

| Everett Public Schools Naval Science Framework: Naval Science 401 / 402   |   |
|---|---|
| <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><br>Standards used for this framework are from Naval Service Training Command, Pensacola, Florida and the Common Core State Standards   |   |
| <b>Unit 1 LEARNING AND COMMUNICATION</b>  | <b>Hours: 20</b>                                      |
| <b>Performance Assessment(s):</b>   |   |
| 1-1-1 Label the communication process chart.<br>1-1-2 Describe encoding and decoding.<br>1-1-3. Recognize communication cues.<br>1-1-4 List three barriers to effective communication.<br>1-1-5. Explain the importance of feedback.<br>1-2-1 Explain the difference between listening and hearing.<br>1-2-3 List three types of listening.<br>1-2-5 Give examples of problems resulting from poor listening.<br>1-3-1 Identify the definitions for thinking and reflection.<br>1-3-2 Describe the impact of thinking on decision making and problem solving.<br>1-3-4 Identify the definitions for critical thinking and analysis.<br>1-3-5 Explain the three-part technique for critical reading.<br>1-3-6 List the parts of thinking.<br>1-3-7 Recognize good questions. |   |
| <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 IV<br>NS4.1 The cadet will understand how the communication process works, the definitions of encoding and decoding, verbal and nonverbal communication cues, barriers to effective communication, the importance of feedback, the difference between listening and hearing, the types of listening, the importance of listening, the importance of learning to think, the parts of thinking, the standards for critical thinking, how to ask good questions  |   |
| <b>Aligned to Washington State Standards</b>  |   |
| <b>Arts</b>   |   |
| <b>Communication - Speaking and Listening</b>   |   |
| <u>Comprehension and Collaboration (11-12)</u><br>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.<br>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.<br><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

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).

## 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.

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.

## 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 COMMUNICATING EFFECTIVELY  |  | Hours: 15 |
|---|--|-----------|
| <b>Performance Assessment(s):</b>   |  |           |
| 2-1-1 List the six steps in the basic checklist.<br>2-1-2 Explain purpose and audience.<br>2-1-3 Identify ways of conducting research.<br>2-1-4 Explain how to support ideas.<br>2-1-5 Describe the benefits of getting organized.<br>2-1-6 Identify the six organizational patterns.<br>2-1-7 Describe the benefits of writing a draft.<br>2-1-8 Describe the benefits of feedback.<br>2-2-1 Describe tone, clarity, and continuity.<br>2-2-2 List the three parts of a paper.<br>2-2-3 Describe ways to structure paragraphs and write transitions.<br>2-2-4 Identify a topic sentence.<br>2-2-5 Describe style and substance guidelines.<br>2-2-6 Identify sentences written in active voice.<br>2-2-7 Identify sentences written in passive voice.<br>2-2-8 Identify sentences with appropriate subject-verb agreement.<br>2-2-9 Recognize first-, second-, and third-person singular and plural pronouns.<br>2-2-10 List the six rules of e-mail protocol.<br>2-2-11 Recognize professional-quality e-mails.<br>2-2-12 Explain safety in e-mail communication.<br>2-2-13 Prepare a letter or article using the effective writing style.<br>2-3-1 List the six steps for effective communication.<br>2-3-2 Explain the importance of knowing the situation and audience.<br>2-3-3 Outline the three types of speaking and the three purposes of a speech.<br>2-3-4 List the four common methods of presentation.<br>2-3-5 Outline a presentation and include an introduction, body, conclusion, transitions, and illustration.<br>2-3-6 Describe the effective use of visual aids.<br>2-3-7 Identify presentation skills.<br>2-3-8 Explain the importance of practicing your speech.<br>2-3-9 Present a speech using the effective speaking format. |  |           |
| <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 IV<br>NS4.2 The cadets will know and understand the factors for effective communication.  |  |           |
| <b>Aligned to Washington State Standards</b>  |  |           |
| <b>Arts</b>   |  |           |
| <b>Communication - Speaking and Listening</b>   |  |           |
| <u>Comprehension and Collaboration (11-12)</u><br>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).

## 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.

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.

## 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 checked="" 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 checked="" type="checkbox"/> Make Judgements and Decisions</li> <li><input checked="" 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 checked="" 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 checked="" type="checkbox"/> Adapt to Change</li> <li><input checked="" 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 checked="" type="checkbox"/> Work Effectively in Diverse Teams</li> </ul> <p><b>Productivity and Accountability</b></p> <ul style="list-style-type: none"> <li><input checked="" 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 checked="" type="checkbox"/> Guide and Lead Others</li> <li><input checked="" type="checkbox"/> Be Responsible to Others</li> </ul> |
|--|---|--|

| Unit 3 UNDERSTANDING YOUR ATTITUDE   |  | Hours: 15 |
|--|--|-----------|
| <b>Performance Assessment(s):</b>  |  |           |
| 3-1-1List the five levels of human needs<br>3-1-2Describe how different needs motivate behavior<br>3-1-3Describe a belief (perspective, outlook on life) many people have about the world<br>3-1-4Explain the value of a positive attitude<br>3-1-5Describe a desire that is common among students<br>3-1-6 Explain an event in which goals led to actions<br>3-2-1 Know the ways that attitudes affect actions<br>3-2-2 Know common defense mechanisms<br>3-2-3 Know the key elements of a positive attitude<br>3-2-4 Know the priority of task completion and people<br>3-2-5 Explain the definition of a leader<br>3-3-1 Define perseverance, courage, and patience |  |           |
| <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 IV<br>NS4.3 The cadets will understand how attitude affects aspects of leadership  |  |           |
| <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 4 UNDERSTANDING YOUR ACTION  | Hours: 15 |
|---|-----------|
| <b>Performance Assessment(s):</b>   |           |
| 4-1-1 Define integrity<br>4-1-2 List personal standards of conduct that reflect excellence<br>4-1-3 Select examples of integrity in action in citizens<br>4-1-4 Recognize that actions speak louder than words<br>4-1-5 Describe the actions of personal role models<br>4-1-6 Explain the way in which character influences action<br>4-1-7 Describe actions that demonstrate loyalty<br>4-1-8 Explain the relationship between commitment and responsibility<br>4-2-1 Define personality<br>4-3-2 Define consequences<br>4-3-3 List the advantages of personal accountability<br>4-3-4 Describe the effects of defense mechanisms<br>4-3-5 Label examples of denial<br>4-3-6 Give examples of shifting blame<br>4-3-7 Describe patterns of rationalization<br>4-3-8 Describe the effects of acting without thinking<br>4-3-9 List the possible consequences of making bad decisions<br>4-3-10 Explain some of the possible results of failing to think and act carefully when solving a problem  |           |
| <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 IV<br>NS4.4 The cadets will know the traits of integrity in good citizens, what it means to be a positive role model, the impact of character on behavior, the consequences of taking or avoiding responsibility, the common ways in which people use defense mechanisms to avoid responsibility, the consequences of actions and decisions.  |           |
| <b>Aligned to Washington State Standards</b>  |           |
| <b>Arts</b>   |           |
| <b>Communication - Speaking and Listening</b>   |           |
| <u>Comprehension and Collaboration (11-12)</u><br>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.<br>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.<br>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.<br>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.<br><br><u>CC: College and Career Readiness Anchor Standards for Speaking and Listening</u><br>2 - Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.<br>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).

## **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.

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.

## 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 5 DEVELOPING VISION AND TEAMS  |  | Hours: 20 |
|---|--|-----------|
| <b>Performance Assessment(s):</b>   |  |           |
| 5-1-1 Describe the purpose of team goals<br>5-1-2 Explain the importance of team roles<br>5-1-3 List three common concerns of team members<br>5-1-4 State the advantage of defined goals<br>5-1-5 Describe the assignment of clear roles<br>5-1-6 List examples of team rules<br>5-1-7 Explain the need for clear and constructive communication<br>5-1-8 Describe the benefits of balanced participation<br>5-1-9 List the four stages of team growth<br>5-1-10 Describe the feelings and behaviors associated with the four stages of team growth<br>5-1-11 List some important points to consider in planning and running meetings<br>5-2-1 Define mutual respect<br>5-2-2 Define personal dignity<br>5-2-3 Describe ways to demonstrate mutual respect<br>5-2-4 Define prejudice, discrimination, and stereotyping<br>5-2-5 Identify how people show tolerance and understanding toward one another<br>5-2-6 Explain reasons for prejudice, discrimination, and gender stereotypes<br>5-2-7 Describe ways to work toward common goals<br>5-2-8 Explain the benefit of accepting differences<br>5-2-9 Recognize ways to evaluate and measure group effectiveness<br>5-3-1 Define vision<br>5-3-2 Explain how to write a team vision statement<br>5-3-3 Describe how to write team goals<br>5-3-4 Recognize different types of team assignments<br>5-3-5 Outline a timeline for achieving results<br>5-3-6 Define excellence<br>5-3-7 Describe actions that encourage team members to work together |  |           |
| <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 IV<br>NS4.5 The cadets will know how to work as a team, the characteristics of effective teams, the four stages of team development, how to plan for and run an effective meeting.  |  |           |
| <b>Aligned to Washington State Standards</b>  |  |           |
| <b>Arts</b>   |  |           |
| <b>Communication - Speaking and Listening</b>   |  |           |
| <u>Comprehension and Collaboration (11-12)</u><br>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.<br>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

##### Comprehension and Collaboration

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).

### **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.

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.

## 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 SOLVING CONFLICTS AND PROBLEMS   | Hours: 19 |
|---|-----------|
| <b>Performance Assessment(s):</b>   |           |
| 6-1-1 Define problem and conflict<br>6-1-2 Recognize the characteristics of good questions<br>6-1-3 List several types of problems with relations<br>6-1-4 Describe problems with direction<br>6-1-5 Explain operational problems<br>6-1-6 List three levels of conflict in groups<br>6-1-7 Match examples of conflicts of practice, purpose, and perspective<br>6-2-1 Describe the patterns of reacting to conflicts<br>6-2-2 Recognize that all groups have problems<br>6-2-3 Name the types of groups that have problems<br>6-2-4 Define poor performance<br>6-2-5 Identify common signs of troubled relationships<br>6-2-6 Explain the effects of low morale<br>6-2-7 List the six steps of problem solving<br>6-3-1 Describe ways to list and test possible solutions<br>6-3-2 Define consensus<br>6-3-3 Define a unilateral decision<br>6-3-4 Describe the benefits of consensus<br>6-3-5 Describe active listening<br>6-3-6 Explain the importance of negotiation and compromise   |           |
| <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 IV<br>NS4.6 The cadets will know about solving problems and conflicts, types of problems in groups, levels of conflict in groups, patterns of reacting to conflict, common group problems, common indicators of group problems, the six steps of problem solving, the nature of consensus, methods of building consensus.   |           |
| <b>Aligned to Washington State Standards</b>  |           |
| <b>Arts</b>   |           |
| <b>Communication - Speaking and Listening</b>   |           |
| <u>Comprehension and Collaboration (11-12)</u><br>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.<br>1d - Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.<br>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.<br><u>Presentation of Knowledge and Ideas (11-12)</u><br>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.<br>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

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).

**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.

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.

## 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 7 A LEADERSHIP MODEL   | Hours: 20 |
|---|-----------|
| <b>Performance Assessment(s):</b>   |           |
| 7-1-1 Define leadership and name the two basic elements of leadership<br>7-1-2 Explain the three Navy Core Values<br>7-1-3 Define integrity and name three moral traits associated with it<br>7-1-5 Define excellence<br>7-2-3 Define competence<br>7-2-4 Name two key components of competence in an effective leader<br>7-2-5 Define commitment<br>7-2-6 Describe indicators of strong commitment<br>7-3-1 Define leadership principles<br>7-3-3 Define setting the example<br>7-3-5 Define caring for your people<br>7-3-7 Describe the primary responsibility of a leader<br>7-3-8 List the effects on a team when a leader fails to accept responsibility  |           |
| <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 IV<br>NS4.7 The cadets know the basic elements of leadership, the Navy Core Values, the reasons for recognizing the Core Values, the traits of effective leaders, the importance of competence in a leader, the importance of commitment in a leader, the key principles of leadership, the importance of setting the example, the importance of caring for your people, the importance of accepting responsibility.  |           |
| <b>Aligned to Washington State Standards</b>  |           |
| <b>Arts</b>   |           |
| <b>Communication - Speaking and Listening</b>   |           |
| <u>Comprehension and Collaboration (11-12)</u><br>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.<br>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.<br><u>Presentation of Knowledge and Ideas (11-12)</u><br>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.<br>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.<br><br><u>CC: College and Career Readiness Anchor Standards for Speaking and Listening</u><br>2 - Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.<br>3 - Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.<br><u>Presentation of Knowledge and Ideas</u><br>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).

## 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.

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.

## 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 8 ADAPTIVE LEADERSHIP  | Hours: 20 |
|---|-----------|
| <b>Performance Assessment(s):</b><br>8-1-1 Describe the orientation toward people<br>8-1-2 Describe the orientation toward tasks<br>8-1-3 Label the components of the leadership grid<br>8-1-4 Describe the telling style of leadership<br>8-1-5 Describe the selling style of leadership<br>8-1-6 Describe the participating style of leadership<br>8-1-7 Describe the delegating style of leadership<br>8-1-8 Describe the mission, people, and leader<br>8-1-9 List examples of environmental factors<br>8-2-1 Define followership<br>8-2-2 Describe the willingness of followers<br>8-2-3 Describe the ability of followers<br>8-2-4 Describe the confidence of followers<br>8-2-5 List three actions to take in supporting leaders<br>8-3-1 List four actions to take in preparing to lead<br>8-3-2 Identify questions to ask in observing a leader<br>8-3-3 Outline a study of an historical leader<br>8-3-4 Define coaching<br>8-3-5 Describe ways to build trust<br>8-3-6 Recognize the features of effective listening<br>8-3-7 Describe opportunities to lead<br>8-3-8 List ways to evaluate your experience<br>8-3-9 Organize and execute a team project |           |
| <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 IV<br>NS4.8 The cadets will know the two orientations to leadership behavior, the four leadership styles, the primary factors of the leadership situation, the readiness factors of followers, effective ways to relate to leaders, the ways to prepare for leadership, the key elements of effective coaching and mentoring.   |           |
| <b>Aligned to Washington State Standards</b>  |           |
| <b>Arts</b>   |           |
|   |           |
| <b>Communication - Speaking and Listening</b>   |           |
| <u>Comprehension and Collaboration (11-12)</u><br>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.<br>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.<br><u>Presentation of Knowledge and Ideas (11-12)</u><br>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).

**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.

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.

## 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 WELLNESS PROGRAM   |  | Hours: 36 |
|---|--|-----------|
| <b>Performance Assessment(s):</b>   |  |           |
| 9-1-1 Create an individualized training program based on national standards by age and gender.<br>9-1-2 Identify areas of improvements for each cadet.<br>9-1-3 Incorporate a physical training program to reach goals.   |  |           |
| <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 IV<br>NS4.9 The Cadets will be given the opportunity to put into practice the wellness concepts. The cadets will lead active, healthy lifestyles beyond program requirements and into their adult lives.  |  |           |
| <b>Aligned to Washington State Standards</b>  |  |           |
| <b>Arts</b>   |  |           |
| <b>Communication - Speaking and Listening</b>   |  |           |
| <u>Comprehension and Collaboration (11-12)</u><br>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.<br>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.<br><u>Presentation of Knowledge and Ideas (11-12)</u><br>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.<br>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.<br><br><u>CC: College and Career Readiness Anchor Standards for Speaking and Listening</u><br><u>Comprehension and Collaboration</u><br>2 - Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.<br>3 - Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.<br><u>Presentation of Knowledge and Ideas</u><br>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.<br>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