

Everett Public Schools Naval Science Framework: Naval Science 301 / 302	
<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 NATIONAL SECURITY</b>	<b>Hours: 30</b>
<b>Performance Assessment(s):</b>	
5-35 Define the importance of sea power as it relates to America. 5-36 Describe four major developments since World War II that have increased the importance of the oceans of the world. 5-37 Describe the strategic ocean areas. 5-38 Describe the hot spots and chokepoints of the world's waterways and the importance of keeping them open. 5-39 Describe the purpose and function of the United States Merchant Marine. 5-40 Describe the relationship between maritime commerce and its effects on the total economy of the United States. 5-41 Name the major strategists from 400 B.C. to the mid-nineteenth century. 5-42 Describe the three classic schools of strategy. 5-43 Describe the evolution of modern strategy during World War I. 5-44 Describe the global strategy during World War II. 5-45 Describe the national grand strategy following World War II, and the preparedness for maintaining appropriate strength. 5-46 Describe the importance of a sound national security program. 5-47 Explain the three principal phases of the U.S. grand strategy. 5-48 Describe the U.S. military strategy. 5-49 Describe the U.S. Navy's mission in national strategy. 5-50 Describe the posture of U.S. Naval forces and their commitment of overseas deployment. 5-51 Describe the U.S. Navy's role in our national military strategy. 5-52 Describe the three major characteristics of naval warfare. 5-53 Explain the two major categories for naval tactical forces. 5-54 Explain the tactics of naval presence used to achieve political objectives. 5-55 Explain the major concerns and elements used to evaluate national strategy. 5-56 Describe the national grand and military strategies that are used to protect U.S. interest. 5-57 Describe the United States' three conventional schools of military strategy and how they work together in the interest of this country. 5-58 Explain the possible causes of general war. 5-59 Describe the principal elements of war.	
<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.	
Standards and Competencies	
Naval Science III NS.3.1 The cadet will be expected to demonstrate an understanding of international law as it applies to countries using the sea.	

## Aligned to Washington State Standards

### Arts

#### Communication - Speaking and Listening

##### Comprehension and Collaboration (11-12)

- 1 - Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- 2 - Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

##### Presentation of Knowledge and Ideas (11-12)

- 4 - Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
- 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.

##### CC: College and Career Readiness Anchor Standards for Speaking and Listening

- 2 - Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- 3 - Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

##### Presentation of Knowledge and Ideas

- 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.
- 5 - Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

### Health and Fitness

### Language

### Mathematics

### Reading

##### CC: Reading for Literacy in History/Social Studies

##### Key Ideas and Details (11-12)

- 2 - Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
- 3 - Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

##### Craft and Structure (11-12)

- 4 - Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

<b>Science</b>		
<b>Social Studies</b>		
<b>Writing</b>		
<p>CC: Writing for Literacy in History/Social Studies, Science, and Technical Subjects (11-12)</p> <p><u>Production and Distribution of Writing</u></p> <p>4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>6 - Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</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 strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p>		
<b>21st Century Skills</b>		
<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 checked="" 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"/> Manage 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 checked="" 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>

Unit 2 <b>MERCHANT MARINE</b>	<b>Hours: 10</b>
<b>Performance Assessment(s):</b>	
5-60 Cite a historical view of the United States Merchant Marine from 1850 to the present. 5-61 Describe the Merchant Marine Act of 1936 and the amending Act of 1970 that placed a dual role on the U.S. Merchant Marine. 5-62 Describe the basic method of moving vast quantities of primary products and manufactured trade goods on water. 5-63 Explain the Merchant Marine's role in supporting our military forces in both peace and war. 5-64 Identify the contribution of the Merchant Marine to national defense, and its role in support of foreign policy.	
<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 III NS3.2 The cadet will understand the role and function of the Merchant Marine	
<b>Aligned to Washington State Standards</b>	
<b>Arts</b>	
<b>Communication - Speaking and Listening</b>	
<u>Comprehension and Collaboration (11-12)</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 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. 2 - Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. <u>Presentation of Knowledge and Ideas (11-12)</u> 4 - Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range or formal and informal tasks. 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.  <u>CC: College and Career Readiness Anchor Standards for Speaking and Listening</u> 2 - Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. 3 - Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. <u>Presentation of Knowledge and Ideas</u> 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. 5 - Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	

<b>Health and Fitness</b>
<b>Language</b>
<b>Mathematics</b>
<b>Reading</b>
<p><u>CC: Reading for Literacy in History/Social Studies</u></p> <p><u>Key Ideas and Details (11-12)</u></p> <p>2 - Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p>3 - Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</p> <p><u>Craft and Structure (11-12)</u></p> <p>4 - Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).</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 (11-12)</u></p> <p><u>Production and Distribution of Writing</u></p> <p>4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>6 - Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</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 strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source 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 3 NAVAL OPERATIONS COMMUNICATIONS AND INTELLIGENCE		Hours: 20
<b>Performance Assessment(s):</b>		
5-65 Describe the role the U.S. naval forces play in national strategies. 5-66 Explain the capabilities of the U.S. naval forces. 5-67 Describe the purpose of the Navy's task force. 5-68 List the methods used by U.S. Navy's strike forces. 5-69 Describe the purpose of air, surface, and undersea warfare. 5-70 Describe the phases of an amphibious operation. 5-71 Describe the major functions of naval telecommunications. 5-72 Describe the major telecommunications commands under the Chief of Naval Operations. 5-73 Explain the purpose of International Morse Code. 5-74 Describe the advantages of visual communication. 5-75 Describe the general information that everyone must be familiar with concerning naval messages. 5-76 Describe the historical background and significance of intelligence and counterintelligence. 5-77 Describe the roles that collection, planning and direction, processing, analysis and production and disseminating play in the intelligence process. -78 Describe the make-up of the U.S. intelligence community. and its defense attack system. 5-80 Describe the basis of foreign intelligence organizations. 5-81 Describe the roles of spies and diplomats in espionage operations. 5-82 List and discuss the different security classifications. 5-83 Cite four ways in which classified materials are protected. 5-84 Explain the purposes of security clearances. 5-85 Describe the Navy's logistics supply and services system that began in World War I. 5-86 Describe the handling of the logistic details in the Desert Shield/Desert Storm operations. 5-87 Describe those major elements that go into Navy logistic planning. 5-88 Describe the science and technology program of the Department of Defense. 5-89 Describe the Navy's strategic research and development program.		
<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 III NS3.3 The cadet will demonstrate knowledge of naval operations, communication, intellegence and information security protocols.		
<b>Aligned to Washington State Standards</b>		
<b>Arts</b>		
<b>Communication - Speaking and Listening</b>		
<u>Comprehension and Collaboration (11-12)</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 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. 2 - Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. <u>Presentation of Knowledge and Ideas (11-12)</u> 4 - Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range or formal and informal tasks.		

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.

CC: College and Career Readiness Anchor Standards for Speaking and Listening

Comprehension and Collaboration

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**Health and Fitness**

**Language**

**Mathematics**

**Reading**

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**Science**

**Social Studies**

**Writing**

CC: Writing for Literacy in History/Social Studies, Science, and Technical Subjects (11-12)

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.

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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 checked="" 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 checked="" 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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Unit 4 MILITARY JUSTICE AND INTERNATIONAL LAW		Hours: 30
Performance Assessment(s):		
<p>5-91 Explain the history of law codes as it pertains to the U.S. Navy.</p> <p>5-93 Describe the aspects of Navy Regulations.</p> <p>5-94 Explain the purpose of the Uniform Code of Military Justice (UCMJ).</p> <p>5-95 Describe the procedures for applying discipline and punishment in the Navy.</p> <p>5-96 Describe the process of apprehension, arrest, restriction, and confinement used in the Navy.</p> <p>5-97 Describe features of non-judicial punishment.</p> <p>5-98 Cite the three types of military courts-martial.</p> <p>5-99 Describe the relationship between civil jurisdiction and military justice.</p> <p>5-100 Explain the purpose for letters of censure.</p> <p>5-101 Describe the methods used for separations from the service.</p> <p>5-102 Identify the United States' role in international relationships</p> <p>5-103 Explain the purpose for international law and diplomacy.</p> <p>5-104 Identify specific characteristics sovereign nations have in common.</p> <p>5-105 Define insurgency and counterinsurgency and their effects on international law.</p> <p>5-106 Describe how international problems are solved through the effective use of international law.</p> <p>5-107 Explain the customs and treaties from 1604 to the present that relate the International Law of the Sea.</p> <p>5-109 Describe the four possible adverse impacts of international legal rules affecting the deployment and navigation of naval vessels.</p> <p>5-110 Explain the law of the high seas.</p> <p>5-111 Explain the international law on the continental shelf and seabeds of the world.</p> <p>5-112 Explain the purpose for International Rules of the Road.</p> <p>5-113 Describe the international law as it relates to warships.</p> <p>5-114 Explain the general rules of war on land and at sea.</p> <p>5-115 Describe war at sea and the effects war has on international law.</p> <p>5-116 Describe those methods used to enforce laws of war.</p> <p>5-118 Describe the basic purpose of the United Nations.</p> <p>5-119 Describe the purpose of international regional and collective arrangements as recognized by the Security Council of the United Nations.</p> <p>5-120 Describe the collective security trends and their effects on U.S. foreign policy.</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 III</p> <p>NS3.4 The cadet will be expected to demonstrate an understanding of military justice, and how it relates to the navy.</p>		
Aligned to Washington State Standards		
Arts		
Communication - Speaking and Listening		
<p><u>Comprehension and Collaboration (11-12)</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 11–12 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 formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p>		

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### **Language**

### **Mathematics**

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### **Social Studies**

### **Writing**

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## 21st Century Skills

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- ☐ Implement Innovations

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#### Media Literacy

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- ☐ Create Media Products

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### LIFE AND CAREER SKILLS

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#### Social and Cross-Cultural

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#### Productivity and Accountability

- ☒ Manage Projects
- ☒ Produce Results

#### Leadership and Responsibility

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

Unit 5 SHIPBOARD ORGANIZATION AND WATCHSTANDING	Hours: 20
<b>Performance Assessment(s):</b>	
6-35 Describe the administrative organization of a typical Navy fighting ship, to include the responsibilities of key personnel. 6-36 Describe the responsibilities of department heads and division officers aboard Navy vessels. 6-37 Describe the publications that establish the functional shipboard organization. 6-38 Describe the watch structure used in the U.S. Navy. 6-40 Describe the duties performed by crewmen during in-port and underway watches.	
<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 III NS3.5 The cadets will be expected to understand the organization and functions of a typical U.S. Naval vessel.	
<b>Aligned to Washington State Standards</b>	
<b>Arts</b>	
<b>Communication - Speaking and Listening</b>	
<u>Comprehension and Collaboration (11-12)</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 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. 2 - Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. <u>Presentation of Knowledge and Ideas (11-12)</u> 4 - Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range or formal and informal tasks. 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.  <u>CC: College and Career Readiness Anchor Standards for Speaking and Listening</u> 2 - Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. 3 - Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. <u>Presentation of Knowledge and Ideas</u> 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. 5 - Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	

<b>Health and Fitness</b>
<b>Language</b>
<b>Mathematics</b>
<b>Reading</b>
<p><u>CC: Reading for Literacy in History/Social Studies</u></p> <p><u>Key Ideas and Details (11-12)</u></p> <p>2 - Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p>3 - Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</p> <p><u>Craft and Structure (11-12)</u></p> <p>4 - Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).</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 (11-12)</u></p> <p><u>Production and Distribution of Writing</u></p> <p>4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>6 - Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</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 strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source 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 6 SEAMANSHIP AND RULES OF THE NAUTICAL ROAD	Hours: 20
<b>Performance Assessment(s):</b>	
6-43 Describe the duties and responsibilities of Deck department personnel. 6-44 Describe the types and makeup of ropes used in the Navy. 6-45 Describe the proper procedure for handling, stowing, and caring for fiber rope. 6-46 Demonstrate how to tie knots, bends, and hitches. 6-47 Explain the importance of securing for sea. 6-48 Explain the terms associated with and the use of ground tackle, anchors, and chains. 6-49 Describe the operation of an anchor windlass. 6-50 Explain the terms associated with and the use of deck and pier fittings used in mooring. 6-51 Describe the equipment and basic procedures used in towing. 6-52 Describe the equipment used and explain the terms associated with cargo handling. 6-53 Describe the purpose of small boat seamanship. 6-54 Identify nomenclature that applies to small boat parts and structure. 6-55 Identify types of small craft. 6-56 Describe the procedures for small boat handling. 6-57 Describe boat etiquette as practiced by the United States Navy. 6-58 Describe the two main sets of nautical rules. 6-59 Describe the rules for shipboard lights in inland and international waters. 6-60 Describe those sound signals used on large vessels. 6-61 Describe the inland and international rules for power and sailing vessels. 6-62 Specify three principal characteristics of navigational lights. 6-63 Describe the eight types of buoys used along waterways. 6-64 Describe how day beacons and ranges are used as navigational aids.	
<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 III NS3.6 The cadets will be expected to understand Seamanship and the Rules of the Nautical Road	
<b>Aligned to Washington State Standards</b>	
<b>Arts</b>	
<b>Communication - Speaking and Listening</b>	
<u>Comprehension and Collaboration (11-12)</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 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. 2 - Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. <u>Presentation of Knowledge and Ideas (11-12)</u> 4 - Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range or formal and informal tasks. 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.	



CC: College and Career Readiness Anchor Standards for Speaking and Listening

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**Health and Fitness**

**Language**

**Mathematics**

**Reading**

CC: Reading for Literacy in History/Social Studies

Key Ideas and Details (11-12)

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Craft and Structure (11-12)

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**Science**

**Social Studies**

**Writing**

CC: Writing for Literacy in History/Social Studies, Science, and Technical Subjects (11-12)

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 in response to ongoing feedback, including new arguments or information.

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

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#### Productivity and Accountability

- ☒ Manage Projects
- ☒ Produce Results

#### Leadership and Responsibility

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

Unit 7 NAVIGATION AND MANEUVERING	Hours: 20
<b>Performance Assessment(s):</b>  6-65 Describe the terrestrial sphere as it relates to navigation. 6-67 Explain how latitude and longitude are used to locate places on a map. 6-68 Explain the use of navigational charts. 6-71 Describe the basic timekeeping instruments used in the U.S. Navy. 6-72 Describe the purpose of the ship's bell system on board a Navy vessel. 6-74 Describe the importance of Greenwich time for navigational purposes. 6-78 Demonstrate the major concepts of maneuvering a vessel. 6-79 Describe the wind's effect on maneuvering a vessel. 6-80 Naval ships and their missions. 6-81 Identify U.S. Navy vessels by name, designation, and hull number. 6-82 Describe the Navy's major combatant ships and their missions. 6-83 Describe the Navy's major auxiliary ships and their missions. 6-84 Describe the eight major factors used in the construction of any U.S. Navy ship. 6-85 Describe those terms that describe a ship's structure. 6-86 Describe the decks of a U.S. Navy vessel by their names. 6-87 Cite the three types of propulsion plants used in Navy vessels. 6-88 List the classifications and designations of U.S. Navy ships. 6-89 Describe the functions and responsibilities of key personnel assigned to the damage control organization. 6-90 Explain the material conditions of readiness. 6-91 Describe the methods and materials used by repair parties to make emergency repairs. 6-92 Describe the systems used to communicate throughout the damage control organization. 6-93 List the three physical requirements for a fire to occur and the four classes of fires. 6-94 Describe the procedures for fighting fires.	
<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>	

Aligned to Washington State Standards
<b>Arts</b>
<b>Communication - Speaking and Listening</b>
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**Language**

**Mathematics**

**Reading**

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**Science**

**Social Studies**

**Writing**

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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 checked="" 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 checked="" 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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Unit 8 GUNNERY, AIRCRAFT, MISSILES, AND OTHER FORMS OF WARFARE		Hours: 30
Performance Assessment(s):		
6-95 Describe the evolution of naval weapons from 1453 to the present. 6-96 Discuss basic weapons terminology as it applies to the Navy. 6-97 Describe the Navy weapons organization. 6-98 Discuss the range of weapons used by the Navy. 6-99 Describe the major considerations used to select shipboard weapons systems. 6-100 Describe the shipboard weapons control systems used by the Navy. 6-101 Describe the major characteristics and nomenclature of naval guns. 6-102 Describe the principal components of gun ammunition. 6-103 Describe the techniques used by the Navy to provide gunfire support. 6-104 Describe the types of naval aircraft. 6-105 Explain the military aircraft designation system. 6-106 Explain the evolution of naval aircraft weapons systems. 6-107 Describe naval aircraft guns. 6-108 Describe the general types of guided missiles. 6-109 Describe the four basic component parts of guided missile systems. 6-110 Describe the types and usage of guided missiles used in the Navy. 6-111 Describe the Navy's submarine-launched ballistic missile program. 6-114 Describe the Navy's current under sea warfare weapons. 6-115 Describe the physics affecting missile and aircraft flight. 6-117 Describe the principles used in mine warfare from the American Revolution to the present. 6-118 Describe the four systems of mine classification. 6-119 Describe the three major types of mine countermeasures, to include ship treatment against magnetic and acoustic mines, minesweeping, and mine hunting. 6-121 Describe the key elements of mine warfare strategy. 6-122 Define conventional weapons. 6-123 Describe some examples of the use of chemical and biological warfare in earlier times. 6-134 Explain chemical warfare and describe the common types of CW agents found in the weapons stockpiles of most major nations today. 6-125 Explain biological warfare. 6-126 Explain nuclear warfare and describe the possible effects of a nuclear warhead explosion. 6-127 Explain the three types of nuclear bursts to which a ship may be exposed. 6-128 Explain the physiological effects of radiation exposure on personnel. 6-129 Explain CBR damage control procedures, including pre-attack countermeasures and post-attack shipboard decontamination.		
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 III NS3.8 Cadets will be expected to understand the different types of naval weapons.		
Aligned to Washington State Standards		
Arts		
Communication - Speaking and Listening		
<u>Comprehension and Collaboration (11-12)</u>		

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### **Language**

### **Mathematics**

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### **Science**

### **Social Studies**

### **Writing**

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## 21st Century Skills

LEARNING AND INNOVATION	INFORMATION, MEDIA AND TECHNOLOGY SKILLS	LIFE AND CAREER SKILLS
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