

Naval Science 1

Course Compendium

Credits: 5 Grades: 9, 10, 11, 12

This course fulfills the graduation requirement for career education/practical arts. Students are introduced to the JROTC/NNDC program in this course. Units of study include: Introduction to Leadership and Citizenship, Physical Fitness and Personal Hygiene, First Aid, Substance Abuse Prevention, the Navy's Role in American Democracy, Sea Power, Naval Ships, Navy Organization, Chain of Command, Maritime Geography, Naval History through 1815 and Basic Seamanship.

UNITS OF STUDY*

Unit 1- *Bystander Intervention*

Unit 2- *JROTC and Your Future*

Unit 3- *Leadership Skills*

Unit 4- *Citizenship and American Government*

Unit 5- *The U.S. Navy*

Unit 6- *Geography and Survival Skills*

Unit 7- *Financial Wisdom*

INTERDISCIPLINARY CONNECTIONS

NJSLS Companion Standards Grades 9-12 (Reading & Writing in History, Science & Technical Subjects)

RH.9-10.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history and the social sciences; analyze the cumulative impact of specific word choices on meaning and tone.

RH.9-10.9. Compare and contrast treatments of the same topic, or of various perspectives, in several primary and secondary sources; analyze how they relate in terms of themes and significant historical concepts.

RST.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Social Studies

6.1.12.A.14.h Assess the effectiveness of government policies in balancing the rights of the individual against the need for national security.

6.1.12.D.14.d Evaluate the extent to which women, minorities, individuals with gender preferences, and individuals with disabilities have met their goals of equality in the workplace, politics, and society.

6.1.12.A.15.b Determine the effectiveness of the United States in pursuing national interests while also attempting to address global political, economic, and social problems.

6.1.12.A.16.a Examine the impact of media and technology on political and social issues in a global society.

**See individual units for Pacing Guide, NJSLS Standards, Transfer Skills, Enduring Understandings, Essential Questions, Learning Objectives, Key Vocabulary, Skills, Resources, & Assessments*

6.1.12.D.16.a Analyze the impact of American culture on other world cultures from multiple perspectives.

6.3.12.D.1 Analyze the impact of current governmental practices and laws affecting national security and/or individual civil rights/ privacy.

21st Century Life and Careers

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP3. Attend to personal health and financial well-being.

CRP4. Communicate clearly and effectively and with reason.

CRP5. Consider the environmental, social and economic impacts of decisions.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9. Model integrity, ethical leadership and effective management.

CRP10. Plan education and career paths aligned to personal goals.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

9.1.12.A.4 Identify a career goal and develop a plan and timetable for achieving it, including educational/training requirements, costs, and possible debt.

9.1.12.E.2 Analyze and apply multiple sources of financial information when prioritizing financial decisions.

9.2.12.C.1 Review career goals and determine steps necessary for attainment.

9.3.GV-FIR.1 Apply the knowledge acquired from history, law, geography, science, language studies, social sciences (including economic and political science), business, foreign policy and culture to perform diplomatic functions.

9.3.GV-FIR.2 Describe the laws, customs and current administrative practices of the United States and host countries used to manage administrative, social and policy matters.

9.3.GV-SEC.2 Describe the appropriate duties, responsibilities and authority of a national security agency's personnel at all levels.

9.3.GV-SEC.3 Describe the leadership characteristics necessary to ensure compliance with rules of engagement and applicable ethical standards.

Technology

8.1.8.D.1 Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.

8.1.12.A.CS1 Understand and use technology systems.

8.1.12.A.1 Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.

8.1.12.B.CS1 Apply existing knowledge to generate new ideas, products, or processes.

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- 8.1.12.E.1** Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.
- 8.1.5.E.1** Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.
- 8.1.12.F.1** Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.

MODIFICATIONS / ACCOMMODATIONS

GENERAL CONSIDERATIONS FOR DIVERSE LEARNERS		
English Language Learners	Students Receiving Special Education Services	Advanced Learners
<ul style="list-style-type: none"> - Personal glossary - Text-to-speech - Extended time - Simplified / verbal instructions - Frequent breaks <p>WIDA Can Do Descriptors for Grade 9-12 WIDA Essential Actions Handbook FABRIC Paradigm Wall Township ESL Grading Protocol</p> <p>*Use WIDA Can Do Descriptors in coordination with Student Language Portraits (SLPs).</p>	<ul style="list-style-type: none"> - Small group/One to one - Additional time - Review of directions - Student restates information - Space for movement or breaks - Extra visual and verbal cues and prompts - Preferential seating - Follow a routine/schedule - Rest breaks - Verbal and visual cues regarding directions and staying on task - Checklists - Immediate feedback <p>Students receiving Special Education programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP) due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, instruction is differentiated based upon the student's needs. The IEP acts as a supplemental curriculum guide inclusive of instructional strategies that support each learner.</p> <p>National Center on Universal Design for Learning - About UDL UDL Checklist UDL Key Terms</p>	<ul style="list-style-type: none"> - Use of high level academic vocabulary/texts - Problem-based learning - Preassesses to condense curriculum - Interest-based research - Authentic problem-solving - Homogeneous grouping opportunities <p>Knowledge and Skill Standards in Gifted Education for All Teachers Pre-K-Grade 12 Gifted Programming Standards Gifted Programming Glossary of Terms</p>
		<p>Students with 504 Plan</p> <p>Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.</p>

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At Risk Learners / Differentiation Strategies

Alternative Assessments
Choice Boards
Games and Tournaments
Group Investigations
Guided Reading
Learning Contracts
Leveled Rubrics
Literature Circles
Multiple Texts
Personal Agendas

Independent Research & Projects
Multiple Intelligence Options
Project-Based Learning
Varied Supplemental Activities
Varied Journal Prompts or RAFT Writing
Tiered Activities/Assignments
Tiered Products
Graphic Organizers
Choice of Books/Activities
Mini-Workshops to Reteach or Extend
Think-Pair-Share by readiness or interest
Use of Collaboration of Various Activities

Jigsaw
Think-Tac-Toe
Cubing Activities
Exploration by Interest
Flexible Grouping
Goal-Setting with Students
Homework Options
Open-Ended Activities
Use of Reading Buddies
Varied Product Choices
Stations/Centers
Work Alone/Together

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