



CIVIL AIR PATROL'S SCHOOL-WIDE ACE IMPLEMENTATION GUIDELINES 2009-2010



Schools that have requested “school-wide” participation in Civil Air Patrol’s ACE Program should select one of the implementation options listed below that works best for the entire school. This level of participation takes a great deal of coordination among grade levels and with specialists in the school to ensure that the program is conducted most effectively for all involved. For a “school-wide program” to work, there needs to be commitment from all teachers to fulfill the expectations of the administrator, who is the ultimate decision maker in this process. Each participating teacher in the school should have a clear understanding of program implementation expectations of the school administrator(s), as well as CAP’s expectations and guidelines, to include the *“ACE Teacher Implementation Guidelines.”*

NOTE: PE teachers, counselors, and science lab teachers are commonly referred to as “specialists” in the ACE Program.

Option 1) Each classroom teacher for each grade level is responsible for conducting a minimum of 12 ACE lessons in his/her classroom. A grade level representative should also coordinate with the PE teacher and/or counselor to designate which character and/or PE lessons these specialists will present to the grade level students. The classroom teacher will provide the specialists a copy of the designated lessons. With this option, the classroom teacher implements 12 lessons in his/her classroom, and if the PE teacher and counselor each teach the remaining character and PE lessons, the entire ACE curriculum will be taught to the students, thus maximizing the impact of the program.

Option 2) Each classroom teacher for each grade level is responsible for conducting a minimum of 8 ACE lessons in his/her classroom, and the counselor and PE specialists are *each* responsible for teaching a minimum of 2 other lessons to the teachers’ classes in order that the classes all receive a total of at least 12 lessons. The grade level representative should provide the PE teacher and counselor copies of designated character and physical fitness lessons to be presented to students at their grade level. Thus, all teacher participants have contributed equitably to successful program implementation.

Option 3) Each classroom teacher for each grade level is responsible for teaching a minimum of 6 ACE lessons in his/her classroom, and the counselor and PE specialists are *each* responsible for teaching a minimum of 3 lessons in order that all classes receive a total of at least 12 lessons. The grade level representative should provide copies of the character and physical fitness lessons the counselor and PE teacher are to present. (Note: If a PE teacher OR counselor is NOT participating, then only the specialist that IS participating would teach all 6 grade level lessons of their particular area, which would be either physical fitness or character education. Classroom teachers would not teach any lessons of the particular category of the participating specialist.)

Option 4) Each classroom teacher for each grade level is responsible for conducting a minimum of ACE 12 lessons in his/her classroom. No specialists are involved.

If the school has a science specialist, the methods of implementation for the classroom teacher will remain the same as Options 1, 2, or 3. The classroom teacher will conduct a minimum of 12, 8, or 6 ACE lessons in his/her classroom, and the remaining lessons may be conducted by other school specialists, to include a science specialist, as agreed by the teachers and school administrator, who has ultimate authority over the school-wide implementation.

The program can be conducted all at one time, once a month, once a week during a specified time, or as scheduled when appropriate for the school (as enrichment before, during, or after testing, holidays, etc.). Consider inviting guest instructors for the program, as explained in the “ACE Teacher Implementation Guidelines.”



1. All teachers should understand the selected school-wide ACE implementation method as well as CAP's expectations and guidelines expressed in the "ACE Teacher Implementation Guidelines."
2. Schedule dates for all teachers to teach ACE lessons, or allow all individual classroom teachers to be responsible for selecting their own days and times to present ACE lessons in their classrooms.
3. A school-wide assembly to introduce and "lift-off" the ACE Program is strongly encouraged. The purpose of the "ACE Lift-off Celebration" is to explain the program to the students and get them excited! If a school-wide lift-off event is not conducted, consider a culminating end-of-the-year ACE celebration, or an aerospace field day! Some ideas that have been used in the past are:
 - Have a theme for your program such as, "Let's Orbit with Energy and Fire Up for Fitness." (used by Hayneville Road in Montgomery, AL – the 2008-2009 ACE School of the Year)
 - Invite the principal to explain the ACE Program to the students, relating how all areas of the school curriculum (math, science, English, etc.) relate to aerospace. Additionally, he/she may describe some careers that relate to aerospace, explaining that there are many career options other than astronaut or pilot, and there are aerospace jobs that are possible without ever leaving Earth! There are: doctors and nurses to monitor the health of pilots and astronauts; teachers to teach from space; scientists to design experiments to be performed in space; mechanics, electricians, and engineers to design and work on aircraft, spacecraft, and rovers that go to other planets; clothing designers to create protective and improved clothes for pilots and astronauts; and weather forecasters to help pilots and astronauts fly safely. Finally, the principal can remind students that the word "ace" also means top-notch, first-rate, and the best of the best. The principal can encourage the students to really be "ace" students!
 - Have a rocket launch outdoors. Select either a rocket powered by air, a combination of air and water, or powered with a solid-fueled engine. (Rocket kits are available at hobby and large discount stores. A local CAP unit or a JROTC class at a local high school may have a Rocketry Club that would conduct a great rocket launching experience for the students.)
 - Invite a pilot or other interesting person to speak about aviation or space hobbies or careers.
 - Invite model high school students to share the importance of academics, character, and physical fitness with students.
 - Have some students share some poems about aviation or space.
 - Have a paper airplane competition.
 - Have someone sing an aerospace-related song, such as the ACE "Boomerang" theme song (performed by Charlotte Ritchie) or "You Were Born to Fly" (performed by Sara Evans).
 - Launch a hot air balloon. (For sample instructions, click "hot air balloons" at http://members.gocivilairpatrol.com/aerospace_education/general/index.cfm.)
 - Create a PowerPoint slide show presentation of aircraft, the space shuttle, the ISS, and/or planets for students to watch while listening to "aerospace" type music.
 - Coordinate with a local aviation group to have an airplane fly-over. Consider consulting a CAP unit in your area (<http://cap.findlocation.com/>), a military base, a private pilot, or your local emergency team for a potential aircraft fly-over.
4. Each individual classroom teacher is responsible for completing his/her own ACE online program completion form available April 1 – June 15 on CAP's eServices at <http://www.capnhq.gov>.
5. If all the classroom teachers at the school complete the program, someone from the school should request a school ACE plaque by emailing the request to ace@capnhq.gov.