

Air Force JROTC I

AF7913 36 weeks

Table of Contents

Acknowledgments.....	1
Course Description.....	2
Task Essentials Table.....	2
Curriculum Framework.....	4
Introducing Aerospace Science: A Journey into Aviation History and Development.....	4
Exploring Leadership: Military Traditions, Wellness, and Foundations of U.S. Citizenship.....	6
Exploring Personal Wellness, Health, and Fitness.....	16
SOL Correlation by Task	18
Appendix: Credentials, Course Sequences, and Career Cluster Information	21

Acknowledgments

The components of this instructional framework were developed by the following curriculum development panelists:

Col. Scott Dierlam, USAF (ret.), Arlington Career Center, Arlington Public Schools
Maj. Bonnie Hoffmann, USAF (ret.), Park View High School, Mecklenburg County Public Schools
Lt. Col. Charles Schmetzer, USAF (ret.), Atlee High School, Hanover County Public Schools
Maj. Patrick Scholle, USAF (ret.), Deep Run High School, Henrico County Public Schools
Lt. Col. Gordon Strong, USAF (ret.), Grassfield High School, Chesapeake Public Schools
Maj. Dale Van De Ven, USAF (ret.), Richlands High School, Tazewell County Public Schools

Correlations to the Virginia Standards of Learning were reviewed and updated by:

Leslie R. Bowers, English Teacher (ret.), Newport News Public Schools
Vickie L. Inge, Mathematics Committee Member, Virginia Mathematics and Science Coalition
Anne F. Markwith, New Teacher Mentor (Science), Gloucester County Public School
Cathy Nichols-Cocke, PhD, Social Studies Teacher, Fairfax High School, Fairfax County Public Schools

The framework was edited and produced by the CTE Resource Center:

Debi F. Coleman, Writer/Editor
Kevin P. Reilly, Administrative Coordinator

LaVeta Nutter, Specialist, Agriculture Education and Related Clusters
Office of Career, Technical, and Adult Education
Virginia Department of Education

Tricia S. Jacobs, PhD, CTE Coordinator of Curriculum and Instruction
Office of Career, Technical, and Adult Education
Virginia Department of Education

Copyright © 2018

Course Description

Suggested Grade Level: 9 or 10 or 11 or 12

Students are introduced to the Air Force JROTC program with instruction focusing on aerospace science, including aviation history, principles of aircraft flight and navigation, development of aerospace power, aerospace vehicles, rocketry, space and technology programs, and the aerospace industry. Students explore Air Force traditions, customs and courtesies, character, and the foundations of U.S citizenship. Leadership education develops leadership skills, acquaints students with the practical applications of life skills, and includes a drill and ceremonies component. Instruction in personal wellness and health and fitness encourages cadets to lead healthy, active lifestyles into adulthood.

Instructors are asked to continue relying heavily on their branch-specific curriculum guides to complement this core set of competencies.

Per the 2017 Air Force Junior Reserve Officer Training Corps Curriculum Document (p.12), "Course Offerings: All units have the option to determine which [courses] to offer to first-, second-, third-, and fourth-year cadets."

Task Essentials Table

For the indicated course(s):

- Tasks/competencies designated by plus icons (⊕) in the left-hand column(s) are essential
- Tasks/competencies designated by empty-circle icons (○) are optional
- Tasks/competencies designated by minus icons (⊖) are omitted
- Tasks marked with an asterisk (*) are sensitive.

Task Number	AF7913	Tasks/Competencies
Introducing Aerospace Science: A Journey into Aviation History and Development		

39	+	Examine the history and the effects of early attempts to fly.
40	+	Identify the major historical contributors to the development of flight.
41	+	Explain the contributions of the U.S. Air Force to modern aviation history.
42	+	Identify the key events in space exploration history.
Exploring Leadership: Military Traditions, Wellness, and Foundations of U.S. Citizenship		
43	+	Identify the branches of the U.S. Armed Forces.
44	+	Identify the U.S. military chain of command (i.e., organizational structure).
45	+	Explain the history and importance of the U.S. flag and other national symbols.
46	+	Describe the content of the Constitution.
47	+	Summarize the responsibilities of the three branches of government.
48	+	Identify the mission statement and core values of Air Force JROTC.
49	+	Identify the importance of the Air Force JROTC organization, history, mission, purpose, goals, objectives, and military traditions.
50	+	List the benefits of participating in Air Force JROTC.
51	+	Identify expectations for appearance and wearing the military uniform.
52	+	Explain the importance of attitude, discipline, respect, self-control, leadership, standards, esprit de corps, and etiquette in a military organization.
53	+	Define the function of the group, including leadership and followership, and how it is formed.
54	+	Define <i>customs</i> and <i>courtesies</i> .
55	+	Demonstrate proper courtesies.
56	+	Demonstrate proper etiquette in a social setting.
57	+	Explain ethics, values, and morals.
58	+	Identify personal behaviors necessary for improving active learning, academic performance, managing stress, making positive decisions, and dealing with emotional and mental health.
59	+	Explain the concepts of rank, pay grade, and insignia.
60	+	Apply the principles and procedures of drill movements.

61	+	Define <i>citizenship</i> .
62	+	Identify ways to contribute to the local community and the nation.
63	+	Comply with procedures in the cadet guide or handbook.
Exploring Personal Wellness, Health, and Fitness		
64	+	Identify the functions of the systems that make up the human body.
65	+	Identify the importance of dietary decisions.
66	+	Incorporate a physical fitness program.
67	+	Explain the benefits of a stress management program.
68	+	Identify factors that can impede a healthy lifestyle.
69	+	Analyze what to do in a medical emergency.

Legend: + Essential ○ Non-essential - Omitted

Curriculum Framework

Introducing Aerospace Science: A Journey into Aviation History and Development

Task Number 39

Examine the history and the effects of early attempts to fly.

Definition

Examination should include pioneers of flight such as

- Leonardo da Vinci
- Montgolfier brothers
- Otto Lilienthal
- Samuel Langley.

Process/Skill Questions

- What motivated humans to attempt to fly?
- How did the efforts of Leonardo da Vinci influence future flights?
- What were some of the key aviation devices created during ancient times?

Task Number 40

Identify the major historical contributors to the development of flight.

Definition

Identification should include

- Wright brothers
- Charles Lindbergh
- Glenn Curtiss
- Billy Mitchell
- barnstormers.

Process/Skill Questions

- How did Bernoulli's principle influence wing design?
- How did the Wright brothers resolve the issue of control?
- How did the barnstormers contribute to the growth in flight exploration?

Task Number 41

Explain the contributions of the U.S. Air Force to modern aviation history.

Definition

Explanation should include development during

- World War I (WWI)
- World War II (WWII)
- Korean War
- Vietnam War
- Iraq War
- air power missions
- record-setting events
 - time aloft
 - endurance flight
 - around-the-world flights
 - altitude speed records
 - breaking the sound barrier.

Process/Skill Questions

- How did aircraft develop during WWI?
- What were the three roles of aircraft during WWI?
- Why was the combat box utilized during WWII?

Task Number 42

Identify the key events in space exploration history.

Definition

Identification should include

- developments in rocketry that made space exploration possible
- contributions of key early astronomers
- the Cold War's contribution to the space race.

Process/Skill Questions

- What was the first man-made object in space?
- How did the American public respond to Sputnik?
- How did the V2 program influence American rocketry?

Exploring Leadership: Military Traditions, Wellness, and Foundations of U.S. Citizenship

Task Number 43

Identify the branches of the U.S. Armed Forces.

Definition

Identification should include

- Army
- Navy
- Air Force
- Marine Corps
- Coast Guard
- Army and Air National Guard
- Reserve components: Army, Navy, Air Force, Marine Corps, Coast Guard, Army National Guard, and Air National Guard

Process/Skill Questions

- Which branch of the service is responsible for ground combat?
- When was each branch created?
- Which branch does not belong to the Department of Defense?
- How are the National Guard's responsibilities different from the active duty branches?

Task Number 44

Identify the U.S. military chain of command (i.e., organizational structure).

Definition

Identification should include (in order of level of authority)

- commander in chief
- secretary of defense
- National Security Council
- Department of Defense
- chairman of the joint chiefs of staff
- secretary of the Air Force
- chief of staff of the Air Force.

Process/Skill Questions

- Who is the chief civilian in charge of the Air Force?
- Who is the highest-ranking military officer in the U.S.?
- Who is the highest-ranking cadet in your unit?

Task Number 45

Explain the history and importance of the U.S. flag and other national symbols.

Definition

Explanation should include

- history of the U.S. flag
- courtesies rendered to the U.S. flag
- courtesies rendered to the national anthem, Pledge of Allegiance, and The American's Creed
- description of the Great Seal of the United States and the military services' seals.

Process/Skill Questions

- What is the history of the U.S. flag?
- What do the stripes represent?
- What do the stars represent?
- What do the colors of the flag represent?

Task Number 46

Describe the content of the Constitution.

Definition

Description should include

- the parts of the Constitution and what they mean
- the process for amending the Constitution
- the interpretation of the Constitution
- an explanation of the Bill of Rights
- an explanation of the amendments.

Process/Skill Questions

- Why is the Constitution an important document?
- What is the Preamble?

Task Number 47

Summarize the responsibilities of the three branches of government.

Definition

Summary should include the

- legislative branch
- judicial branch
- executive branch.

Process/Skill Questions

- What are the responsibilities of the legislative branch of government?
- What are the responsibilities of the judicial branch of government?
- What are the responsibilities of the executive branch of government?

Task Number 48

Identify the mission statement and core values of Air Force JROTC.

Definition

Identification should include Title 10, Section 2031 of the United States Code, "to instill in students in [United States] secondary educational institutions the values of citizenship, service to the United States, and personal responsibility and a sense of accomplishment."

Process/Skill Questions

- How does *service-before-self* apply to Air Force JROTC?
- What is the definition of *integrity*?

Task Number 49

Identify the importance of the Air Force JROTC organization, history, mission, purpose, goals, objectives, and military traditions.

Definition

Identification should include the following objective:

Students will acquire an understanding of the fundamental concepts of leadership, aerospace science, an introduction to related professional knowledge, and an appreciation of requirements for national security.

Process/Skill Questions

- How do you fit in the Air Force JROTC organization?
- What is the chain of command?
- What is the role of the Cadet Corps Commander?

Task Number 50

List the benefits of participating in Air Force JROTC.

Definition

List should include

- benefits to self:
 - Acquire leadership, self-discipline, and other professional skills
 - Learn the value of teamwork
 - Enter a branch of the military at a higher grade and pay rate, or receive financial assistance for opportunities in continuing education (optional for JROTC graduates)
- benefits to community:
 - Acquire citizenship and leadership skills leading to community philanthropy and volunteerism
 - Acquire aerospace science skills to prepare to serve the military needs of the U.S.

Process/Skill Questions

- What are the benefits of Air Force JROTC participation?
- What benefit applies when a person graduates from military basic training?
- How does the Air Force JROTC benefit one's community?
- How does one earn a military scholarship?

Task Number 51

Identify expectations for appearance and wearing the military uniform.

Definition

Identification should include

- outlining the history, standards, and restrictions regarding the wear of the military uniform
- personal appearance and grooming standards prescribed by the Air Force (AFI 36-2903, *Dress and Personal Appearance of Air Force Personnel and the AFJROTC Uniform and Awards Guide*) in reference to
 - blouse
 - trousers or slacks
 - skirt
 - nylons
 - belt/belt buckle
 - shirt and sleeves
 - neck tie/neck tab
 - head gear
 - under garments
 - socks
 - shoes/boots
 - insignia/placement
 - personal grooming (e.g., hair, nails).

Process/Skill Questions

- How does one prepare for an inspection?
- How is time management related to preparedness?
- What are the male and female uniform requirements?
- What are the grooming regulations for males and females?
- What are the types of uniforms?

Task Number 52

Explain the importance of attitude, discipline, respect, self-control, leadership, standards, esprit de corps, and etiquette in a military organization.

Definition

Explanation should include definitions for

- *attitude*—a state of mind that can either be positive or negative
- *standards*—personal appearance, attention to detail
- *morale*— emotional or mental condition with respect to cheerfulness, confidence, and zeal, especially in the face of opposition, hardship
- *esprit de corps*— a sense of unity and of common interests and responsibilities as developed among a group of persons closely associated in a task, cause, enterprise.

Process/Skill Questions

- How does one demonstrate attitude?
- What is *esprit de corps*?
- When is it appropriate to salute indoors?

Task Number 53

Define the function of the group, including leadership and followership, and how it is formed.

Definition

Definition should include

- the ability or willingness to follow a leader or a group of followers
- Air Force JROTC branch-specific definition, which includes being honest, proactive, decisive, enthusiastic, flexible, and versatile.

Process/Skill Questions

- How does one demonstrate good followership?
- How does one respond to a leader with whom he/she disagrees?
- What are the characteristics of a proactive leader?

Task Number 54

Define *customs* and *courtesies*.

Definition

Definition should include

- the standard definition—a courteous, respectful, or considerate act or expression
- the military definition—military customs showing consideration and respect for others (e.g., salutes, colors, rendering honors)
- historic customs and courtesies.

Process/Skill Questions

- How does one define *courtesy*?
- What is military courtesy?
- What are some examples of military courtesies?
- What is the standard usage of military time?

Task Number 55

Demonstrate proper courtesies.

Definition

Demonstration should include both military and civilian courtesies, such as

- knowledge of when and how to salute
- respect for the U.S. flag
- respect for the national anthem
- adherence to proper etiquette in all situations.

Process/Skill Questions

- How does one render a proper salute?
 - When does one salute the U.S. flag?
-

Task Number 56

Demonstrate proper etiquette in a social setting.

Definition

Demonstration should include

- etiquette and manners in formal and informal settings
- proper dining etiquette
- handling of social invitations.

Process/Skill Questions

- What is the definition of *etiquette*?
 - Why is etiquette important?
-

Task Number 57

Explain ethics, values, and morals.

Definition

Explanation should include

- four basic rules of ethics
- four types of values
- core values of the U.S. military services
- cultural and universal norms
- how to make ethical and moral decisions
- identification of personal conduct.

Process/Skill Questions

- What are the definitions of *ethics*, *values*, and *morals*?
- What are the four basic rules of ethics?
- What are four types of values?
- What are cultural and universal norms, and how do they influence decision making?

Task Number 58

Identify personal behaviors necessary for improving active learning, academic performance, managing stress, making positive decisions, and dealing with emotional and mental health.

Definition

Identification should include

- explaining the thinking types and related viewpoints necessary to address typical active learner questions
- distinguishing between traits and activities of critical and creative thinkers
- describing the differences between objective and subjective thinking
- identifying intellectual strengths to improve academic performance
- employing effective strategies for note taking, study skills, and exam taking
- distinguishing between active-learner and passive-learner traits
- using the eight types of Thinking Maps to enhance learning
- describing the differences between positive and negative stress

- explaining the effects of stress on the body
- describing methods for managing stress
- making healthful decisions
- analyzing mental and emotional problems and their effect on behavior.

Process/Skill Questions

- What are the differences between active learners and passive learners, and which category best describes you?
- What are the differences between creative thinking and critical thinking?
- How can a combination of creative and critical thinking help one solve problems?
- How can one change the way he/she thinks about a situation by using an objective and subjective viewpoint?
- What are the eight types of intelligences? Do you possess more interpersonal or intrapersonal intelligence?
- Which learning activities call upon musical/rhythmical intelligence?
- What is the definition of *intelligence*?
- When should one use a Circle Map?
- When should one avoid using a Bubble Map for brainstorming?
- How can one use a Brace Map in the study of geography?
- What is the definition of *analogy*?

Task Number 59

Explain the concepts of rank, pay grade, and insignia.

Definition

Explanation should include that *rank* is

- a designation to determine one's level of authority
- to be rendered appropriate respect, courtesy, and distinction
- displayed on the uniform and elsewhere.

Process/Skill Questions

- What is the difference between rank and pay grade?
- What is the insignia of an 0-4?
- What are the top three ranks?

Task Number 60

Apply the principles and procedures of drill movements.

Definition

Application should include both individual and flight movements as prescribed by Air Force regulations.

Process/Skill Questions

- How does one demonstrate column left/column right?
- What is a preparatory command?
- What is the command of execution?

Task Number 61

Define *citizenship*.

Definition

Definition should include *citizenship* as a dedication to serving the community and the nation.

Process/Skill Questions

- How does one define *citizenship*?
- How does one demonstrate citizenship?
- How does citizenship relate to the Air Force JROTC mission?

Task Number 62

Identify ways to contribute to the local community and the nation.

Definition

Identification should include

- local opportunities for service
- national opportunities for service.

Process/Skill Questions

- What local organizations provide service opportunities?
- What national organizations provide service opportunities?
- How can one contribute to national opportunities for service?

Task Number 63

Comply with procedures in the cadet guide or handbook.

Definition

Compliance should include identification of and adherence to branch-specific curriculum expectations that coincide with performance evaluation.

Process/Skill Questions

- Who is responsible for producing the cadet guide?
- What are consequences for non-compliance?

Exploring Personal Wellness, Health, and Fitness

Task Number 64

Identify the functions of the systems that make up the human body.

Definition

Identification should include the

- skeletal system
- muscular system
- circulatory system
- respiratory system
- nervous system
- sensory organs
- digestive system.

Process/Skill Questions

- What is the relationship between the circulatory and the respiratory system?
- What is the relationship between the circulatory and the digestive system?

Task Number 65

Identify the importance of dietary decisions.

Definition

Identification should include the six types of nutrients and their importance to maintaining health.

Process/Skill Questions

- What are the required six basic nutrients?

Task Number 66

Incorporate a physical fitness program.

Definition

Incorporation should include

- education
- participation
- evaluation.

Process/Skill Questions

- What are benefits of regular exercise?
 - What is the difference between cardiovascular training and strength training?
-

Task Number 67

Explain the benefits of a stress management program.

Definition

Explanation should include

- effects of stress on the body
 - triggers chemical reactions with adverse health consequences
 - increased blood flow to muscles and brain
 - decreased blood flow to the skin and digestive organs
 - reduced effectiveness of the immune system
 - altered functions of other organs
- methods to reduce stress
 - physical exercise
 - proper nutrition
 - lifestyle choices.

Process/Skill Questions

- What is your source of stress?
- How do one's lifestyle choices affect stress levels?
- When can stress be good for a person?
- How does one reduce the effects of stress?

Task Number 68

Identify factors that can impede a healthy lifestyle.

Definition

Identification should include

- definition of *substance abuse*
- difference between drug misuse and drug abuse
- dangers associated with tobacco use
- dangers associated with alcohol use
- how to make safe and drug-free decisions.

Process/Skill Questions

- What lifestyle habits may keep a person from being healthy?
- What are examples of healthy lifestyle choices?

Task Number 69

Analyze what to do in a medical emergency.

Definition

Analysis should include the

- definition of *first aid*
- recognition of and treatment for common emergencies (e.g., sprains, choking, shock, heat-related illnesses)
- knowledge of procedures for cardiopulmonary resuscitation (CPR)
- knowledge of procedures for using an automated external defibrillator (AED).

Process/Skill Questions

- What is the definition of *first aid*?
- What is an AED?

SOL Correlation by Task

39	Examine the history and the effects of early attempts to fly.	English: 9.5, 10.5, 11.5, 12.5 History and Social Science: WHII.2
40	Identify the major historical contributors to the development of flight.	English: 9.5, 10.5, 11.5, 12.5 History and Social Science: VUS.8
41	Explain the contributions of the U.S. Air Force to modern aviation history.	English: 9.5, 10.5, 11.5, 12.5 History and Social Science: VUS.1, VUS.8, VUS.9, VUS.11, VUS.12, VUS.13, WG.3, WHI.1, WHI.10, WHI.11, WHI.12, WHI.13

42	Identify the key events in space exploration history.	English: 9.5, 10.5, 11.5, 12.5 History and Social Science: VUS.13 Science: ES.3
43	Identify the branches of the U.S. Armed Forces.	English: 9.5, 10.5, 11.5, 12.5
44	Identify the U.S. military chain of command (i.e., organizational structure).	English: 9.5, 10.5, 11.5, 12.5
45	Explain the history and importance of the U.S. flag and other national symbols.	English: 9.5, 9.8, 10.5, 10.8, 11.5, 11.8, 12.5, 12.8
46	Describe the content of the Constitution.	English: 9.5, 10.5, 11.5, 12.5 History and Social Science: GOVT.1, GOVT.2, GOVT.3, GOVT.4, GOVT.5, GOVT.6, GOVT.7, GOVT.8, GOVT.9, GOVT.10, GOVT.11, VUS.5, VUS.7, VUS.14
47	Summarize the responsibilities of the three branches of government.	English: 9.5, 10.5, 11.5, 12.5 History and Social Science: GOVT.2, GOVT.4, GOVT.6, GOVT.7, GOVT.8, GOVT.9, GOVT.10, GOVT.12, GOVT.13, VUS.5
48	Identify the mission statement and core values of Air Force JROTC.	English: 9.5, 10.5, 11.5, 12.5
49	Identify the importance of the Air Force JROTC organization, history, mission, purpose, goals, objectives, and military traditions.	English: 9.5, 10.5, 11.5, 12.5
50	List the benefits of participating in Air Force JROTC.	English: 9.6, 9.7, 10.6, 10.7, 11.6, 11.7, 12.6, 12.7 History and Social Science: GOVT.1, GOVT.3, GOVT.9, GOVT.16, VUS.1, WG.1, WHII.1
51	Identify expectations for appearance and wearing the military uniform.	English: 9.5, 10.5, 11.5, 12.5
52	Explain the importance of attitude, discipline, respect, self-control, leadership, standards, esprit de corps, and etiquette in a military organization.	English: 9.5, 10.5, 11.5, 12.5 History and Social Science: GOVT.16
53	Define the function of the group, including leadership and followership, and how it is formed.	English: 9.3, 10.3, 11.3, 12.3
54	Define <i>customs</i> and <i>courtesies</i> .	English: 9.3, 10.3, 11.3, 12.3
55	Demonstrate proper courtesies.	
56	Demonstrate proper etiquette in a social setting.	
57	Explain ethics, values, and morals.	English: 9.5, 10.5, 11.5, 12.5
58	Identify personal behaviors necessary for improving active learning, academic performance, managing stress, making positive decisions, and dealing with emotional and mental health.	English: 9.5, 10.5, 11.5, 12.5
59	Explain the concepts of rank, pay grade, and insignia.	English: 9.5, 10.5, 11.5, 12.5

60	Apply the principles and procedures of drill movements.	English: 9.5, 10.5, 11.5, 12.5
61	Define <i>citizenship</i> .	English: 9.3, 10.3, 11.3, 12.5 History and Social Science: GOVT.1, GOVT.16, VUS.1, WG.1, WHIL.1
62	Identify ways to contribute to the local community and the nation.	English: 9.5, 10.5, 11.5, 12.5 History and Social Science: GOVT.1, GOVT.16, VUS.1, WG.1, WHIL.1
63	Comply with procedures in the cadet guide or handbook.	English: 9.5, 10.5, 11.5, 12.5
64	Identify the functions of the systems that make up the human body.	English: 9.5, 10.5, 11.5, 12.5 Science: BIO.4
65	Identify the importance of dietary decisions.	English: 9.5, 10.5, 11.5, 12.5
66	Incorporate a physical fitness program.	
67	Explain the benefits of a stress management program.	English: 9.5, 10.5, 11.5, 12.5
68	Identify factors that can impede a healthy lifestyle.	English: 9.5, 10.5, 11.5, 12.5
69	Analyze what to do in a medical emergency.	English: 9.5, 10.5, 11.5, 12.5

Appendix: Credentials, Course Sequences, and Career Cluster Information

Industry Credentials: Only apply to 36-week courses

- Armed Services Vocational Aptitude Battery Examination
- College and Work Readiness Assessment (CWRA+)
- National Career Readiness Certificate Assessment
- Workplace Readiness Skills for the Commonwealth Examination

Concentration sequences: *A combination of this course and those below, equivalent to two 36-week courses, is a concentration sequence. Students wishing to complete a specialization may take additional courses based on their career pathways. A program completer is a student who has met the requirements for a CTE concentration sequence and all other requirements for high school graduation or an approved alternative education program.*

- Air Force JROTC II (AF7916/36 weeks)
- Air Force JROTC III (AF7918/36 weeks)
- Air Force JROTC IV (AF7919/36 weeks)

Career Cluster: Education and Training	
Pathway	Occupations
Administration and Administrative Support	Instructional Coordinator Training and Development Manager
Professional Support Services	Instructional Developer
Teaching and Training	Coach, Secondary Level Instructional Coordinator Training Consultant/Training Specialist

Career Cluster: Government and Public Administration	
Pathway	Occupations
Foreign Service	Diplomatic Courier Foreign Service Worker Interpreter/Translator
Governance	Legislative Aide Legislator
National Security	Combat Specialty Officer Military Enlisted Personnel Military Intelligence Specialist Military Officer Special Forces Personnel
Planning	Economic Development Coordinator Urban and Regional Planner

Career Cluster: Government and Public Administration	
Pathway	Occupations
Public Management and Administration	Court Clerk Government Accountant/Auditor Postal Service Clerk Postmaster/Mail Superintendent
Regulation	Compliance Officer Environmental Compliance Inspector Private Detective, Investigator
Revenue and Taxation	Compliance Officer

Career Cluster: Law, Public Safety, Corrections and Security	
Pathway	Occupations
Correction Services	Corrections Officer Probation, Parole Officer
Emergency and Fire Management Services	Emergency Medical Technician, Paramedic Firefighter
Law Enforcement Services	Police Officer
Legal Services	Records Processing Assistant
Security and Protective Services	Private Detective, Investigator Security Officer

Career Cluster: Transportation, Distribution and Logistics	
Pathway	Occupations
Facility and Mobile Equipment Maintenance	Diesel Service Technician Service Technician Small Engine Mechanic
Health, Safety and Environmental Management	Health, Safety, and Environment Manager
Logistics Planning and Management Services	Logistics Analyst Logistics Engineer Logistics Manager
Sales and Service	Dispatcher
Transportation Operations	Transportation Manager
Transportation Systems/Infrastructure Planning, Management and Regulation	Civil Engineer Civil Engineering Technician Transportation Manager
Warehousing and Distribution Center Operations	Traffic Engineer Transportation Manager