



SCHOOL-WIDE ACE IMPLEMENTATION GUIDELINES



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 must be a 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 the school administrator’s expectations, 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 classroom teacher or grade level representative may coordinate with “specialists” (see “Note” above) to have the specialist(s) teach additional ACE lessons to the students beyond the minimum of the 12 that will be conducted in the teacher’s classroom. The classroom teacher or grade level representative will provide the specialist(s) a copy of any designated lessons to be taught by the specialist(s). With this option, the classroom teacher implements 12 lessons in his/her classroom, and if other specialists teach the remaining ACE lessons for the specific grade level, the entire ACE curriculum will be taught to the students in that particular class/grade level, 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) No specialists are involved. Each classroom teacher for each grade level is responsible for conducting a minimum of 12 ACE lessons in his/her classroom.

If the school has a participating science specialist, the classroom teacher will still conduct a minimum of 12, 8, or 6 ACE lessons (as noted in options 1, 2, and 3) in his/her classroom. The remaining lessons necessary to provide students an opportunity to receive 12 total ACE lessons may be conducted by other school specialists, to include a science specialist, as agreed upon by the teacher(s), the specialist(s), and the school administrator, who has ultimate authority over the implementation of the school-wide ACE Program.

Consider inviting guest instructors into the classrooms 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 individual classroom teachers to be responsible for selecting their own days and times to present ACE lessons. The program can be conducted twice a month, once a week for a specified time, or as scheduled when appropriate for the school or teacher.
3. A school-wide assembly to introduce and "lift off" the ACE Program is strongly encouraged. The purpose of an "ACE Liftoff" celebration is to explain the program to the students and get them excited! If a school-wide liftoff 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 being an 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. 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 ideas and 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. Consider scheduling a time in the computer lab at least 3 weeks prior to the last day of school for all teachers to submit their online ACE completion forms (available at <https://www.capnhq.gov>) in order to confirm all completion forms for the school have been submitted.
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.