

Everett Public Schools Naval Science Framework: Naval Science 201 / 202	
<b>Course:</b> JROTC Military Science	<b>Total Framework Hours:</b> 180 Hours
<b>CIP Code:</b> 280301	<b>Type:</b> Preparatory
<b>Career Cluster:</b> Government and Public Administration	<b>Date Last Modified:</b> Thursday, January 09, 2014
<b>Resources and Standard used in Framework Development:</b> Standards used for this framework are from Naval Service Training Command, Pensacola, Florida and the Common Core State Standards	
<b>Unit 1 SEA POWER AND EARLY WESTERN CIVILIZATION AS WELL AS THE AMERICAN REVOLUTIO</b>	<b>Hours: 15</b>
<b>Performance Assessment(s):</b>	
3-35 Describe the importance of sea power. 3-36 Explain how sea power evolved and its influence on the ancient world. 3-37 Describe the fall of the Roman Empire and the subsequent thousand years of turmoil that followed. 3-38 Describe the events that caused the Turks to lose the Battle of Lepanto in 1571 and their control of the Mediterranean area. 3-39 Describe the conflict between England and Spain in 1570. 3-40 Explain how the English defeated the Spanish Armada. 3-41 Describe the taxing system used by England on the colonies and the subsequent events that led to the American Revolution. 3-42 Explain the difficulties the British faced in fighting naval battles with the colonies. 3-43 Describe how the American Navy was born and the significance of building the Navy. 3-44 Cite the importance of the first American Naval operation against the English Navy in the American Revolution. 3-45 Describe the two major events (turning point) of the battle of Saratoga and the impact it had on the American Revolutionary War. 3-46 Explain how naval power affected the outcome of the War at Sea. 3-47 Describe the events leading up to the battle of Yorktown and the subsequent end of the fighting in the colonies. 3-48 Explain the reasons why the American economy suffered in 1783. 3-49 Cite the events surrounding the Navy Act of 1794. 3-50 Explain the events during the quasi-war between American and France. 3-51 Cite the events surrounding the capture and destruction of the USS Philadelphia. 3-52 Describe the events that led to the final moves toward war between the United States and Britain. 3-53 Describe the major sea battles between the American and the British forces during the War of 1812. 3-54 Cite other high sea battles that occurred during the War of 1812. 3-55 Explain other major incidents where the British prevailed over America's sea vessels. 3-56 Cite the offensive maneuvers used by the British Navy during the War of 1812. 3-57 Explain how sea power influenced the spread of Western Civilization and the formative years of the new American republic. 3-58 Explain the contribution the U.S. Navy made to the progress of world trade between 1815 and 1860.	
<b>Leadership Alignment:</b>	
Learning, analyzing, and practicing tenants of leadership acquired through study of naval leaders from history and applying management through the different leadership levels as defined by standard line organization model.	
<b>Standards and Competencies</b>	
Naval Science II NS2.1 Cadets have gained knowledge of Sea Power, Early Western Civilization and The American Revolution through classroom discussions, oral presentations, and written evaluations.	

## Aligned to Washington State Standards

### Arts

### Communication - Speaking and Listening

### Health and Fitness

### Language

### Mathematics

### Reading

CC: Reading for Literacy in History/Social Studies

Key Ideas and Details (9-10)

- 1 - Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
- 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.
- 3 - Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

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.

### Science

### Social Studies

### Writing

CC: Writing for Literacy in History/Social Studies, Science, and Technical Subjects (9-10)

Text Types and Purposes

- 1 - Write arguments focused on discipline-specific content.
  - 1a - Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
  - 1e - Provide a concluding statement or section that follows from or supports the argument presented.
- 2 - Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
  - 2a - Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
  - 2b - Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
  - 2f - Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

Production and Distribution of Writing

- 4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- 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.

Research to Build and Present Knowledge

7 - Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

9 - Draw evidence from informational texts to support analysis, reflection, and research.

## 21st Century Skills

### LEARNING AND INNOVATION

#### Creativity and Innovation

- ☒ Think Creatively
- ☒ Work Creatively with Others
- ☐ Implement Innovations

#### Creative Thinking and Problem Solving

- ☒ Reason Effectively
- ☐ Use Systems Thinking
- ☐ Make Judgements and Decisions
- ☐ Solve Problems

#### Communication and Collaboration

- ☒ Communicate Clearly
- ☒ Collaborate with Others

### INFORMATION, MEDIA AND TECHNOLOGY SKILLS

#### Information Literacy

- ☒ Access and Evaluate Information
- ☐ Use and Manage Information

#### Media Literacy

- ☐ Analyze Media
- ☐ Create Media Products

#### Information, Communications, and Technology (ICT Literacy)

- ☐ Apply Technology Effectively

### LIFE AND CAREER SKILLS

#### Flexibility and Adaptability

- ☐ Adapt to Change
- ☐ Be Flexible

#### Initiative and Self-Direction

- ☒ Manage Goals and Time
- ☒ Work Independently
- ☒ Be Self-Directed Learners

#### Social and Cross-Cultural

- ☒ Interact Effectively with Others
- ☐ Work Effectively in Diverse Teams

#### Productivity and Accountability

- ☐ Manage Projects
- ☒ Produce Results

#### Leadership and Responsibility

- ☐ Guide and Lead Others
- ☐ Be Responsible to Others

Unit 2 CIVIL WAR AND THE UNITED STATES' RISE IN WORLD POWER STATUS AND THE NAVY'S RO		Hours: 15
<b>Performance Assessment(s):</b>		
3-59 Describe how the issue of slavery divided the North and South and led to the outbreak of the Civil War in 1861. 3-60 Describe the major events that occurred during 1860-61 in America. 3-61 Describe the resources of both the North and the South and the preparations required to fight the Civil War. 3-62 Describe the role of the Union Navy during the Civil War. 3-63 Describe the CSS Virginia (Formerly USS Merrimack) and the USS Monitor. 3-64 Describe how General Robert E. Lee was able to prolong the life of the Confederacy after the Battle of Hampton Roads. 3-65 Describe the Emancipation Proclamation as a significant psychological move for the North in the Civil War. 3-66 Describe the Battle of Gettysburg as the turning point in the Civil War. 3-67 Explain the role that Captain Semmes and the CSS Alabama played in the Civil War. 3-68 Explain the primary reason General Robert E. Lee was forced to surrender. 3-69 Explain the changes to American life that occurred during or as a result of the Civil War. 3-70 Describe the changes in foreign relations and technology that affected the U.S. Navy following the Civil War. 3-71 Describe the education and training programs that were developed after the Civil War for the U.S. Navy. 3-72 Describe five major contributions Alfred T. Mahan made to modern navies. 3-73 Explain how the United States rebuilt its Navy or contributed to its expansion following the Civil War. 3-74 Explain American reaction to the sinking of the USS Maine and the war preparations made by the United States before the start of the Spanish-American War. 3-75 Describe the advances in naval power and technology under Theodore Roosevelt. 3-76 Explain America's international relations from 1903 until World War I. 3-77 Explain the difficulties and importance of building the Panama Canal.		
<b>Leadership Alignment:</b>		
Learning, analyzing, and practicing tenants of leadership acquired through study of naval leaders from history and applying management through the different leadership levels as defined by standard line organization model.		
<b>Standards and Competencies</b>		
Naval Science II NS2.2 Cadets have gained knowledge of the Civil War and the United States' rise in world power status and the Navy's role in this transition through classroom discussions, oral presentations, and written evaluations.		
<b>Aligned to Washington State Standards</b>		
<b>Arts</b>		
<b>Communication - Speaking and Listening</b>		
<b>Health and Fitness</b>		
<b>Language</b>		
<b>Mathematics</b>		
<b>Reading</b>		
CC: <u>Reading for Literacy in History/Social Studies</u> <u>Key Ideas and Details (9-10)</u> 1 - Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.		

- 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.
- 3 - Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
- 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.

## Science

## Social Studies

## Writing

### CC: Writing (9-10)

#### Text Types and Purposes

- 1 - Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- 1b - Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
- 1e - Provide a concluding statement or section that follows from and supports the argument presented.
- 2 - Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- 2a - Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- 2b - Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- 2f - Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

#### Production and Distribution of Writing

- 4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- 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.

#### Research to Build and Present Knowledge

- 7 - Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- 9 - Draw evidence from literary or informational texts to support analysis, reflection, and research.

## 21st Century Skills

<p><b>LEARNING AND INNOVATION</b></p> <p><b>Creativity and Innovation</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Think Creatively</li> <li><input checked="" type="checkbox"/> Work Creatively with Others</li> <li><input type="checkbox"/> Implement Innovations</li> </ul> <p><b>Creative Thinking and Problem Solving</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Reason Effectively</li> <li><input type="checkbox"/> Use Systems Thinking</li> <li><input type="checkbox"/> Make Judgements and Decisions</li> <li><input type="checkbox"/> Solve Problems</li> </ul> <p><b>Communication and Collaboration</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Communicate Clearly</li> <li><input checked="" type="checkbox"/> Collaborate with Others</li> </ul>	<p><b>INFORMATION, MEDIA AND TECHNOLOGY SKILLS</b></p> <p><b>Information Literacy</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Access and Evaluate Information</li> <li><input checked="" type="checkbox"/> Use and Manage Information</li> </ul> <p><b>Media Literacy</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Analyze Media</li> <li><input type="checkbox"/> Create Media Products</li> </ul> <p><b>Information, Communications, and Technology (ICT Literacy)</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Apply Technology Effectively</li> </ul>	<p><b>LIFE AND CAREER SKILLS</b></p> <p><b>Flexibility and Adaptability</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Adapt to Change</li> <li><input type="checkbox"/> Be Flexible</li> </ul> <p><b>Initiative and Self-Direction</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Manage Goals and Time</li> <li><input checked="" type="checkbox"/> Work Independently</li> <li><input checked="" type="checkbox"/> Be Self-Directed Learners</li> </ul> <p><b>Social and Cross-Cultural</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Interact Effectively with Others</li> <li><input type="checkbox"/> Work Effectively in Diverse Teams</li> </ul> <p><b>Productivity and Accountability</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Manage Projects</li> <li><input checked="" type="checkbox"/> Produce Results</li> </ul> <p><b>Leadership and Responsibility</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Guide and Lead Others</li> <li><input type="checkbox"/> Be Responsible to Others</li> </ul>
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Unit 3 WWI AND THE INTERWAR YEARS AND THE NAVY'S ROLE IN THIS TRANSITION.		Hours: 15
<b>Performance Assessment(s):</b>		
3-78 Explain the war plans made by Great Britain and Germany during World War I. 3-79 Describe actions taken by the German and the British during the Pacific Action. 3-80 Explain the operational advantages of the German U-boats over the Allies during World War I. 3-81 Explain the events that bought America into World War I. 3-82 Explain the operation and significance of the convoy system that was used by Great Britain during World War I. 3-83 Describe the antisubmarine operations used by the U.S. Navy during World War I. 3-84 Describe the role America played during World War I. 3-85 Briefly describe events leading up to the surrender of Germany. 3-86 Explain the conditions set forth in the Naval Disarmament Treaty. 3-87 Identify the dictatorships that grew out of the great world depression. 3-88 Explain the condition of the U.S Navy during the pre-war years. 3-89 Explain the final steps toward war in Europe. 3-90 Explain U.S isolationism/involvement from 1935 until the United States declared war on Japan on 8 December 1941. 3-91 Explain and demonstrate the procedures for the platoon to take arms.		
<b>Leadership Alignment:</b>		
Learning, analyzing, and practicing tenants of leadership acquired through study of naval leaders from history and applying management through the different leadership levels as defined by standard line organization model.		
<b>Standards and Competencies</b>		
Naval Science II		
NS2.3 Cadets have gained knowledge of WWI and the interwar years and the Navy's role in this transition.		
<b>Aligned to Washington State Standards</b>		
<b>Arts</b>		
<b>Communication - Speaking and Listening</b>		
<b>Health and Fitness</b>		
<b>Language</b>		
<b>Mathematics</b>		
<b>Reading</b>		
CC: <u>Reading for Literacy in History/Social Studies</u> <u>Key Ideas and Details (9-10)</u> 1 - Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. 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. 3 - Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them. <u>Craft and Structure (9-10)</u> 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.		

## Science

## Social Studies

## Writing

CC: Writing for Literacy in History/Social Studies, Science, and Technical Subjects (9-10)

### Text Types and Purposes

1 - Write arguments focused on discipline-specific content.

1b - Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.

1e - Provide a concluding statement or section that follows from or supports the argument presented.

2 - Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

2a - Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

2b - Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

2f - Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

### Production and Distribution of Writing

4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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.

### Research to Build and Present Knowledge

7 - Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

9 - Draw evidence from informational texts to support analysis, reflection, and research.



## 21st Century Skills

<p><b>LEARNING AND INNOVATION</b></p> <p><b>Creativity and Innovation</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Think Creatively</li> <li><input type="checkbox"/> Work Creatively with Others</li> <li><input type="checkbox"/> Implement Innovations</li> </ul> <p><b>Creative Thinking and Problem Solving</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Reason Effectively</li> <li><input type="checkbox"/> Use Systems Thinking</li> <li><input type="checkbox"/> Make Judgements and Decisions</li> <li><input type="checkbox"/> Solve Problems</li> </ul> <p><b>Communication and Collaboration</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Communicate Clearly</li> <li><input checked="" type="checkbox"/> Collaborate with Others</li> </ul>	<p><b>INFORMATION, MEDIA AND TECHNOLOGY SKILLS</b></p> <p><b>Information Literacy</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Access and Evaluate Information</li> <li><input checked="" type="checkbox"/> Use and Manage Information</li> </ul> <p><b>Media Literacy</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Analyze Media</li> <li><input type="checkbox"/> Create Media Products</li> </ul> <p><b>Information, Communications, and Technology (ICT Literacy)</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Apply Technology Effectively</li> </ul>	<p><b>LIFE AND CAREER SKILLS</b></p> <p><b>Flexibility and Adaptability</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Adapt to Change</li> <li><input type="checkbox"/> Be Flexible</li> </ul> <p><b>Initiative and Self-Direction</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Mange Goals and Time</li> <li><input checked="" type="checkbox"/> Work Independently</li> <li><input checked="" type="checkbox"/> Be Self-Directed Learners</li> </ul> <p><b>Social and Cross-Cultural</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Interact Effectively with Others</li> <li><input type="checkbox"/> Work Effectively in Diverse Teams</li> </ul> <p><b>Productivity and Accountability</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Manage Projects</li> <li><input checked="" type="checkbox"/> Produce Results</li> </ul> <p><b>Leadership and Responsibility</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Guide and Lead Others</li> <li><input type="checkbox"/> Be Responsible to Others</li> </ul>
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<b>Unit 4 WWII AND THE NAVY'S ROLE IN THE WAR.</b>	<b>Hours: 15</b>
<b>Performance Assessment(s):</b>	
3-93 Describe the state of U.S. military readiness during and after the attack on Pearl Harbor. 3-94 Explain three miscalculations the Japanese made during and after the attack on Pearl Harbor. 3-95 Explain the outcome of the battle of Anzio. 3-96 Explain why successful Allied air attacks in Operation Overlord were essential to the success of the invasion of Normandy. 3-97 Describe the major events of D-Day in Normandy. 3-98 Describe the major events of Operation Anvil: Invasion of Southern France. 3-99 Explain the events that led up to the Japanese attack on Pearl Harbor. 3-102 Cite two reasons the Battle of the Coral Sea was important. 3-103 Explain the significance of the Battle of Midway. 3-104 Describe the battles of Guadalcanal. 3-105 Explain the submarine war in the Pacific. 3-106 Describe the battle of the Philippine Sea. 3-107 Describe the condition of the Imperial Japanese Navy following Battle of Leyte Gulf. 3-108 Describe the U.S. occupation of Iwo Jima and its logistic significance.	
<b>Leadership Alignment:</b>	
Learning, analyzing, and practicing tenants of leadership acquired through study of naval leaders from history and applying management through the different leadership levels as defined by standard line organization model.	
<b>Standards and Competencies</b>	
Naval Science II NS2.4 Cadets have gained knowledge of WWII and the Navy's role in the war through classroom discussions, oral presentations, and written evaluations	
<b>Aligned to Washington State Standards</b>	
<b>Arts</b>	
<b>Communication - Speaking and Listening</b>	
<b>Health and Fitness</b>	
<b>Language</b>	
<b>Mathematics</b>	
<b>Reading</b>	
CC: <u>Reading for Literacy in History/Social Studies</u> <u>Key Ideas and Details (9-10)</u> 1 - Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. 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. 3 - Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them. <u>Craft and Structure (9-10)</u> 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.	

## Science

## Social Studies

## Writing

CC: Writing for Literacy in History/Social Studies, Science, and Technical Subjects (9-10)

### Text Types and Purposes

1 - Write arguments focused on discipline-specific content.

1b - Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.

1e - Provide a concluding statement or section that follows from or supports the argument presented.

2 - Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

2a - Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

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### Production and Distribution of Writing

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### Research to Build and Present Knowledge

7 - Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

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## 21st Century Skills

### LEARNING AND INNOVATION

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- ☐ Work Creatively with Others
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#### Creative Thinking and Problem Solving

- ☒ Reason Effectively
- ☐ Use Systems Thinking
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- ☐ Solve Problems

#### Communication and Collaboration

- ☒ Communicate Clearly
- ☒ Collaborate with Others

### INFORMATION, MEDIA AND TECHNOLOGY SKILLS

#### Information Literacy

- ☒ Access and Evaluate Information
- ☒ Use and Manage Information

#### Media Literacy

- ☐ Analyze Media
- ☐ Create Media Products

#### Information, Communications, and Technology (ICT Literacy)

- ☐ Apply Technology Effectively

### LIFE AND CAREER SKILLS

#### Flexibility and Adaptability

- ☐ Adapt to Change
- ☐ Be Flexible

#### Initiative and Self-Direction

- ☒ Manage Goals and Time
- ☒ Work Independently
- ☒ Be Self-Directed Learners

#### Social and Cross-Cultural

- ☒ Interact Effectively with Others
- ☐ Work Effectively in Diverse Teams

#### Productivity and Accountability

- ☐ Manage Projects
- ☒ Produce Results

#### Leadership and Responsibility

- ☐ Guide and Lead Others
- ☐ Be Responsible to Others

Unit 5 COLD WAR ERA AND THE NAVY’S ROLE IN IT.	Hours: 15
<b>Performance Assessment(s):</b>	
<p>3-109 Describe the views and events during the demobilization following World War II</p> <p>3-110 Describe the events leading to the “Cold War.”</p> <p>3-111 Explain the postwar views and actions in relations to the unification of the armed forces and provisions for national security.</p> <p>3-112 Describe the events leading to formation of the North Atlantic Treaty Organization (NATO).</p> <p>3-113 Describe postwar activities in the Far East in regard to insurgencies, nationalism, and anticolonialism.</p> <p>3-114 Describe initial stages of the Korean War.</p> <p>3-115 Describe naval contributions in the Korean War.</p> <p>3-116 Describe the events involved with Operation Chromite: Inchon.</p> <p>3-117 Describe the events involved in the Chinese Intervention within the Korean War.</p> <p>3-118 Describe the events involved in the truce talks of the Korean War.</p> <p>3-119 Describe the outcome of the Korean War in regard to naval participation, U.S. government policy, global perspective, and communist objectives.</p> <p>3-120 Describe naval confrontations in the post-Korean era.</p> <p>3-121 Describe the Korean post-war period as it related to the U.S. Navy.</p> <p>3-122 Describe the Navy’s movement into the nuclear age.</p> <p>3-123 Describe major events in the Cuban missile crisis.</p> <p>3-124 Describe the major events which led to the breakup of Vietnam into North and South Vietnam.</p> <p>3-125 Describe the restrictions placed on military forces stationed in Vietnam.</p> <p>3-126 Describe the Vietnamization process established by the United States.</p> <p>3-127 Describe the major events that led to the end of the Vietnam War.</p> <p>3-128 Describe the events that were included in the Post-Vietnam Modernization efforts.</p> <p>3-129 Describe the joint U.S. task force’s role in Grenada during the fall of 1983.</p> <p>3-130 Describe the role the United States played in restoring democracy to Panama and the importance of Operation Just cause to U.S. interests in Panama.</p> <p>3-131 Describe the rise of terrorism worldwide with events in the Middle East during the 1980’s.</p> <p>3-132 Describe the major events that occurred between Iran and Iraq in the Persian Gulf region.</p> <p>3-133 Describe the great changes experienced by the Soviet Union since 1985 and the rapid rise of the democratic movement within the Soviet Union after the demolition of the Berlin Wall.</p>	
<b>Leadership Alignment:</b>	
Learning, analyzing, and practicing tenants of leadership acquired through study of naval leaders from history and applying management through the different leadership levels as defined by standard line organization model.	
<b>Standards and Competencies</b>	
<p>Naval Science II</p> <p>NS2.5 Cadets have gained knowledge of the Cold War Era and the Navy's role in it through classroom discussions, oral presentations, and written evaluations</p>	

## Aligned to Washington State Standards

### Arts

### Communication - Speaking and Listening

### Health and Fitness

### Language

### Mathematics

### Reading

CC: Reading for Literacy in History/Social Studies

Key Ideas and Details (9-10)

- 1 - Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
- 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.
- 3 - Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

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.

### Science

### Social Studies

### Writing

CC: Writing for Literacy in History/Social Studies, Science, and Technical Subjects (9-10)

Text Types and Purposes

- 1 - Write arguments focused on discipline-specific content.
  - 1b - Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
  - 1e - Provide a concluding statement or section that follows from or supports the argument presented.
- 2 - Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
  - 2a - Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
  - 2b - Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
  - 2f - Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

Production and Distribution of Writing

- 4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- 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.

Research to Build and Present Knowledge

- 7 - Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- 9 - Draw evidence from informational texts to support analysis, reflection, and research.

## 21st Century Skills

### LEARNING AND INNOVATION

#### Creativity and Innovation

- ☒ Think Creatively
- ☐ Work Creatively with Others
- ☐ Implement Innovations

#### Creative Thinking and Problem Solving

- ☒ Reason Effectively
- ☐ Use Systems Thinking
- ☐ Make Judgements and Decisions
- ☐ Solve Problems

#### Communication and Collaboration

- ☒ Communicate Clearly
- ☒ Collaborate with Others

### INFORMATION, MEDIA AND TECHNOLOGY SKILLS

#### Information Literacy

- ☒ Access and Evaluate Information
- ☒ Use and Manage Information

#### Media Literacy

- ☐ Analyze Media
- ☐ Create Media Products

#### Information, Communications, and Technology (ICT Literacy)

- ☐ Apply Technology Effectively

### LIFE AND CAREER SKILLS

#### Flexibility and Adaptability

- ☐ Adapt to Change
- ☐ Be Flexible

#### Initiative and Self-Direction

- ☒ Manage Goals and Time
- ☒ Work Independently
- ☒ Be Self-Directed Learners

#### Social and Cross-Cultural

- ☒ Interact Effectively with Others
- ☐ Work Effectively in Diverse Teams

#### Productivity and Accountability

- ☐ Manage Projects
- ☒ Produce Results

#### Leadership and Responsibility

- ☐ Guide and Lead Others
- ☐ Be Responsible to Others

<b>Unit 6 1990'S AND BEYOND AND HOW IT HAS AFFECTED THE NAVY.</b>	<b>Hours: 15</b>
<b>Performance Assessment(s):</b>	
3-134 Describe the terms of START II signed by the U.S. and Russia in 1993. 3-135 Describe the major events that occurred between Iran and Iraq in the Persian Gulf region. 3-136 Describe the major events that occurred during both Operations Desert Shield and Desert Storm. 3-137 Describe the conflicts that took place in Somalia during the early 1990s. 3-138 Describe some of the actions taken by the U.S. in the aftermath of Desert Storm. 3-139 Describe international terrorist attacks against the U.S. during the late 1990s. 3-140 Describe domestic terrorist events that occurred in the late 1990s and September 11, 2001. 3-141 Describe the challenging years facing our Navy.	
<b>Leadership Alignment:</b>	
Learning, analyzing, and practicing tenants of leadership acquired through study of naval leaders from history and applying management through the different leadership levels as defined by standard line organization model.	
<b>Standards and Competencies</b>	
Naval Science II NS2.6 Cadets have gained knowledge of events in the 1990's and beyond and how it has affected the Navy through classroom discussions, oral presentations, and written evaluations	
<b>Aligned to Washington State Standards</b>	
<b>Arts</b>	
<b>Communication - Speaking and Listening</b>	
<b>Health and Fitness</b>	
<b>Language</b>	
<b>Mathematics</b>	
<b>Reading</b>	
<u>CC: Reading for Literacy in History/Social Studies</u> <u>Key Ideas and Details (9-10)</u> 1 - Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. 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. 3 - Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them. <u>Craft and Structure (9-10)</u> 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.	



## Science

## Social Studies

## Writing

CC: Writing for Literacy in History/Social Studies, Science, and Technical Subjects (9-10)

### Text Types and Purposes

1 - Write arguments focused on discipline-specific content.

1b - Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.

1e - Provide a concluding statement or section that follows from or supports the argument presented.

2 - Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

2a - Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

2b - Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

2f - Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

### Production and Distribution of Writing

4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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.

### Research to Build and Present Knowledge

7 - Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

9 - Draw evidence from informational texts to support analysis, reflection, and research.

## 21st Century Skills

<p><b>LEARNING AND INNOVATION</b></p> <p><b>Creativity and Innovation</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Think Creatively</li> <li><input type="checkbox"/> Work Creatively with Others</li> <li><input type="checkbox"/> Implement Innovations</li> </ul> <p><b>Creative Thinking and Problem Solving</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Reason Effectively</li> <li><input type="checkbox"/> Use Systems Thinking</li> <li><input type="checkbox"/> Make Judgements and Decisions</li> <li><input type="checkbox"/> Solve Problems</li> </ul> <p><b>Communication and Collaboration</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Communicate Clearly</li> <li><input checked="" type="checkbox"/> Collaborate with Others</li> </ul>	<p><b>INFORMATION, MEDIA AND TECHNOLOGY SKILLS</b></p> <p><b>Information Literacy</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Access and Evaluate Information</li> <li><input checked="" type="checkbox"/> Use and Manage Information</li> </ul> <p><b>Media Literacy</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Analyze Media</li> <li><input type="checkbox"/> Create Media Products</li> </ul> <p><b>Information, Communications, and Technology (ICT Literacy)</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Apply Technology Effectively</li> </ul>	<p><b>LIFE AND CAREER SKILLS</b></p> <p><b>Flexibility and Adaptability</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Adapt to Change</li> <li><input type="checkbox"/> Be Flexible</li> </ul> <p><b>Initiative and Self-Direction</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Mange Goals and Time</li> <li><input checked="" type="checkbox"/> Work Independently</li> <li><input checked="" type="checkbox"/> Be Self-Directed Learners</li> </ul> <p><b>Social and Cross-Cultural</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Interact Effectively with Others</li> <li><input type="checkbox"/> Work Effectively in Diverse Teams</li> </ul> <p><b>Productivity and Accountability</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Manage Projects</li> <li><input checked="" type="checkbox"/> Produce Results</li> </ul> <p><b>Leadership and Responsibility</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Guide and Lead Others</li> <li><input type="checkbox"/> Be Responsible to Others</li> </ul>
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Unit 7 GEOGRAPHY OF THE EASTERN AND WESTERN SEAS		Hours: 15
<b>Performance Assessment(s):</b>		
4-35 Explain three important reasons for the study of geography. 4-36 Describe the subdivisions of the world oceans. 4-37 Cite the importance of geography in military planning and operations. 4-38 Describe the Atlantic Ocean, Arctic Ocean, and Mediterranean Sea in terms of their economic and strategic importance to the United States and its allies. 4-39 Explain the importance of the Caribbean Sea and Gulf of Mexico to the United States. 4-40 Cite the importance of the Red Sea and the Gulf of Aden to American interest. 4-41 Explain the role of the United States and its allies in the Persian Gulf and the Gulf of Oman. 4-42 Describe the Indian Ocean in terms of its economic and strategic value to the United States and its allies. 4-43 Describe the value of the Pacific Ocean to the United States and its allies. 4-44 Describe the special features of the Antarctic Ocean.		
<b>Leadership Alignment:</b>		
Learning, analyzing, and applying tenants of leadership as defined by standard line organization model.		
<b>Standards and Competencies</b>		
Naval Science II NS2.7 Cadets will be expected to illustrate and understand maritime geography as it relates to our national resources, landforms, climate, soil bodies of water, people, governments, military, and geopolitics		
<b>Aligned to Washington State Standards</b>		
<b>Arts</b>		
<b>Communication - Speaking and Listening</b>		
<b>Health and Fitness</b>		
<b>Language</b>		
<b>Mathematics</b>		
<b>Reading</b>		
<u>CC: Reading for Literacy in History/Social Studies</u> <u>Key Ideas and Details (9-10)</u> 3 - Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them. <u>Craft and Structure (9-10)</u> 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.		

<b>Science</b>		
<b>Social Studies</b>		
<b>Writing</b>		
CC: Writing for Literacy in History/Social Studies, Science, and Technical Subjects (9-10)		
<u>Text Types and Purposes</u>		
1 - Write arguments focused on discipline-specific content.		
1b - Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.		
1e - Provide a concluding statement or section that follows from or supports the argument presented.		
2 - Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.		
2a - Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.		
2b - Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.		
2f - Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).		
<b>21st Century Skills</b>		
<b>LEARNING AND 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>Creative Thinking and Problem Solving</b> <input checked="" type="checkbox"/> Reason Effectively <input type="checkbox"/> Use Systems Thinking <input type="checkbox"/> Make Judgements and Decisions <input type="checkbox"/> Solve Problems  <b>Communication and Collaboration</b> <input checked="" type="checkbox"/> Communicate Clearly <input checked="" type="checkbox"/> Collaborate with Others	<b>INFORMATION, MEDIA AND TECHNOLOGY SKILLS</b>  <b>Information Literacy</b> <input checked="" type="checkbox"/> Access and Evaluate Information <input checked="" 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 checked="" type="checkbox"/> Apply Technology Effectively	<b>LIFE AND CAREER SKILLS</b>  <b>Flexibility and Adaptability</b> <input checked="" type="checkbox"/> Adapt to Change <input type="checkbox"/> Be Flexible  <b>Initiative and Self-Direction</b> <input checked="" type="checkbox"/> Manage Goals and Time <input checked="" type="checkbox"/> Work Independently <input type="checkbox"/> Be Self-Directed Learners  <b>Social and Cross-Cultural</b> <input checked="" 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 checked="" type="checkbox"/> Guide and Lead Others <input type="checkbox"/> Be Responsible to Others

Unit 8 OCEANOGRAPHY, AND UNDERSEA LANDSCAPES		Hours: 15
<b>Performance Assessment(s):</b>		
4-45 Describe the significance of oceanographic study. 4-46 Explain four reasons for the great interest now being shown in the world's oceans. 4-49 Explain those great geological phenomena that occur today as a result of our changing Earth. 4-51 Describe the benefits of the continental shelf. 4-52 Describe the make-up of the continental slope. 4-53 Explain the features of the deep ocean basin. 4-54 Describe the sediments found on the ocean floor. 4-55 Describe the chemical makeup and physical properties of water 4-57 Describe the causes of waves. 4-58 Cite the causes of beach, coastline erosion, ocean currents, and gyres. 4-59 Describe the effects of tides on coastal areas. 4-60 Describe the theory of tidal energy. 4-61 Describe how microscopic plant life is involved in the ecological system of the oceans. 4-63 Describe the two major divisions of marine animals and their characteristics. 4-64 Describe four categories of harmful marine animals that pose a threat to man. 4-65 Describe the types of equipment used to improve man's capability to penetrate the sea. 4-66 Describe the six major groups of pollutants and their effects on marine life.		
<b>Leadership Alignment:</b>		
Learning, analyzing, and practicing tenants of leadership acquired through study of naval leaders from history and applying management through the different leadership levels as defined by standard line organization model.		
<b>Standards and Competencies</b>		
Naval Science II NS2.8 Cadets will be expected to demonstrate an understanding of the significance of oceanographic study		
<b>Aligned to Washington State Standards</b>		
<b>Arts</b>		
<b>Communication - Speaking and Listening</b>		
<u>Comprehension and Collaboration (9-10)</u> 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. 2 - Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source. 4 - Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. 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.		

<b>Health and Fitness</b>
<b>Language</b>
<b>Mathematics</b>
<b>Reading</b>
<p><u>CC: Reading for Literacy in Science and Technical Subjects</u></p> <p><u>Key Ideas and Details (9-10)</u></p> <p>2 - Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.</p> <p>3 - Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks attending to special cases or exceptions defined in the text.</p> <p><u>Craft and Structure (9-10)</u></p> <p>4 - Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.</p>
<b>Science</b>
<b>Social Studies</b>
<b>Writing</b>
<p><u>CC: Writing for Literacy in History/Social Studies, Science, and Technical Subjects (9-10)</u></p> <p><u>Production and Distribution of Writing</u></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><u>Research to Build and Present Knowledge</u></p> <p>7 - Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</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>

## 21st Century Skills

### LEARNING AND INNOVATION

#### Creativity and Innovation

- ☐ Think Creatively
- ☒ Work Creatively with Others
- ☐ Implement Innovations

#### Creative Thinking and Problem Solving

- ☒ Reason Effectively
- ☐ Use Systems Thinking
- ☐ Make Judgements and Decisions
- ☐ Solve Problems

#### Communication and Collaboration

- ☒ Communicate Clearly
- ☒ Collaborate with Others

### INFORMATION, MEDIA AND TECHNOLOGY SKILLS

#### Information Literacy

- ☒ Access and Evaluate Information
- ☒ Use and Manage Information

#### Media Literacy

- ☐ Analyze Media
- ☐ Create Media Products

#### Information, Communications, and Technology (ICT Literacy)

- ☒ Apply Technology Effectively

### LIFE AND CAREER SKILLS

#### Flexibility and Adaptability

- ☐ Adapt to Change
- ☒ Be Flexible

#### Initiative and Self-Direction

- ☒ Manage Goals and Time
- ☐ Work Independently
- ☒ Be Self-Directed Learners

#### Social and Cross-Cultural

- ☐ Interact Effectively with Others
- ☒ Work Effectively in Diverse Teams

#### Productivity and Accountability

- ☒ Manage Projects
- ☒ Produce Results

#### Leadership and Responsibility

- ☒ Guide and Lead Others
- ☒ Be Responsible to Others

Unit 9 METEROLOGY		Hours: 20
<b>Performance Assessment(s):</b>		
<p>4-67 Describe the aspects of the science of weather and the Earth's atmosphere.</p> <p>4-68 Describe the significance of weather in history.</p> <p>4-69 Describe the meaning and characteristics of the troposphere, tropopause, stratosphere, ionosphere, and exosphere.</p> <p>4-70 Describe the aspects of atmospheric pressure.</p> <p>4-71 Describe the aspects in measuring temperature, relative humidity, and dew point.</p> <p>4-72 Describe the factors associated with cloud formation.</p> <p>4-73 Describe cloud classifications as they relate to cloud types, altitudes, classes, and overall appearance.</p> <p>4-74 Describe the factors associated when clouds are at sea.</p> <p>4-75 Explain the formation of rain.</p> <p>4-76 Describe the process of how fog is formed on the Earth's surface as well as hazards in relation to fog formation.</p> <p>4-77 Describe the conditions that cause wind movements.</p> <p>4-78 Describe the effects of the Earth's revolution and inclination movement on our weather patterns.</p> <p>4-79 Describe the characteristics of low-pressure and high-pressure areas.</p> <p>4-80 Describe the type of monsoons in Southeast Asia.</p> <p>4-81 Describe the Beaufort Scale and how it is used.</p> <p>4-82 Describe the development of weather fronts.</p> <p>4-83 Describe the primary frontal zones: Inter-tropical Convergence Zone, Arctic Frontal Zone, and Polar Frontal Zone.</p> <p>4-84 Describe the characteristics of cold, warm, and occluded fronts.</p> <p>4-85 Describe the formations, characteristics, and developmental stages of a thunderstorm, hurricane, and tornado.</p> <p>4-86 Describe the purpose and function of Storm Warning Signals and Hurricane Warning System.</p> <p>4-87 Describe the function and structure of the National Weather Service.</p> <p>4-88 Describe the function of the Navy Weather Service.</p> <p>4-89 Describe the purpose of weather satellites.</p>		
<b>Leadership Alignment:</b>		
Learning, analyzing, and practicing tenants of leadership acquired through study of naval leaders from history and applying management through the different leadership levels as defined by standard line organization model.		
<b>Standards and Competencies</b>		
<p>Naval Science II</p> <p>NS2.9 Cadets will be expected to demonstrate a working knowledge of meteorology and how it affects us</p>		
<b>Aligned to Washington State Standards</b>		
<b>Arts</b>		
<b>Communication - Speaking and Listening</b>		
<p><u>Comprehension and Collaboration (9-10)</u></p> <p>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.</p> <p>2 - Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p> <p>4 - Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <p>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.</p>		



<b>Health and Fitness</b>
<b>Language</b>
<b>Mathematics</b>
<b>Reading</b>
<p><u>CC: Reading for Literacy in Science and Technical Subjects</u></p> <p><u>Key Ideas and Details (9-10)</u></p> <p>2 - Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.</p> <p>3 - Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks attending to special cases or exceptions defined in the text.</p> <p><u>Craft and Structure (9-10)</u></p> <p>4 - Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.</p>
<b>Science</b>
<b>Social Studies</b>
<b>Writing</b>
<p><u>CC: Writing for Literacy in History/Social Studies, Science, and Technical Subjects (9-10)</u></p> <p><u>Production and Distribution of Writing</u></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><u>Research to Build and Present Knowledge</u></p> <p>7 - Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</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>

## 21st Century Skills

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- ☐ Create Media Products

#### Information, Communications, and Technology (ICT Literacy)

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### LIFE AND CAREER SKILLS

#### Flexibility and Adaptability

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- ☒ Be Flexible

#### Initiative and Self-Direction

- ☒ Manage Goals and Time
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#### Social and Cross-Cultural

- ☐ Interact Effectively with Others
- ☒ Work Effectively in Diverse Teams

#### Productivity and Accountability

- ☒ Manage Projects
- ☒ Produce Results

#### Leadership and Responsibility

- ☒ Guide and Lead Others
- ☒ Be Responsible to Others

Unit 10 ASTRONOMY		Hours: 20
Performance Assessment(s):		
<p>4-90 Explain the theories of the creation of the universe.</p> <p>4-91 List the methods for astronomical observation..</p> <p>4-94 Describe examples of satellites and other exploratory spacecraft.</p> <p>4-95 Explain the efforts in exploring the Solar System.</p> <p>4-96 Explain the important events in the field of astronomy and space exploration in the next 20 years.</p> <p>4-97 Recognize basic facts about the Moon such as size, distance from Earth, and atmosphere.</p> <p>4-98 Describe the surface features and geographical structure of the Moon.</p> <p>4-101 Explain the effect moonquakes have on the Moon.</p> <p>4-102 Explain the basic reasons for Moon exploration.</p> <p>4-103 Explain the basic facts about the Sun, and its relationship to the Earth.</p> <p>4-107 Describe the effects the Sun's energy has on the Earth.</p> <p>4-108 Explain the importance of developing solar energy systems.</p> <p>4-109 Describe the solar system in which we live.</p> <p>4-110 Describe the major features and characteristics of the planets..</p> <p>4-114 Identify the asteroid belt as it relates to our solar system.</p> <p>4-115 Describe the composition of comets and their movement.</p> <p>4-116 Identify the difference between meteoroids, meteors, and meteorites.</p> <p>4-117 Explain the theory adopted as the common unit of astronomical distances.</p> <p>4-118 Explain the system used to classify stars.</p> <p>4-120 Describe the three Nebulae stars and their makeup.</p> <p>4-121 Describe the characteristics of our galaxy and the three ways other galaxies are classified according to their shapes.</p>		
Leadership Alignment:		
Learning, analyzing, and practicing tenants of leadership acquired through study of naval leaders from history and applying management through the different leadership levels as defined by standard line organization model.		
Standards and Competencies		
<p>Naval Science II</p> <p>NS2.10 The cadet will be expected to demonstrate the understanding of astronomy and how it pertains to our solar systems and its related bodies: moon, sun, stars, and planets.</p>		
Aligned to Washington State Standards		
Arts		
Communication - Speaking and Listening		
<p><u>Comprehension and Collaboration (9-10)</u></p> <p>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.</p> <p>2 - Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p> <p>4 - Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <p>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.</p>		

<b>Health and Fitness</b>
<b>Language</b>
<b>Mathematics</b>
<b>Reading</b>
<p><u>CC: Reading for Literacy in Science and Technical Subjects</u></p> <p><u>Key Ideas and Details (9-10)</u></p> <p>2 - Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.</p> <p>3 - Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks attending to special cases or exceptions defined in the text.</p> <p><u>Craft and Structure (9-10)</u></p> <p>4 - Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.</p>
<b>Science</b>
<b>Social Studies</b>
<b>Writing</b>
<p><u>CC: Writing for Literacy in History/Social Studies, Science, and Technical Subjects (9-10)</u></p> <p><u>Production and Distribution of Writing</u></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><u>Research to Build and Present Knowledge</u></p> <p>7 - Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</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>

## 21st Century Skills

### LEARNING AND INNOVATION

#### Creativity and Innovation

- ☐ Think Creatively
- ☒ Work Creatively with Others
- ☐ Implement Innovations

#### Creative Thinking and Problem Solving

- ☒ Reason Effectively
- ☐ Use Systems Thinking
- ☐ Make Judgements and Decisions
- ☐ Solve Problems

#### Communication and Collaboration

- ☒ Communicate Clearly
- ☒ Collaborate with Others

### INFORMATION, MEDIA AND TECHNOLOGY SKILLS

#### Information Literacy

- ☒ Access and Evaluate Information
- ☒ Use and Manage Information

#### Media Literacy

- ☐ Analyze Media
- ☐ Create Media Products

#### Information, Communications, and Technology (ICT Literacy)

- ☒ Apply Technology Effectively

### LIFE AND CAREER SKILLS

#### Flexibility and Adaptability

- ☐ Adapt to Change
- ☒ Be Flexible

#### Initiative and Self-Direction

- ☒ Manage Goals and Time
- ☐ Work Independently
- ☒ Be Self-Directed Learners

#### Social and Cross-Cultural

- ☐ Interact Effectively with Others
- ☒ Work Effectively in Diverse Teams

#### Productivity and Accountability

- ☒ Manage Projects
- ☒ Produce Results

#### Leadership and Responsibility

- ☒ Guide and Lead Others
- ☒ Be Responsible to Others

Unit 11 PHYSICAL SCIENCE		Hours: 20
Performance Assessment(s):		
4-122 Describe the two main topics in the field of physical science. 4-123 Describe the six steps in the scientific method approach. 4-124 Describe the differences in a theory and a law. 4-125 Describe Newton's three laws of motion. 4-126 Discuss Bernoulli's theorem. 4-128 Explain how objects float. 4-129 Explain how a submarine floats and submerges. 4-130 Explain stability in a ship and its importance. 4-131 Describe the fundamental theory of electricity. 4-132 Describe the properties of conductors and insulators. 4-133 Describe the six common methods of producing voltage. 4-134 Describe battery construction and significant characteristics. 4-135 Explain the principle of electrical circuits. 4-136 Describe Ohm's Law as it relates to current and resistance. 4-137 Describe the electrical power theory. 4-138 Discuss the principles of radio-frequency wave transmission. 4-139 Describe the principles of radar. 4-142 Explain the effects that density and temperature have on sound. 4-143 Explain how the ear detects sound. 4-144 Describe Doppler shift. 4-145 Explain the characteristics of sound in seawater.		
Leadership Alignment:		
Learning, analyzing, and practicing tenants of leadership acquired through study of naval leaders from history and applying management through the different leadership levels as defined by standard line organization model.		
Standards and Competencies		
Naval Science II NS2.11 The cadet will be expected to demonstrate an understanding of Physical Science.		
Aligned to Washington State Standards		
Arts		
Communication - Speaking and Listening		
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## 21st Century Skills

<p><b>LEARNING AND INNOVATION</b></p> <p><b>Creativity and Innovation</b></p> <p><input type="checkbox"/> Think Creatively</p> <p><input checked="" type="checkbox"/> Work Creatively with Others</p> <p><input type="checkbox"/> Implement Innovations</p> <p><b>Creative Thinking and Problem Solving</b></p> <p><input checked="" type="checkbox"/> Reason Effectively</p> <p><input type="checkbox"/> Use Systems Thinking</p> <p><input type="checkbox"/> Make Judgements and Decisions</p> <p><input type="checkbox"/> Solve Problems</p> <p><b>Communication and Collaboration</b></p> <p><input checked="" type="checkbox"/> Communicate Clearly</p> <p><input checked="" type="checkbox"/> Collaborate with Others</p>	<p><b>INFORMATION, MEDIA AND TECHNOLOGY SKILLS</b></p> <p><b>Information Literacy</b></p> <p><input checked="" type="checkbox"/> Access and Evaluate Information</p> <p><input checked="" type="checkbox"/> Use and Manage Information</p> <p><b>Media Literacy</b></p> <p><input type="checkbox"/> Analyze Media</p> <p><input type="checkbox"/> Create Media Products</p> <p><b>Information, Communications, and Technology (ICT Literacy)</b></p> <p><input checked="" type="checkbox"/> Apply Technology Effectively</p>	<p><b>LIFE AND CAREER SKILLS</b></p> <p><b>Flexibility and Adaptability</b></p> <p><input type="checkbox"/> Adapt to Change</p> <p><input checked="" type="checkbox"/> Be Flexible</p> <p><b>Initiative and Self-Direction</b></p> <p><input checked="" type="checkbox"/> Mange Goals and Time</p> <p><input type="checkbox"/> Work Independently</p> <p><input checked="" type="checkbox"/> Be Self-Directed Learners</p> <p><b>Social and Cross-Cultural</b></p> <p><input type="checkbox"/> Interact Effectively with Others</p> <p><input checked="" type="checkbox"/> Work Effectively in Diverse Teams</p> <p><b>Productivity and Accountability</b></p> <p><input checked="" type="checkbox"/> Manage Projects</p> <p><input checked="" type="checkbox"/> Produce Results</p> <p><b>Leadership and Responsibility</b></p> <p><input checked="" type="checkbox"/> Guide and Lead Others</p> <p><input checked="" type="checkbox"/> Be Responsible to Others</p>
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