



## EVERETT PUBLIC SCHOOLS NAVAL SCIENCE

<b>Course:</b> JROTC Military Science	<b>Total Framework Hours:</b> 180
<b>CIP Code:</b> 280301 <input type="checkbox"/> Exploratory <input checked="" type="checkbox"/> Preparatory	<b>Date Last Modified:</b> 01.2014
<b>Career Cluster:</b> Government and Public Administration	<b>Cluster Pathway:</b> Government and Public Administration

### Industry-Recognized Certificates:

List possible certificates students can earn in the course

### Work-Based Learning:

List WBL opportunities provided in the course

### Resources:

Standards used for this framework are from Naval Service Training Command, Pensacola, Florida, and the Common Core State Standards

COMPONENTS AND ASSESSMENTS	
<b>Performance Assessments:</b> <ul style="list-style-type: none"> <li>1-35 Explain the uniform as an important element in the morale, pride, discipline, and effectiveness of the NJROTC program.</li> <li>1-36 Demonstrate the correct uniform composition</li> <li>1-37 Demonstrate the wearing of the NJROTC uniform and explain the uniform standards described in the Cadet Field Manual.</li> <li>1-38 Demonstrate how the wearing of the NJROTC uniform reflects upon your NJROTC unit, your school, the U.S. Navy, your community and your country.</li> <li>1-39 Explain the importance of proper appearance and grooming standards for wearing an NJROTC uniform.</li> <li>1-40 Demonstrate the procedures for wearing the necktie with the NJROTC male uniform.</li> <li>1-41 Cite the requirements for wearing insignia's and devices on the NJROTC uniform.</li> <li>1-42 Explain where awards and decorations (medals, etc...) are worn on the NJROTC uniform.</li> </ul>	
<b>Leadership Alignment:</b> Recognizing the rank structure and understanding the level of responsibility associated with each level	
Standards and Competencies	
<b>Unit:</b> NJROTC uniform	
<b>Industry Standards and/or Competencies</b>	<b>Total Learning Hours for Unit:</b> 8
<ul style="list-style-type: none"> <li>Naval Science I NS1.1</li> <li>Cadets will learn about military drill and ceremonies, uniform regulations, physical fitness, the principles of health, first aid, survival, leadership, and communications.</li> </ul>	
Aligned Washington State Learning Standards	
<b>Arts</b>	

<b>Computer Science</b>	
<b>Educational Technology</b>	
<b>English Language Arts</b>	
<b>Environment &amp; Sustainability</b>	
<b>Financial Education</b>	
<b>Health and Physical Education</b>	
<b>Mathematics</b>	
<b>Science</b>	
<b>Social Studies</b>	

### COMPONENTS AND ASSESSMENTS

#### Performance Assessments:

- 1-43 Explain and recognize various NJROTC rates and ranks and be able to understand assignments associated with each billet.
- 1-44 Describe and recognize the rates and ranks of active-duty Navy personnel.
- 1-45 Explain the types of military customs to include their purposes and when courtesies are rendered.
- 1-46 Describe the flag of the United States as a standard of honor.
- 1-47 Explain the procedures for pledging allegiance to the flag.
- 1-48 Describe the sequence of events in military ceremonies, reviews, and parades.
- 1-49 Demonstrate the prescribed movements in the handling of weapons and military drills and ceremonies
- 1-50 Describe the techniques for conducting a personnel inspection.
- 1-51 Explain the inspecting officer's duties (tour) when he or she inspects a platoon.
- 1-52 Explain the general inspection guidelines (items) that inspecting officers look for when inspecting a cadet in a platoon.
- 1-53 Demonstrate the proper procedures for inspecting.

#### Leadership Alignment:

Not Listed

### Standards and Competencies

**Unit:** NJROTC rates/ranks

#### Industry Standards and/or Competencies

**Total Learning Hours for Unit: 8**

- Naval Science I
- NS1.2 Students will demonstrate their understanding of NJROTC Rates/Ranks and U.S. Navy Rates/Ranks as well as various military customs, courtesies, etiquette, and ceremonies through classroom discussions, written reports, oral presentations, and written evaluations.
- Cadets will also gain knowledge of Personnel Inspection through the practical application as defined through the "CADET FIELD MANUAL".

### Aligned Washington State Learning Standards

#### English Language Arts

Comprehension and Collaboration (9-10)  
 5 - Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.  
 6 - Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.  
CC: Reading for Literacy in History/Social Studies  
 Key Ideas and Details (9-10)

	<p>2 - Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text. Craft and Structure (9-10)</p> <p>4 - Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science</p>
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COMPONENTS AND ASSESSMENTS	
<b>Performance Assessments:</b> <ul style="list-style-type: none"> <li>1-54 Explain the purpose of military drill.</li> <li>1-55 Define terms used in military drills.</li> <li>1-56 Explain the different types of commands.</li> <li>1-57 Describe the general rules for drill.</li> <li>1-58 Demonstrate the proper techniques for giving commands</li> <li>1-59 Explain and demonstrate the positions and instructions for basic drill without arms.</li> <li>1-60 Demonstrate the correct formations and instructions for basic drill without arms.</li> <li>1-61 Discuss and then demonstrate the correct marching steps for basic drill without arms.</li> <li>1-62 Demonstrate the commands for changing direction for basic drill without arms.</li> </ul>	
<b>Leadership Alignment:</b> Role of squad and platoon leaders in managing a cohesive unit and moving personnel in an organized and efficient manner	
Standards and Competencies	
<b>Unit:</b> Drills	
<b>Industry Standards and/or Competencies</b>	<b>Total Learning Hours for Unit: 5</b>
<ul style="list-style-type: none"> <li>Naval Science I</li> <li>NS1.3 Cadets will demonstrate their understanding of Military drills and Military drills without arms through classroom discussions, oral presentations, and practical demonstrations.</li> </ul>	
Aligned Washington State Learning Standards	
Arts	
Computer Science	
Educational Technology	
English Language Arts	
Environment & Sustainability	
Financial Education	
Health and Physical Education	
Mathematics	
Science	
Social Studies	

COMPONENTS AND ASSESSMENTS	
<b>Performance Assessments:</b> <ul style="list-style-type: none"> <li>1-63 Explain the make-up of the rifle nomenclature.</li> </ul>	

- 1-64 Explain the importance of all the positions of the rifle.
- 1-65 Explain all of the positions of the rifle.
- 1-66 Explain the procedures for salutes under arms given by individuals.
- 1-67 Discuss and demonstrate the procedure for stacking arms.
- 1-68 Demonstrate authorized movements in the Manual of Arms with the NJROTC rifle.
- 1-69 Explain and demonstrate the procedures for the platoon to take arms.
- 1-70 Explain sword history as it relates to the symbol of authority, sword etiquette, ancient history, and sword salute.
- 1-71 Explain and demonstrate how the sword is used at sword ceremonies.
- 1-72 Explain the nomenclature and the general rules of the sword.
- 1-73 Demonstrate the commands and movements of the Sword Manual.
- 1-74 Demonstrate and explain the execution of the Guidon Manual.
- 1-75 Demonstrate and explain the positions of the Guidon.

**Leadership Alignment:**

Role of squad and platoon leaders in managing a cohesive unit and moving armed personnel in an organized and efficient manner.

***Standards and Competencies*****Unit:** Arms**Industry Standards and/or Competencies****Total Learning Hours for Unit:** 10

- Naval Science I
- NS1.4 Cadets will display the knowledge and ability to drill with rifles, and swords and knowledge of the Guidon Manual through classroom discussions, oral presentations, and practical demonstrations.

***Aligned Washington State Learning Standards***

<b>Arts</b>	
<b>Computer Science</b>	
<b>Educational Technology</b>	
<b>English Language Arts</b>	
<b>Environment &amp; Sustainability</b>	
<b>Financial Education</b>	
<b>Health and Physical Education</b>	
<b>Mathematics</b>	
<b>Science</b>	
<b>Social Studies</b>	

**COMPONENTS AND ASSESSMENTS****Performance Assessments:**

- 1-76 Demonstrate the hoisting and lowering and folding of the national ensign
- 1-77 Explain the meaning of the color guard
- 1-78 Demonstrate the execution of commands in the Manual of the Color(s)
- 1-79 Demonstrate the execution of the movements for the Manual of the Color(s)

**Leadership Alignment:**

Practicing tenants of leadership through the command of the flag detail

<b>Standards and Competencies</b>	
<b>Unit:</b> Manual of color(s)	
<b>Industry Standards and/or Competencies</b>	<b>Total Learning Hours for Unit: 5</b>
<ul style="list-style-type: none"> <li>Naval Science I</li> <li>NS1.5 Cadets will demonstrate their understanding of how to properly handle and identify national and organization flags through classroom discussions, oral presentations, and practical demonstrations.</li> </ul>	
<b>Aligned Washington State Learning Standards</b>	
<b>Arts</b>	
<b>Computer Science</b>	
<b>Educational Technology</b>	
<b>English Language Arts</b>	
<b>Environment &amp; Sustainability</b>	
<b>Financial Education</b>	
<b>Health and Physical Education</b>	
<b>Mathematics</b>	
<b>Science</b>	
<b>Social Studies</b>	

<b>COMPONENTS AND ASSESSMENTS</b>	
<b>Performance Assessments:</b> <ul style="list-style-type: none"> <li>1-80 Explain and become familiar with the fundamentals of human growth</li> <li>1-81 Explain and become familiar with the principles of health hygiene</li> <li>1-82 Explain and become aware of the dangers of drug, alcohol, and tobacco use and abuse</li> <li>1-83 Explain the principles associated with the term fitness</li> <li>1-84 Explain the principles associated with physical fitness</li> <li>1-85 Explain the principles of a sound exercise program</li> <li>1-86 Explain the principles for the prevention of heat stress and dehydration</li> <li>1-87 Demonstrate basic warm-up and cardiovascular exercise</li> <li>1-88 Explain the requirements of the physical fitness test</li> <li>1-89 Explain the physical fitness test procedure</li> <li>1-90 Demonstrate the ability to perform physical fitness</li> </ul>	
<b>Leadership Alignment:</b> Lead a cohesive unit through prescribed calisthenics and other aerobic activities.	
<b>Standards and Competencies</b>	
<b>Unit:</b> Health education	
<b>Industry Standards and/or Competencies</b>	<b>Total Learning Hours for Unit: 10</b>
<ul style="list-style-type: none"> <li>Naval Science I</li> <li>NS1.6 Cadets will gain knowledge and realize the importance of Health Education, Physical Fitness and Exercise, and Qualifying Minimums through classroom discussions, oral presentations, and practical demonstrations.</li> </ul>	

<b>Aligned Washington State Learning Standards</b>	
<b>Health and Physical Education</b>	<p><u>Health 2.1: Understands dimensions and indicators of health.</u>  2.1.1 Evaluates dimensions of health and relates to personal health behaviors.</p> <p><u>Health 2.3: Understands the concepts of prevention and control of disease.</u>  2.3.1 Analyzes personal health practices, and how they affect communicable diseases.</p> <p><u>Health 2.4: Acquires skills to live safely and reduce health risks.</u>  2.4.1 Understands types of abuse and risky situations and how to respond appropriately and safely.  2.4.2 Evaluates emergency situations, and ways to prevent injuries, and demonstrate skills to respond appropriately and safely.</p> <p><u>Health 3.2: Evaluates health and fitness information.</u>  3.2.1 Evaluates health and fitness information, products, and services.</p> <p><u>Fitness 1.2: Acquires the knowledge and skills to safely participate in a variety of developmentally appropriate physical activities.</u>  1.2.1 (Year One) Applies how to perform activities and tasks safely and appropriately. CBA: Concepts of Health and Fitness  1.2.4 (Year One) Analyzes safety and the importance of fitness in the work environment.</p> <p><u>Fitness 1.3: Understands the components of health-related fitness and interprets information from feedback, evaluation, and self-assessment in order to improve performance.</u>  1.3.1 (Year One) Analyzes the components of health-related fitness.</p> <p><u>Fitness 1.5: Understand the relationship of nutrition and food nutrients to body composition and physical performance</u>  1.5.2 (Year One) Evaluates how nutritional requirements change. 4.1.1 (Year One) Analyzes daily health and fitness habits.</p> <p><u>Fitness 4.2: Develops and monitor a health and fitness plan.</u>  4.2.2 (Year One) Understands barriers to physical activity and a healthy lifestyle.</p>

<b>COMPONENTS AND ASSESSMENTS</b>	
<b>Performance Assessments:</b> <ul style="list-style-type: none"> <li>1-92 Gain familiarity with the fundamental of first aid</li> <li>1-93 Explain first aid for maintenance of basic life support</li> <li>1-94 Explain basic first aid for bleeding and other circulatory problems</li> <li>1-95 Explain basic first aid for injuries to bones and joints</li> <li>1-96 Explain injuries and basic first aid for exposure to temperature extremes</li> <li>1-97 Explain basic first aid for poisoning</li> <li>1-98 Explain first aid for common medical emergencies</li> <li>1-99 Demonstrate basic first aid for shock</li> <li>1-100 Demonstrate basic first aid for soft tissue injuries</li> <li>1-101 Demonstrate basic emergency transport methods</li> </ul>	
<b>Leadership Alignment:</b> Not listed	
<b>Standards and Competencies</b>	
<b>Unit:</b> First aid procedures	
<b>Industry Standards and/or Competencies</b>	<b>Total Learning Hours for Unit: 5</b>
<ul style="list-style-type: none"> <li>Naval Science I</li> <li>NS1.7 Cadets will gain basic knowledge of correct first aid procedures through classroom discussions, oral presentations, written evaluations, and practical demonstrations.</li> </ul>	
<b>Aligned Washington State Learning Standards</b>	
<b>English Language Arts</b>	<u>CC: Writing for Literacy in History/Social Studies, Science, and Technical Subjects (9-10)</u>

	<p>Production and Distribution of Writing</p> <p>6 - Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.</p> <p>Research to Build and Present Knowledge</p> <p>8 - Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p>
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COMPONENTS AND ASSESSMENTS	
<b>Performance Assessments:</b> <ul style="list-style-type: none"> <li>1-102 Explain the sport of orienteering</li> <li>1-103 Explain how an orienteering course is laid out</li> <li>1-104 Explain the various forms of orienteering activities</li> <li>1-105 Explain qualification requirements for the NJROTC orienteering ribbon</li> <li>1-106 Demonstrate and explain the features and how to read orienteering and other topographical maps</li> <li>1-108 Demonstrate how distances are measured in orienteering</li> <li>1-109 Demonstrate the land navigation techniques used by the orienteer</li> </ul>	
<b>Leadership Alignment:</b> Not listed	
Standards and Competencies	
<b>Unit:</b> Orienteering.	
<b>Industry Standards and/or Competencies</b>	<b>Total Learning Hours for Unit: 5</b>
<ul style="list-style-type: none"> <li>Naval Science I</li> <li>NS1.8 Cadets will gain knowledge about Orienteering by classroom discussions, oral presentations, and practical demonstrations.</li> </ul>	
Aligned Washington State Learning Standards	
<b>Mathematics</b>	CC: Mathematical Practices (MP) 1 - Make sense of problems and persevere in solving them. 4 - Model with mathematics. 5 - Use appropriate tools strategically. 6 - Attend to precision.

COMPONENTS AND ASSESSMENTS	
<b>Performance Assessments:</b> <ul style="list-style-type: none"> <li>1-114 Gain familiarity with the chain of command from the President of the United States to the junior seaman recruit</li> <li>1-115 Understand the NJROTC chain of command is organized like a pyramid with one person on top and many on the bottom</li> <li>1-116 Explain the positions that fall under the NJROTC chain of command</li> <li>1-117 Explain how the cadet's uniform and insignia show his or her level of authority in the chain of command</li> <li>1-118 Gain familiarity with the orders to the sentry</li> <li>1-119 Explain how the orders to the sentry are used as a means of security for a ship or a duty station</li> <li>1-120 Understand that security involves sentry duty, guard duty, fire watches, and barracks watches</li> <li>1-121 Demonstrate the proper response to sentry orders and the correct method of posting a sentry</li> </ul>	
<b>Leadership Alignment:</b>	

Students will be able to identify the chain of command from the president to themselves and how it relates to the delineation and magnitude of their respective responsibilities.  
Orders to the sentry teach the importance of all members of an organization or unit understanding their respective responsibilities and how it increases the effectiveness of the unit or organization.

### ***Standards and Competencies***

**Unit:** Chain of command

#### **Industry Standards and/or Competencies**

**Total Learning Hours for Unit: 9**

- Naval Science I
- NS1.9 Cadets will gain knowledge and understanding of the importance of chain of command and orders to the sentry in the NJROTC program through classroom discussions, oral presentations, and written evaluations

### ***Aligned Washington State Learning Standards***

<b>Arts</b>	
<b>Computer Science</b>	
<b>Educational Technology</b>	
<b>English Language Arts</b>	
<b>Environment &amp; Sustainability</b>	
<b>Financial Education</b>	
<b>Health and Physical Education</b>	
<b>Mathematics</b>	
<b>Science</b>	
<b>Social Studies</b>	

### **COMPONENTS AND ASSESSMENTS**

#### **Performance Assessments:**

- 2-35 Cite the public law that established the Junior ROTC program.
- 2-36 Cite under whose guidance the NJROTC program is administered.
- 2-37 Describe the team members/instructors teaching the NJROTC program.
- 2-38 Cite the type of support provided by the Navy for the naval science classroom, and for the cadets enrolled in the program.
- 2-39 Cite the mission and goals the NJROTC program expects to achieve.
- 2-40 Cite where the focus of the NJROTC program will lie.
- 2-41 Cite the policies a student must meet in order to enroll in the NJROTC unit.
- 2-42 Explain the procedures used to disenroll cadets from the NJROTC program.
- 2-43 Cite the Navy's core values and explain what it means for everyone to be committed to their fellow cadets in the NJROTC program.
- 2-44 Cite how the course will discuss the history of the U.S. Navy and the role it has played in building our nation.
- 2-45 Cite how the course will use the nautical sciences as areas of scientific study in the program.
- 2-46 Cite how the course will include various areas of naval knowledge in the study of sea power.
- 2-47 Cite how the course will use various areas of naval skills in the study of life in the Navy.
- 2-48 Discuss how the basic principles of ethics and morals will be used to teach leadership in the course.

#### **Leadership Alignment:**

Making responsible, engaged and informed citizens that will contribute to their community and beyond.



<b>Standards and Competencies</b>	
<b>Unit:</b> History of NJROTC	
<b>Industry Standards and/or Competencies</b>	<b>Total Learning Hours for Unit: 5</b>
<ul style="list-style-type: none"> <li>Naval Science I             <ul style="list-style-type: none"> <li>NS1.10 Cadets will gain a fundamental knowledge of the history and background of the NJROTC Program, the mission, goals and policies of the NJROTC Program, and the basics of the Naval Science curriculum through classroom discussions, oral presentations, and written evaluations</li> </ul> </li> </ul>	
<b>Aligned Washington State Learning Standards</b>	
<b>English Language Arts</b>	<u>CC: College and Career Readiness Anchor Standards for Speaking and Listening</u> Comprehension and Collaboration 1 - Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. 2 - Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. 4 - Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. 6 - Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

<b>COMPONENTS AND ASSESSMENTS</b>	
<b>Performance Assessments:</b> <ul style="list-style-type: none"> <li>2-49 Explain the purpose of having all students participate in learning the basics of military drill.</li> <li>2-50 Explain why the NJROTC program encourages physical fitness for all students.</li> <li>2-51 Discuss the opportunity to take orientation trips during the school year, and what it does for cadet leadership training.</li> <li>2-52 Cite the main reasons for enrolling in NJROTC.</li> <li>2-53 Discuss the objectives of the NJROTC Leadership Academy and the opportunities for cadet advanced leadership training.</li> <li>2-54 Discuss the kind of self-discipline a cadet hopes to achieve by being a cadet in the NJROTC program.</li> <li>2-55 Discuss the opportunities to develop leadership skills when placed in an NJROTC leadership position.</li> <li>2-56 Cite the special military pay grade benefits that can be earned through the NJROTC program.</li> </ul>	
<b>Leadership Alignment:</b> Making responsible, engaged, and informed citizens that will contribute to their community and beyond.	
<b>Standards and Competencies</b>	
<b>Unit:</b> Benefits of the NJROTC	
<b>Industry Standards and/or Competencies</b>	<b>Total Learning Hours for Unit: 10</b>
<ul style="list-style-type: none"> <li>Naval Science I</li> <li>NS1.11 Cadets will complete unit activities to demonstrate the benefits of the NJROTC Program through classroom discussions, oral presentations, written evaluations, and practical demonstrations.</li> </ul>	
<b>Aligned Washington State Learning Standards</b>	
<b>English Language Arts</b>	<u>CC: College and Career Readiness Anchor Standards for Speaking and Listening</u> Comprehension and Collaboration 1 - Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and

	<p>persuasively.</p> <p>2 - Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>Presentation of Knowledge and Ideas</p> <p>4 - Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p> <p>6 - Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p>
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COMPONENTS AND ASSESSMENTS	
<b>Performance Assessments:</b> <ul style="list-style-type: none"> <li>2-57 Cite individual short-term, mid-term, and long-term goals for the future.</li> <li>2-58 Understand how a school transcript can be used for admittance to college, scholarships, and job training.</li> <li>2-59 Cite good study habits and the traits of a successful student.</li> <li>2-60 Discuss some advantages of enlistment in the Navy.</li> <li>2-61 Discuss the eligibility requirements for admission to the U.S. Naval Academy and the benefits of the NROTC college scholarship program</li> </ul>	
<b>Leadership Alignment:</b> Cadets will learn, witness, and practice all tenants of leadership.	
Standards and Competencies	
<b>Unit:</b> Professional development	
<b>Industry Standards and/or Competencies</b>	<b>Total Learning Hours for Unit: 10</b>
<ul style="list-style-type: none"> <li>Naval Science I</li> <li>NS1.12 Cadets will know how to develop Career Skills: planning professional development dimensions of communication; seeking promotions; comprehending personal and organizational values; dimensions of collaboration; and how to seek and receive feedback through classroom discussions, oral presentations, written evaluations, and practical demonstrations.</li> </ul>	
Aligned Washington State Learning Standards	
Arts	
Computer Science	
Educational Technology	
English Language Arts	
Environment & Sustainability	
Financial Education	
Health and Physical Education	
Mathematics	
Science	
Social Studies	

COMPONENTS AND ASSESSMENTS
<b>Performance Assessments:</b> <ul style="list-style-type: none"> <li>2-62 Define followership.</li> <li>2-63 Describe the different types of followers.</li> </ul>

- 2-64 Describe the qualities of a good follower and the importance of obedience in a military organization.
- 2-65 Describe the duties of a good follower.
- 2-66 Define leadership.
- 2-67 Cite the traits of an effective leader
- 2-68 Cite the personal qualities of an effective leader
- 2-69 Discuss the range of leadership styles and strategies of successful leaders, from the very autocratic to the very democratic.
- 2-70 Discuss the typical NJROTC unit organizational chart.
- 2-71 Describe the leadership positions found in the unit.
- 2-72 Discuss Maslow's priority of human needs.
- 2-73 Discuss the main motivating factors in people's actions, and how it impacts their attitude to do a better job.
- 2-74 Define punishment as a negative approach to motivation.
- 2-75 Define rewards as a positive approach to motivation.
- 2-76 Discuss senior and subordinate relationships in a typical military situation.
- 2-77 Cite three reasons for the chain of command.
- 2-78 Discuss roadblocks and their effect on relationships in the NJROTC unit.
- 2-79 Define prejudice and how people show prejudice in their general behavior.
- 2-80 Discuss how frustration, anger, sexual harassment, being picked on, and unfair situations cause conflicts in human relationships.
- 2-81 Discuss what the individual can do to learn about solving conflicts.
- 2-82 Discuss how an individual's attitude influences others around him/her and contributes to the success of the NJROTC unit.
- 2-83 Discuss the key to having a good attitude.
- 2-84 Discuss the difference between winning and losing attitudes.
- 2-85 Discuss how physical activity can help work out the feelings associated with an intense emotional buildup.
- 2-86 Discuss how the ability to retain a sense of humor can be a big asset in the construction of the expression of emotions.

**Leadership Alignment:**

Cadets will learn, witness, and practice all tenants of followership and leadership

### ***Standards and Competencies***

**Unit:** NJROTC leadership

**Industry Standards and/or Competencies**

**Total Learning Hours for Unit:** 30

- Naval Science I
- NS1.13 Cadets will learn about the importance of leadership, followership, and opportunities within the NJROTC program that supports both these roles through classroom discussions, oral presentations, written evaluations, and practical demonstrations.

### ***Aligned Washington State Learning Standards***

<b>Arts</b>	
<b>Computer Science</b>	
<b>Educational Technology</b>	
<b>English Language Arts</b>	
<b>Environment &amp; Sustainability</b>	
<b>Financial Education</b>	
<b>Health and Physical Education</b>	
<b>Mathematics</b>	
<b>Science</b>	

Social Studies	
<b>COMPONENTS AND ASSESSMENTS</b>	
<b>Performance Assessments:</b> <ul style="list-style-type: none"> <li>Students will</li> <li>2-87 Define the words “citizen” and “citizenship.”</li> <li>2-88 Discuss the 24 characteristics of a good citizen.</li> <li>2-89 Discuss how laws affect the way we live.</li> <li>2-90 Define “constituted authority” as it relates to the making of laws.</li> <li>2-91 Describe the relationship between authority, responsibility, and accountability.</li> <li>2-93 Discuss how the invention of the radio and television forced many changes in our government.</li> <li>2-94 Define the absolute monarchy type of government.</li> <li>2-95 Define socialism as a form of government.</li> <li>2-96 Discuss the rise of the fascist movement in two European countries in the early 1920s as a form of government.</li> <li>2-97 Discuss the communist ideology of combining the economic and political systems as a form of government.</li> <li>2-98 Describe the success of the democratic form of government and how it is based upon equality, justice, and freedom for all citizens.</li> <li>2-99 Cite the three ways a person can become a citizen of the United States.</li> <li>2-100 Discuss a person’s rights as a citizen.</li> <li>2-101 Discuss a citizen’s duty to obey and respect the laws of his/her country.</li> <li>2-102 Discuss a person’s loyalty to their government, their state, and their community</li> </ul>	
<b>Leadership Alignment:</b> Learning the rights and responsibilities of good citizenship and how to apply this knowledge to the good of the community and beyond.	
<b>Standards and Competencies</b>	
<b>Unit:</b> Citizenship	
<b>Industry Standards and/or Competencies</b>	<b>Total Learning Hours for Unit:</b> 30
<ul style="list-style-type: none"> <li>Naval Science I</li> <li>NS1.14 Cadets will gain fundamental knowledge of citizenship, the role of our government, and the rights and responsibilities citizens of the U.S. possess through classroom discussions, oral presentations, and written evaluations.</li> </ul>	
<b>Aligned Washington State Learning Standards</b>	
<b>English Language Arts</b>	Comprehension and Collaboration (9-10) 1 - Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. 1a - Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
<b>COMPONENTS AND ASSESSMENTS</b>	
<b>Performance Assessments:</b> <ul style="list-style-type: none"> <li>2-103 Discuss the significance of the Declaration of Independence.</li> <li>2-104 Discuss the 5 parts of the Declaration of Independence.</li> <li>2-105 Describe how the role of the government in an American democracy is to serve the people.</li> </ul>	

- 2-106 Discuss the significance of the Articles of Confederation.
- 2-107 Discuss the series of checks and balances in the Constitution, and how they protect the rights of the people and establish boundaries of authority between state and federal government.
- 2-108 Discuss the purpose of the Constitution, the preamble, and the power in each of the seven articles.
- 2-109 Describe the three branches of the federal government and the specific law-making duties of each branch.
- 2-110 Discuss the significance of the Bill of Rights as an amendment to the Constitution.

**Leadership Alignment:**

Cadets understand the Constitution as a set of guidelines for the organization and operation of our government.

***Standards and Competencies***

**Unit:** Declaration of independence and the constitution

**Industry Standards and/or Competencies**

**Total Learning Hours for Unit: 5**

- Naval Science I
- NS1.15 Cadets will gain knowledge about the Declaration of Independence and the Constitution of the United States through classroom discussions, oral presentations, and written evaluations.

***Aligned Washington State Learning Standards*****English Language Arts****CC: Reading for Literacy in History/Social Studies**

Key Ideas and Details (9-10)

2 - Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

Craft and Structure (9-10)

4 - Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

**COMPONENTS AND ASSESSMENTS****Performance Assessments:**

- 2-111 Discuss the relationship of the U.S. Navy with the U.S. government and its role in our national defense.
- 2-112 Discuss the role of the Secretary of Defense under the President of the United States.
- 2-113 Discuss the membership of the National Security Council.
- 2-114 Cite the different departments under the Department of Defense.
- 2-115 Cite the military responsibilities of the Secretary of the Navy and the Chief of Naval Operations.
- 2-116 Discuss the overall mission of the U.S. Navy.
- 2-117 Cite the geographical locations of the U.S. Navy operating forces throughout the world and discuss their various missions.
- 2-118 Explain the difference between Navy operating forces and Navy shore establishment

**Leadership Alignment:**

Students will be able to identify the chain of command and how it relates to the delineation and magnitude of their respective responsibilities

***Standards and Competencies***

**Unit:** National Defense

**Industry Standards and/or Competencies**

**Total Learning Hours for Unit: 5**

- Naval Science I
- NS1.16 Cadets will gain an understanding of our Nation's Defense and the organization of the Navy through classroom discussions, oral presentations, and written evaluations

***Aligned Washington State Learning Standards***

<b>English Language Arts</b>	<u>CC: Reading Informational Text</u> Integration of Knowledge and Ideas (9-10) 9 - Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.
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### COMPONENTS AND ASSESSMENTS

#### Performance Assessments:

- 2-119 Describe the mission of the Navy as it relates to carrying out the military strategy of the United States.
- 2-120 Discuss the objective of strategic deterrence in the Navy's mission.
- 2-121 Discuss the Navy's ability to control the use of the seas.
- 2-122 Discuss the projection of power ashore as it relates to the Navy's ability to deploy its forces to carry the fight to the enemy.
- 2-123 Discuss the Navy's presence throughout the world on the open seas as a show of force.
- 2-124 Discuss the differences between civilian and Navy language when referring to various parts and locations aboard the ship.
- 2-125 Discuss how ships are identified by name and designation.
- 2-126 Discuss how the speed of a ship is stated in terms of nautical miles per hour over water, and how this compares to statute miles per hour over land.
- 2-127 Discuss Navy ships in terms of type, size, displacement, length, beam, and missions performed.
- 2-128 Describe how the ships of the United States Navy are divided into two categories: combatant ships and auxiliary ships.
- 2-129 Cite the two types of submarines deployed by the Navy.

#### Leadership Alignment:

Not listed

### Standards and Competencies

**Unit:** Naval ships

#### Industry Standards and/or Competencies

**Total Learning Hours for Unit:** 10

- Naval Science I
- NS1.17 Cadets will gain an understanding of the mission of Navy ships and ship terminology through classroom discussions, oral presentations, and written evaluations.

### Aligned Washington State Learning Standards

<b>English Language Arts</b>	<u>CC: Reading Informational Text</u> Craft and Structure (9-10) 4 - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
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### COMPONENTS AND ASSESSMENTS

#### Performance Assessments:

- Students will
- 2-130 Discuss the beginning of naval aviation and the four approaches used to integrate aircraft with the fleet.
- 2-131 Discuss the differences between fixed-wing aircraft and rotary-wing aircraft and the missions they perform.
- 2-132 Describe the tri-service aircraft model designation symbols used for air identification purposes.
- 2-133 Discuss how naval aircraft of the same type are organized into squadrons for the purpose of training, maintenance and administration.
- 2-134 Discuss the variety of Navy aircraft available in each of its striking forces, and the missions they perform.

#### Leadership Alignment:

Not listed	
<b>Standards and Competencies</b>	
<b>Unit:</b> Naval aviation	
<b>Industry Standards and/or Competencies</b>	<b>Total Learning Hours for Unit:</b> 10
<ul style="list-style-type: none"> <li>Naval Science I</li> <li>NS1.18 Cadets will gain knowledge of Naval Aviation and the role aircraft play in our Nation's defense through classroom discussions, oral presentations, and written evaluations.</li> </ul>	
<b>Aligned Washington State Learning Standards</b>	
<b>English Language Arts</b>	CC: Reading Informational Text Craft and Structure (9-10) 4 - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

<b>21<sup>st</sup> Century Skills</b>		
Check those that students will demonstrate in this course:		
<b>LEARNING &amp; INNOVATION</b>  <b>Creativity and Innovation</b> <input type="checkbox"/> Think Creatively <input type="checkbox"/> Work Creatively with Others <input type="checkbox"/> Implement Innovations  <b>Critical Thinking and Problem-Solving</b> <input type="checkbox"/> Reason Effectively <input type="checkbox"/> Use Systems Thinking <input type="checkbox"/> Make Judgments and Decisions <input type="checkbox"/> Solve Problems  <b>Communication and Collaboration</b> <input type="checkbox"/> Communicate Clearly <input type="checkbox"/> Collaborate with Others	<b>INFORMATION, MEDIA &amp; TECHNOLOGY SKILLS</b>  <b>Information Literacy</b> <input type="checkbox"/> Access and /or evaluate Information <input type="checkbox"/> Use and Manage Information  <b>Media Literacy</b> <input type="checkbox"/> Analyze Media <input type="checkbox"/> Create Media Products  <b>Information, Communications, and Technology (ICT Literacy)</b> <input type="checkbox"/> Apply Technology Effectively	<b>LIFE &amp; CAREER SKILLS</b>  <b>Flexibility and Adaptability</b> <input type="checkbox"/> Adapt to Change <input type="checkbox"/> Be Flexible  <b>Initiative and Self-Direction</b> <input type="checkbox"/> Manage Goals and Time <input type="checkbox"/> Work Independently <input type="checkbox"/> Be Self-Directed Learners  <b>Social and Cross-Cultural</b> <input type="checkbox"/> Interact Effectively with Others <input type="checkbox"/> Work Effectively in Diverse Teams  <b>Productivity and Accountability</b> <input type="checkbox"/> Manage Projects <input type="checkbox"/> Produce Results  <b>Leadership and Responsibility</b> <input type="checkbox"/> Guide and Lead Others <input type="checkbox"/> Be Responsible to Others