1980</th>
<th>1990 (est)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Piston</td>
<td>126,300 (95.9)</td>
<td>157,200 (93.3)</td>
<td>193,000 (1.5)</td>
<td>238,900 (91.3)</td>
</tr>
<tr>
<td>Turbine</td>
<td>1,800 (1.4)</td>
<td>4,300 (2.6)</td>
<td>7,100 (3.4)</td>
<td>12,800 (4.1)</td>
</tr>
<tr>
<td>Rotorcraft</td>
<td>2,400 (1.8)</td>
<td>4,100 (2.4)</td>
<td>6,000 (2.8)</td>
<td>8,000 (2.6)</td>
</tr>
<tr>
<td>Other: balloons, gliders, &amp; dirigibles</td>
<td>1,200 (0.9)</td>
<td>2,800 (1.7)</td>
<td>4,900 (2.3)</td>
<td>6,100 (2.0)</td>
</tr>
<tr>
<td><strong>TOTALS</strong></td>
<td><strong>131,700</strong></td>
<td><strong>168,400</strong></td>
<td><strong>211,000</strong></td>
<td><strong>265,800</strong></td>
</tr>
</tbody>
</table>

- THE TABLE SHOWS THE GROWTH IN NUMBERS OF GENERAL AVIATION AIRCRAFT
- THE NUMBER IN PARENTHESES IS THE PERCENTAGE OF THE TOTAL FOR EACH TYPE OF AIRCRAFT

FACTS

- TURBINE (JET) POWERED AIRCRAFT AND ROTORCRAFT (HELICOPTERS) ARE INCREASING FASTER THAN PISTON POWERED AIRCRAFT, BUT PISTON AIRPLANES STILL MAKE UP MORE THAN 90 PERCENT OF THE TOTAL.

- IN THE AIR CARRIER FLEET, PISTON AIRPLANES HAVE ALMOST COMPLETELY DISAPPEARED. EXCLUDING AIR TAXIS AND COMMUTERS, LESS THAN 3 PERCENT OF THE AIR CARRIER PLANES ARE PISTON POWERED.

- GENERAL AVIATION AIRCRAFT FLY INTO MORE THAN 15,000 AIRPORTS AROUND THE COUNTRY WHILE THE AIRLINES SERVE ONLY ABOUT 500.
CATEGORIES OF GENERAL AVIATION

- BUSINESS FLYING
- AERIAL APPLICATION
- AIR TAXI
- INDUSTRIAL FLYING
- INSTRUCTIONAL FLYING
- PERSONAL FLYING
- CORPORATE FLYING
- COMMUTER
AERIAL APPLICATION

COMMON USES

- SEEDING
- FERTILIZING AND SPRAYING CROPS
- REFORESTING TREES
- BATTLING FOREST FIRES
- PLANTING FISH IN REMOTE LAKES
LEARNING TO FLY

- Student pilots must be at least 16 years old and pass a medical examination
- 30 hours of ground school
- Subjects covered
  - Federal Aviation regulations
  - Air traffic procedures
  - Navigation and communication procedures
  - Meteorology (studying weather)
  - Emergency procedures
• Student must know general operating and flight rules

• Must master instruction covering:
  
  • • Ground operation
  • • Engine runup
  • • Takeoff
  • • Flight maneuvers
  • • Stalls
  • • Traffic patterns
  • • Landings
  • • Emergency procedures

• Must have 20 hours of solo flight and 20 hours of dual instruction before taking FAA examinations
PART 1

LESSON PLAN 2

PART 1

LESSON TITLE: Uniform Inspection

INSTRUCTOR: CMSgt Moitoso

TEACHING METHOD: Performance

REFERENCES:
1. Air Force Instruction (AFI) 36-2903
2. Air Force Reserve Officers’ Training Corps Instruction (AFROTCI) 36-9
3. CA-945 Student Handbook

AIDS/HANDOUTS:
1. Videocassette Recorder
2. TV Monitor
3. Air Force Television News Video
4. Uniform Inspection Form
5. Uniform Item Discrepancy List

PART 1a

LESSON OBJECTIVES:
1. Given an Air Force uniform and instructions from AFI 36-2903, AFROTCI 36-9, and the CA-945 Student Handbook, each student will wear the uniform correctly.

PART 1b

ORGANIZATIONAL PATTERN: Sequential
ORIENTATION: In accordance with AFROTCI 36-9, students (cadets) must wear the Air Force uniform a minimum of one day per week. AFI 36-2903 and AFROTCI 36-9 prescribe the proper wear of the uniform. Uniform day at Victor Valley High School is Wednesday of each week. Cadets are aware of the proper way to wear the uniform. They are inspected each Wednesday and a grade is given.

PART II
LESSON OUTLINE

1. Prepare for inspection
   a. Cadets are given the opportunity to ensure the uniform is being worn in accordance with prescribed directives (Self-check or Buddy-check is used)
   b. The Flight Commander, Flight Sergeant, and Element Leaders are responsible for the overall appearance of the flight

2. The cadets assemble on the drill pad (or room 169 during cold or inclement weather)

3. “Fall In”
   a. The command to fall in is given by the Flight Sergeant. The Flight Sergeant then takes the proper position at the rear of the flight
   b. The Flight Commander then takes charge of the flight. It is the Flight Commander’s responsibility to ensure the flight is in inspection formation in accordance with AFJROTC Text “Drill and Ceremonies,” and Air Force Manual (AFMAN) 36-2203

4. Inspection
a. The Flight Commander inspects each cadet in the flight (the Flight Commander is inspected by a group staff member)

b. The Flight Sergeant records each uniform discrepancy on the appropriate form (ATTACHMENTS 1 - 5). There is one inspection form for each flight.

c. Points are deducted from the total possible grade (100) utilizing the Uniform Item Discrepancy List (ATTACHMENT 6)

5. Return to academic classroom

a. Grades are recorded by the Flight Commander

b. The scheduled Air Force Television News Video is shown

SUMMARY

Why wear the AFJROTC uniform?

A. Training Aid - The uniform is a training aid that helps the cadet to learn neatness, to instill pride, and to stress attention-to-detail. Cadets who plan to enter the military are given credit for their AFJROTC training.

B. Elite Organization - The uniform identifies the cadet as a member of an elite organization on campus that believes in patriotism, self-discipline, respect for authority, and the desire to develop leadership qualities.

C. Exhibit Accomplishments - Wearing the uniform allows the cadet to exhibit their accomplishments in AFJROTC through the wearing of ribbons, rank, badges, and cords. All cadets like to earn ribbons or get promotions.
Uniform Inspection Forms

AFJROTC UNIT CA-945
VICTOR VALLEY HIGH SCHOOL
UNIFORM INSPECTION

"A" FLIGHT (2ND PERIOD)  DATE: _______

<table>
<thead>
<tr>
<th>NAME</th>
<th>DISCREPANCY</th>
<th>GRADE</th>
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</thead>
<tbody>
<tr>
<td>AARON</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ABRAHAM</td>
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<tr>
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<td>BARRY</td>
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<tr>
<td>JESS</td>
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AFJROTC UNIT CA-945
VICTOR VALLEY HIGH SCHOOL
UNIFORM INSPECTION

"B" FLIGHT (3RD PERIOD)                                DATE: ________

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<td>BROOKS</td>
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<td>BROWN</td>
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<tr>
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73
AFJROTC UNIT CA-945
VICTOR VALLEY HIGH SCHOOL
UNIFORM INSPECTION

"C" FLIGHT (5TH PERIOD)  DATE: _________

<table>
<thead>
<tr>
<th>NAME</th>
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</tr>
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<tr>
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</tr>
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VICTOR VALLEY HIGH SCHOOL  
UNIFORM INSPECTION

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LESSON PLAN 3

PART I

LESSON TITLE: Commercial Air Carriers

INSTRUCTOR: CMSgt Moitoso

TEACHING METHOD: Informal Lecture

REFERENCES:
1. Textbook: Civil Aviation (V-7004), Chapter 3
2. Textbook: Civil Aviation: Instructor’s Guide (V-8004), Chapter 3

AIDS/HANDOUTS:
1. Overhead Projector
2. Slides

SPECIAL INSTRUCTIONS:
This lesson plan covers 2 class periods (2 days).

Day 1 covers:
- Commercial Air Carriers Today
- Airline Management
- Impact of the Jet Age

Day 2 covers:
- The Supersonic Transport (SST)
- Air Freight
- Management Problems
PART Ia

LESSON OBJECTIVES:

1. Outline the growth and development of the air carrier industry in the US
2. Discuss some of the problems facing the air carriers
3. Define air freight and outline its benefits

PART Ib

ORGANIZATIONAL PATTERN: Topical

ORIENTATION: The objective of Chapter 3 is to make the student fully aware of the magnitude of commercial aviation, the necessity for government regulation, and the nature of the major problems the industry faces. The chapter complements Chapter 2, and together they build an introduction to the more specific topics covered in the succeeding chapter on airports. The student also learns about airline rates, promotional fares, scheduling, and freight. The chapter concludes with a discussion of today’s air traffic problems, a consequence of the airline boom and a matter of great national concern. Overall, the chapter should cultivate an active interest in the ever growing industry that offers many challenges and rewards.

PART II

LESSON OUTLINE

DAY 1:

1. Commercial Air Carriers Today
   a. Air Carrier: a term used to include large airline companies which fly people
between major cities on a scheduled basis. (also included are the air
taxi's weighing more than 12,500 pounds, multi-engine commuter
craft, and the all-cargo carriers)

b. Scheduled airlines: airlines that operate on the basis of a published schedule
   regardless of demand...examples:

   (1) Companies: American, United, Delta

   (2) Smaller regional carriers: PSA, Air Alaska

   (3) Freight hauler: Flying Tiger

   (4) Commuter: Golden West

c. Nonscheduled airlines: Airlines that operate on a basis of passenger demand, not
   on a printed schedule. Includes charters and air taxis.

2. Airline Management

   a. Comparative rate of growth (SLIDE #1)

      (1) World's turbine powered airline fleet increased from 7,300 to 8,700 between
          1971 and 1981 (20 percent increase......much larger today)

      (2) 1970-1979: Number of passengers rose from 170 million to 317 million
          (increase of over 85 percent)

      (3) World aviation fleet increased by a factor of 7 between 1950 and 1970

      (4) 1980s: Poor economy forced airlines to operate with many empty seats.

   b. Improved service

      (1) Better technology
(a) From military research and development
(b) Special new equipment developed just for airlines

(2) Increased competition
(a) Buy more airplanes
(b) Have enough seats so people are not turned away

c. Air travel

(1) The value of mobility
(a) Productive people need to be mobile
   (1) Work gets started sooner
   (2) Decisions are made faster
(b) Businesses grow faster
(c) Buying and selling aided by fast transportation

(2) Promotional fares
(a) Leisure activities of Americans perhaps one of the most significant social changes of the last half of the twentieth century
(b) Major impact on airline industry growth
(c) Special discount reductions in cost
   (1) Excursion rates, round-trip deductions, charter services, etc.
   (2) Reduced fares for military travelers (50 percent or 75 percent off with valid identification card)

(3) Air Charter Service
(a) Authorized by Congress in 1962

(b) Supplemented scheduled airlines for special groups only

(c) To protect scheduled airlines from unfair competition, restrictions were put on charter services. Charters limited to 3 groups of services: (SLIDE #2)

(1) Single entity charters: For use by a single operation (Company hiring the entire airplane)

(2) Affinity group charters: For use by groups with a common interest (High school graduation class)

(3) Tour group charters: Used by people who are not group members (Charges include cost of ground transportation, hotels, and other services in addition to the cost of the flight)

(d) Cannot sell individual passenger tickets nor solicit business for the general public

3. Impact of the Jet Age

a. History (SLIDE #S 3 & 4)

(1) After Korea, commercial aviation booms

(2) British - 1st to use jet aircraft in commercial operations

(a) 1952 - Comet 1 is put in service

(b) 1954 - 2 Comets disintegrate in mid-air. Public fears aircraft and industry is no longer a threat to US airline industry
(c) 1958 - Boeing Company introduces the first American commercial jet, the 707 (designed from knowledge gained in building the military B-47 jet bomber)

(d) 1959

(1) American Airlines 1st company to offer jet service (NY to LA - January 25th)

(2) TWA 1st company to offer around the world jet service (October 10)

(e) Jets for short to medium distances

(1) Boeing 727 - 3 engines (Most popular airliner in history)

(2) Boeing 737 - shorter routes and greater fuel economy

(3) Douglas DC-9 - 2 engines - built to compete with Boeing

(f) First wide-body jets

(1) Boeing 747 - best seller of the wide-body aircraft

(2) McDonnell Douglas DC-10 - most widely used of the wide-body aircraft in the United States

(3) Lockheed L-1011 - least widely used of the wide-body aircraft - loss of money caused production to stop

b. Considerations for airline equipment decisions (newer aircraft)

(1) The need to modernize

(a) Increase aircraft load (more passengers)

(b) Increase speed of aircraft
(2) Development of efficient subsonic aircraft capacities and performance

(a) Improved efficiency

(b) Higher profits

(c) Lower air fares for the public

**DAY 2:**

4. The Supersonic Transport (SST)

a. England and France

(1) November 1962 - International agreement signed between British Airways and Aerospatiale (France) to jointly build an aircraft

(2) Birth of the “Concorde”

(a) Could carry about 100 passengers

(b) Fly at Mach 2.2 (1400 mph)

(c) First flew passengers in 1976

(3) Problems

(a) Economical and mechanical

(b) French government - lost $265 million in Concorde operations

(c) British Airways and British government have lost $75 million and $320 million respectively

(d) 14 aircraft in operation - 2 governments have ceased building aircraft

a. Former Soviet Union

(1) SST built by Tupelov Company - designated the TU-144
(a) Fly at Mach 2.35 (1500 mph)

(b) Regular service on November 1, 1977

(2) Problems

(a) Mechanical and economic

(b) Two crashes

(c) Passenger service canceled on June 1, 1978

c. United States

(1) Boeing selected to build 1st American SST in May 1972

(2) Model 2707

(a) 350 passengers

(b) Fly at Mach 2.7 (1800 mph)

(3) Problems

(a) Excessive noise and costs

(b) March 1971 - US Senate cuts off government funds to continue project

(c) After spending over one billion dollars, the American SST was dead

6. Air Freight: Hauling of cargo by aircraft

a. Aircraft freighters and the quantity of operation

(1) 1981 - 20 billion ton miles (one ton carried per mile) were carried

(2) 1970 - only 9 billion tons hauled

(3) Figures could double every decade

b. Growth - broken down into two categories
(1) 1st - things done by airlines themselves

(2) 2nd - production and distribution trends of manufacturers

c. What air freight must provide (SLIDE #5)

(1) Capacity to meet freight traffic
   (a) Provide room for freight without demands
   (b) Excess capacity insures convenient and readily available service which can always be relied on
   (c) Existence of plenty of capacity a major factor in creating air freight traffic

(2) Efficient quick haul operations

(3) Coordination of land and sea transfers

(4) Advanced, efficient invoice techniques
   (a) Improvements in quality of service
   (b) Advanced electronic systems keep track of goods (waybills)
   (c) Airlines suggest profitable markets for manufacturers

(5) Competitive freight rates
   (a) Progress in making air freight cost comparable to ground transportation cost
   (b) Airline investment and excess freight capacity causes decline in freight rates

(6) Ability to meet unexpected situations
   (a) Majority of freight traffic comes from regular shippers
(b) Emergency shipments an important service

d. Major air freight problems

(1) Air freight changing rapidly

(2) Expenses

(a) Employees need yearly training for up-to-date knowledge

(b) Need more freight specialists to meet demand

(c) Need sophisticated electronic systems to track shipments

(d) Larger freight terminals

7. Management Problems

a. Passenger schedule inconvenience

(1) Traffic and scheduling problems

(2) Unexpected delays and holdovers

(3) Luggage misrouted or delayed

(4) Congested terminals

(5) Lines at ticket counters slow

(6) Connecting flights

(a) Timing causes problems

(b) Airline tickets like money (use on next scheduled flight)

b. Air piracy: taking control of an airplane by force or threat

(1) Earliest report - 1923 - seizure of French aircraft by desert tribesman in the Spanish Sahara
(2) WWII to 1961 - 33 successful highjackings (most in Central Europe)

(3) May 1, 1961 - modern era of skyjacking.
   (a) National Airlines plane forced to fly to Cuba
   (b) First successful attempt to hijack an aircraft registered to a US carrier

(4) Largest number of skyjackings occurred in 1969 - 33 out of 40 attempts successful

(5) September 5, 1961
   (a) Congress passes law increasing punishment for skyjackers
   (b) 20 years in prison up to a maximum penalty of death

(6) 1969
   (a) Justice Department authorizes armed guards on airplanes (slymarshals)
   (b) Only partly effective
   (c) 1970 - policy changed to prevent skyjackers from getting aircraft at all

c. Economic recession

(1) 1980
   (a) Economy takes a plunge
   (b) Unemployment rose drastically
   (c) Airlines lost a record $222 million

(2) 1981
   (a) Airlines lost almost $421 million
   (b) New record
SUMMARY

The expansion of nationwide air travel has made the transportation and communication network of our country one of the best in the world. The airline industry has an integral and vital role in the national economy, and air freight has become an important aspect for all air carriers.

The airline industry, however, like any other business enterprise, has not been free of shortcomings. Traffic and scheduling problems plague most of our major airports. Unexpected delays and holdovers disrupt the best laid plans of many passengers each year. Hijackers and dangerously overloaded holding patterns present a far more serious problem. Unfortunate incidents of this nature are the exceptions to the many successful and enjoyable air trips completed. But with air traffic continuing to grow, the airline industry is presented with a great challenge. With the cooperation of travelers, the airlines, airport planners, air traffic control personnel, and the aircraft manufacturers, the problems will eventually be solved.
AIR CHARTER SERVICE

To protect scheduled airlines from unfair competition, restrictions were put on charter services. Charters are limited to 3 groups of services:

SINGLE ENTITY CHARTERS

For use by a single operation. (Company hiring the entire airplane)

AFFINITY GROUP CHARTERS

For use by groups with a common interest. (High school graduation class)

TOUR GROUP CHARTERS

Used by people who are not group members. (Charges include cost of ground transportation, hotels, and other services in addition to the cost of the flight)
AIR PASSENGERS CARRIED

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The graph shows the increase in air passengers carried from 1970 to 1980.
IMPACT OF THE JET AGE

HISTORY

- After Korea, commercial aviation booms
  - British - 1st to use jet aircraft in commercial operations
    - 1952 - Comet 1 is put in service
    - 1954 - 2 Comets disintegrate in mid-air. Public fears aircraft and industry is no longer a threat to US airline industry
  - 1958 - Boeing Company introduces the first American commercial jet, the 707 (designed from knowledge gained in building the military B-47 jet bomber)
  - 1959
    - American Airlines - 1st company to offer jet service (NY to LA - January 25th)
    - TWA - 1st company to offer around the world jet service (October 10)
• Jets for short to medium distances
  ••• Boeing 727 - 3 engines (Most popular airliner in history)
  ••• Boeing 737 - shorter routes and greater fuel economy
  ••• Douglas DC-9 - 2 engines - built to compete with Boeing

• First wide-body jets
  ••• Boeing 747 - best seller of the wide-body aircraft
  ••• McDonnell Douglas DC-10 - most widely used of the wide-body aircraft in the United States
  ••• Lockheed L-1011 - least widely used of the wide-body aircraft - loss of money caused production to stop
WHAT AIR FREIGHT MUST PROVIDE

1. Capacity to meet freight traffic

2. Efficient quick haul operations

3. Coordination of land and sea transfers

4. Advanced, efficient invoice techniques

5. Competitive freight rates

6. Ability to meet unexpected situations
LESSON PLAN 4

PART I

LESSON TITLE: Airports

INSTRUCTOR: CMSgt Moitoso

TEACHING METHOD: Informal Lecture

REFERENCES:
1. Textbook: Civil Aviation (V-7004), Chapter 4
2. Textbook: Civil Aviation: Instructor’s Guide (V-8004), Chapter 4

AIDS/HANDOUTS:
1. Overhead Projector
2. Slides
3. Handout: “Airport Classification System”

PART 1a

LESSON OBJECTIVES:
1. Describe the role of the Government in building and regulating airports.
2. List the essential facilities which are common to most airports.
3. Describe problems being faced by airports today.

PART 1b

ORGANIZATIONAL PATTERN: Topical

ORIENTATION: Chapter 4 covers the hub of air travel activity—the airport. The efficiency and attractiveness of an airport have a direct bearing on the success and
comfort of air passenger service. This chapter begins with a short history of the development of airports, once simple "airfields" but now vast complexes of aviation wizardry. The modern airport must meet demanding FAA standards to operate, but the technological requirements of today's advanced aircraft already necessitate the highest quality mechanical and electronic equipment and facilities available. Nevertheless, airports are by no means free of problems. Chapter 4 concludes by discussing some of the difficulties facing the nerve centers of our nation's air traffic.

PART II

LESSON OUTLINE

1. The evolution of airports
   a. Early "fields"
      (1) During Wright Brothers experiments with airplanes
         (a) Treeless area and fairly steady wind
         (b) Kitty Hawk, NC. (Flat beaches)
         (c) Dayton, OH (Level pastures)
      (2) 1911, Calbraith Perry Rodgers coast-to-coast flight
         (a) 68 hops and no airports
         (b) Crashed 15 times trying to land in fields
      (3) Army Air Service
         (a) Built first chain of airports and landing strips across US
         (b) October, 1919
(1) Army fliers raced DH-4 aircraft across US

(2) Airports every 200 miles

(4) Asphalt runways replaced pastures and dirt strips (later replaced by concrete)

b. Federal Airport Act of 1946

(1) Provided aid and established a firm program to improve airports

(2) Authorized a maximum of $100 million per year for airport improvement and construction

(3) By 1960, air program had contributed $500 million to build or improve 1,528 airports

(4) 1972 - Federal assistance reached $220 million per year

c. Airports today

(1) National Airport System (NAS)

(a) Includes only the airports necessary to meet national needs for civil airports

(b) By 1989, 3,261 airports in the plan

(c) All NAS airports are eligible for federal aid (cannot be used for building terminals or parking lots

(d) 1980-1989: $12.67 billion used for airport development

(2) Sources of help for airports

(a) Federal Government

(b) States
(1) Eligibility

(a) Show justification and need for airport

(b) Meet state requirements (usually same as FAA requirements)

(2) State money adds to federal money (does not replace it)

2. Standards for construction and operation

a. FAA makes and updates standards

b. Number and types of airports needed to serve a community

   (1) Planners consider likely traffic volume and building sites

   (2) Must plan for future needs

c. Airport capacities

   (1) Critical factor: Number of aircraft movements which runways can handle in an hour

   (2) *Aircraft Movement*: a landing or takeoff

      (a) One runway - 50 aircraft movements per hour in clear weather - 30 in poor weather

      (b) Two runways - 120 movements per hour in clear weather - 70 in poor weather

d. Benefits for publicly owned airports

   (1) Eligible for Federal or state aid

   (2) Permits the use of zoning powers to prevent obstruction to approach airways

   (3) Permits the government to use the power of eminent domain to get property
needed to assure the airports can function effectively

(a) Eminent domain: gives the government the right to condemn property if it is needed for the public’s benefit

(b) Owners paid a fair price and have the right to appeal

(4) Assures that the airport will remain available for public use

e. FAA airport classifications (HANDOUT)

(1) 3 categories

(a) Primary system

(b) Secondary system

(c) Feeder Systems

(2) Categories are further divided into: (Based on airplane movements)

(a) High density

(b) Medium density

(c) Low density

3. Location of airports

a. Community aviation needs

(1) Location of airport plays major part in determining how well it serves the community

(2) Due to space and requirement for minimum obstructions, airports usually located outside the city

(3) FAA provides guidelines and development standards for individual community
airport projects and the nation as a whole

b. Airport construction considerations

(1) Geological conditions

(a) Location of airport depends upon the nature of soil and subsoil below the site

(b) Adequate drainage necessary for proper maintenance of runways

(c) Most airport runway failures occur due to unstable subsoil

(2) Joint general aviation and airline usage

(a) For dual usage airports (scheduled airlines and general aviation), airline aircraft is the most critical

(b) Most demanding requirements found at airports used by major air carriers

(3) Airport configuration/capacity

(a) Most of nation’s passenger flow handled through large terminals

(1) Large jets need runways up to 10,000 feet long

(2) Taxiways and parking ramps must be strong to hold tremendous weight

(b) Smaller terminals restrict non-stop flights to no more than 300 miles

4. Airport facilities (SLIDE #1)

a. Runways

(1) Modern airports

(a) Usually only one runway
(b) Runway usually aligned with the direction that the wind most frequently blows

(2) Requirements for heavy traffic

(a) Length and strength more important than direction

(b) Must be reinforced concrete

   (1) Must support aircraft weight

   (2) Aircraft land at speeds over 100 miles per hour

(3) Runway and taxiway patterns

(a) Runway

   (1) Need high speed turn off lanes

   (2) Planes turn off runway at 60-70 miles per hour (less use of brakes and reverse thrust)

   (3) Speed up aircraft movements by getting runways clear rapidly

(b) Taxiway

   (1) Parking area to takeoff position

   (2) Should permit a smooth flow of aircraft with as few crossings as possible

(4) Surface

(a) Must be well drained to clear water when it rains

(b) Must provide enough friction for heavy jets to stop rapidly in an emergency
(5) Parking area size
   (a) Depends on number of airport loading positions required
   (b) Must have enough room for aircraft to maneuver without too many sharp turns, stops, or opposing traffic

b. Airport lighting

(1) Rotating tower beacon
   (a) Operates at night or when weather is bad
   (b) Green on one side and white on the other
   (c) Split white side indicates a military field

(2) Approach lighting
   (a) Used during bad weather conditions
      (1) Helps pilots identify runway when coming in from clouds
      (2) Can be adjusted in brightness for different weather conditions
      (3) Bright enough to go through fog, haze, and rain
   (b) Evolved from single line of lights aligned with center of runway
   (c) *US Standard Approach Lighting* adopted as the national standard for civilian and military airports
      (1) 3,000 feet of high intensity centerline lighting leading to runway threshold
      (2) Sequenced flashing strobe lights used in outer 2,000 feet
      (3) White roll bar lights may be added on either side of centerline lights
(3) Runway lights
   (a) White lights raised slightly above the runway and spaced 200 feet apart on each side of the runway
   (b) Green threshold lights mark beginning of the runway
   (c) Taxiway are marked by blue lights on each side

(4) Obstruction lights
   (a) Red in color
   (b) Mark all hazards or obstructions around airport
   (c) Obstructions marked with red lights at the top and at the one-third and two-thirds levels

(5) Visual Approach Slope Indicator (VASI) lights
   (a) Helps a pilot to see whether landing approach is too steep or too shallow
   (b) Appear as bars of red or white light
   (c) Correct glide path - nearer bar will appear white and farther bar will appear red
   (d) Too low - both bars will appear red
   (e) Above glide path - both bars will be white

c. Control Towers

(1) For many years were built onto terminals

(2) 1961, Congress directed the FAA to build its own separate towers
   (a) FAA designed a prototype that could be built anywhere
(b) Designed to be beautiful and practical

(3) Placed a distance away from terminals for better visibility

(4) Tower controllers
   
   (a) Control traffic in the air and on the ground
   
   (b) Work alternate sets, alternating between primary air control and ground control

(5) Radar operators
   
   (a) Work in windowless rooms at base of tower
   
   (b) Use radar to direct aircraft in the clouds under instrument conditions
   
   (c) Coordinate with tower for landing clearance

d. Terminals

   (1) Terminal building
      
      (a) Airport service center
      
      (b) Used to transfer passengers and their property between surface vehicles and airplanes
      
      (c) May contain Government offices
         
         (1) Weather forecaster, FAA offices, etc.
         
         (2) International Airports have customs, immigration, etc.

      (d) Usually sponsored by local governments in response to transportation needs

   (2) Passenger requirements
(a) Planning for terminals should allow easy and direct movement of passengers and baggage

(b) Passengers boarding: Go from ticket counter to waiting area, past concessions, then to loading gate

(c) Passengers getting off airplanes should go directly to baggage claim area

(d) Baggage should go directly from ticket counter to aircraft, and at destination, from plane to baggage counter

(3) Two basic concepts of operation for a terminal: Centralized and Unit

(a) Centralized concept

(1) Passenger, ticketing, and baggage facilities of all airlines are put in the same location

(2) Passenger service, ticketing, and baggage facility are in different areas

(3) Central waiting area and concessions serve passengers from all airlines

(b) Unit concept

(1) Each airline has a separate building or part of a building for its operation

(2) Lets each airline choose its own equipment and method of operation

(3) Not forced to compromise and cooperate as a centralized concept

(4) Duplication of public and concession facilities requires more investment money for the airport owner
(4) Aircraft loading positions

(a) Shape and design of terminal depends on number and location of aircraft loading positions needed

(b) Airports with low passenger volume operate with a frontal design (loading positions are parallel to front of the building)

(c) Larger airports use a finger design (allows a large number of loading areas in an area close to the center of activity; loading positions are located all around "fingers" sticking out of the central terminal)

(d) Good management of loading positions gives three results:

1. Saves building costs of extra loading positions
2. Reduces the length of fingers needed to reach the farthest positions
3. Reduces time and distance required for passengers and service vehicles to reach the distances positions

5. Noise control

a. Airport planners must give special attention to noise control - can be harmful to unprotected ears

b. Ways to improve noise control

1. Build noise deflecting barriers (protects nearby residents from some of noise)
2. Movable covered ramps between terminal and airplane protects passengers
3. Change flight patterns and takeoff procedures
4. Quieter engines
(5) Ensure airplanes do not fly over heavily populated areas as they approach or leave airports

6. Airport improvements

a. Airport and Airway Development Act of 1970

(1) Provided $2.5 billion to develop and improve airports

(2) Local agencies provide half of needed money with remaining half coming from the government

(3) Amended in July, 1982 - provided $450 million per year through September, 1983

b. Distribution of airport development funds

(1) Controlled under the current FAA Aviation System Plan

(2) Primary systems receive 52 percent

(3) Secondary systems receive 28 percent

(4) Feeder systems receive 20 percent

(5) New airports get more money than the ones being improved

c. Potential problems recognized by the FAA with the Airport System Plan improvements

(1) Environmental effects cause public resentment and complaints

(2) Major sources of complaints

   (a) Noise

   (b) Pollutants
(c) Land use

(3) Solutions and problems must be worked out or many projects may have to be stopped.
d. The Aviation System Plan has attempted to minimize problems by:

(1) Promoting cooperation
(2) Providing assistance and guidance
(3) Making studies before building

SUMMARY

The airlines boom has placed heavy demands on the nation’s airports. Technological advances on the ground have not always kept pace with advances in the air. Furthermore, the future promises to be even more challenging. Understandably, airports are faced with problems. The responsibility to ensure that our crowded airways remain safe is being severely tested and is of major concern to the airline industry. Less serious airport problems, nevertheless, pose considerable inconveniences for airline passengers. Inadequate parking space, crowded terminal services, too few public conveniences, long corridors leading to airplanes, aircraft traffic jams, and lost luggage are a few of the major dilemmas facing today’s passengers. Meanwhile, local communities are constantly upset due to aircraft noise. Hopefully, new aircraft and airport designs and improvements will eliminate many of the problems.
### AIRPORT CLASSIFICATION SYSTEM

Aeronautical Activity Levels for Functional Role Airport Classification System

<table>
<thead>
<tr>
<th>AIRPORT CATEGORY</th>
<th>OPERATIONAL DENSITY</th>
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<tbody>
<tr>
<td><strong>Primary System (More than 1,000,000 passengers enplaned annually)</strong></td>
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<tr>
<td>High density</td>
<td>More than 350,000</td>
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<td>Medium density</td>
<td>250,000 to 350,000</td>
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<tr>
<td>Low density</td>
<td>Less than 250,000</td>
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<tr>
<td><strong>Secondary System (50,000 to 1,000,000 passengers enplaned annually)</strong></td>
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<tr>
<td>High density</td>
<td>More than 250,000</td>
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<td>Medium density</td>
<td>100,000 to 250,000</td>
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<tr>
<td>Low density</td>
<td>Less than 100,000</td>
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<tr>
<td><strong>Feeder System (less than 50,000 passengers enplaned annually)</strong></td>
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<tr>
<td>High density</td>
<td>More than 100,000</td>
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<tr>
<td>Medium density</td>
<td>20,000 to 100,000</td>
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<tr>
<td>Low density</td>
<td>Less than 2,000</td>
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**Note:** The system is determined by the number of passengers enplaned annually while the density of operations is determined by the number of aircraft take-offs and landings per year.
BASIC AIRPORT FACILITIES

(ESSENTIAL ELEMENTS)

• RUNWAYS

• LIGHTING

• CONTROL TOWER

• TERMINAL
Instructor Guides

Instructor Guides for Aerospace Science I-IV, Leadership Education I-IV, and Drill and Ceremonies are located on the third shelf of the bookcase located in the main classroom (Room 171).

Reference Library

The Reference Library is located on the fourth and fifth shelves of the bookcase located in the main classroom.

Slides and Video Tapes

The 35mm slides and all Video tapes are located on the first and second shelves of the bookcase located in the main classroom.
SECTION FIVE

FORMS
Attendance Scantron Correction Sheet

ATTENDANCE SCANTRON CORRECTION SHEET

STAFF:

PLEASE LIST THE CORRECTION NEEDED AND RETURN THIS FORM TO THE ATTENDANCE OFFICE BY THE END OF YOUR LAST CLASS EACH DAY.

TEACHER’S NAME: ___________________ DATE: ____________

<table>
<thead>
<tr>
<th>PERIOD</th>
<th>STUDENT # / NAME</th>
<th>CHANGE TO BE MADE</th>
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NOTICE TO PARENTS

1. The purpose of this report is to inform you of an incident involving the above student.
2. If you have any questions or concerns, please contact the referring Teacher and/or Administrator at 955-3300.

Check if Teacher Suspension. If so, teacher must make contact with parent as soon as possible (per Ed Code 48910)

Prior Teacher Action
- Conference with student
- Sent previous report home
- Class suspension
- Conference with Parent
- Changed student’s seat
- Sent previous referral
- Telephone contact with Parent
- Other

Description:

DISCIPLINARY ACTION

As a result of the behavior described above, the student has received a disciplinary action specified below. This information is recorded in the student’s disciplinary file and a copy given to the student to bring home to you, the parent or guardian.

Date: ___________________________ Time: ___________________________ Phone: ___________________________

Contacted:

STUDENT FOCUS CENTER Assigned Date(s) Period(s): 1-6 2-7 ROOM 145
The Student Focus Center (SFC) is staffed with a certificated teacher. Students are to report directly to SFC at the beginning of the assigned school day with all books and materials. Teacher assignments are acquired for the students. All work must be satisfactorily completed in order to fulfill the SFC obligation. Refer to Student Handbook.

SATURDAY SCHOOL Assigned Date(s) Time: 7:45 - Noon
Saturday School is held in the Cafeteria (or in Room 51). Transportation is the responsibility of the parent/guardian. Students are to bring books and materials and may be assigned other tasks by the Saturday School Team. Refer to Student Handbook.

DETENTION-DETAINED Assigned Date(s) Period(s):

Comments

Administrator’s Signature Student’s Signature

VVHS-29
<table>
<thead>
<tr>
<th><strong>H A L L   P A S S</strong></th>
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<tr>
<td>Student:</td>
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<td>Period:</td>
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<td>Time: Date:</td>
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<td>Destination:</td>
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<td>Teachers Remarks:</td>
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<td>Teacher's Signature:</td>
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<td>Returned:</td>
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<td>Time: Signature:</td>
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Library Pass

LIBRARY PASS

(Limit: 4 - 6 per class at a time)

The student(s) listed below are being sent to the library for the following reason(s):

[ ] Pick up/return equipment
[ ] Take a test
[ ] Work on research
[ ] Return/pick up book(s)
[ ] Study/read

Time limit? No Yes Time __________________________

Date ______ Time ______ Teacher __________________________

DATE/TIME STAMP

VVHS-4
Lock-Out Pass

LOCK-OUT PASS

Date: ____________________________________________

Student: __________________________________________

________________________________________________

Teacher Signature
WELCOME TO VICTOR VALLEY HIGH SCHOOL! Please complete the following form and return to the principal’s secretary at the end of the day.

SUBSTITUTE TEACHER ________________________________________________

DATE SERVICE PERFORMED __________________________________________

SCHOOL ___________________________________________________________

TEACHER FOR WHOM YOU SUBSTITUTED ______________________________

1. How was your day _________________________________________________

2. Did the principal’s secretary provide you with the necessary information to start the day? ______

3. Did you find the appropriate things you needed:
   - Lesson plans__________
   - Needed materials to carry out the lesson plans______________
   - Roll sheets__________
   - Accurate seating charts__________

4. How was the overall behavior of the students? ________________________________

5. Did you have any particular discipline problems? __________ If so, please explain. ____________________________________________________________

6. Did the administration satisfactorily address discipline problems? _______ YES
   _______ NO
   _______ N/A

7. Did any administrator or department head visit any of your classes? __________________________

8. Did the students have sufficient work to keep them occupied? _______________________________
9. What additional things could we (the office, administration, or teacher) have done that would have been helpful to you?

10. Would you return for a substitute assignment for this particular teacher? 

If not, please explain.

11. Would you return for a substitute assignment at this particular school? 

If not, please explain.

12. PLEASE GIVE A BRIEF PERIOD BY PERIOD REPORT. INDICATE THINGS ACCOMPLISHED, SPECIAL INCIDENTS, AND COMMUNICATIONS.
References For Handbook


References


