UNIT 5: THE U.S. NAVY

Content Area: **Social Studies**
Course(s): **Naval Science 1**
Time Period: **November**
Length: **10 blocks**
Status: **Published**

Enduring Understandings

- The mission and purpose of the US Navy
- Ship terminology and vocabulary
- History of naval ships
- History of naval warfare
- History of naval aviation

Essential Questions

- What is the mission of the US Navy?
- Why is ship terminology relevant?
- What are the various types of naval ships?
- Why are ship customs and courtesies important?
- How did naval aviation evolve?
- What is the mission of naval aviation?
- What is the greatest US Naval ship?
- What was the greatest US Naval Battle of all time?

Content

1 Navy Ships NS1-U4C1S1 – The Mission of Navy Ships
NS1-U4C1S2 – Types of Ships
NS1-U4C1S3 – Ships, Customs and Courtesies
2 Naval Aviation NS1-U4C2S1 – Background of Naval Aviation
NS1-U4C2S2 – Naval Aircraft and Missions

Skills

- Evaluate the mission and types of Navy ships.
- Understand ship terminology and customs and courtesies followed on board a ship or boat.
- Identify the ships of the Navy and understand how they fulfill the Navy mission.
- Analyze the background of US Navy aviation and learn about Navy aircraft in use today
- Write a thesis and use secondary sources to formulate a persuasive argument through the research

simulation task.

Resources

PARCC Scoring Rubric

https://parcc.pearson.com/resources/practice-tests/english/Grade6-11-ELA-LiteracyScoringRubric-July2015.pdf

- **https://www.navy.com/**
- **https://www.nrotc.navy.mil/**
- **http://www.njrotc.navy.mil/curriculum.html**
-
    - Naval Junior Officers Training Corps Introduction
    - Cadet Reference manual
    - A Field Manual for NJROTC 10th Edition

Standards

Writing

W9-10.1

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and

relevant and sufficient evidence.

W.9-10.1.A

Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

W.9-10.1.B

Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

W.9-10.1.C

Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

W.9-10.1.D

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

W.9-10.1.E

Provide a concluding statement or section that follows from and supports the argument presented.

W9-10.4

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

WHST. 9-10.1A

Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.

WHST. 9-10.1B

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

RST. 2. 5

Determine the central Ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms

RH.1.6

Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole

RH.2.5

Determine the central ideas or information of a primary or secondary source; provides central idea or conclusions of text and clear relationships among the key details and ideas.

RH. 3.9

Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

RH.6.4

Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

Reading: Informational Text

RI.9-10.4. Determine the meaning of words and phrases as they are used in a text…
RI.9-10.5. Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text…

Speaking and Listening

SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions…

Language

L.9-10.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases…

The College, Career, and Civic Life (C3) Framework for Social Studies State Standards **

D2. Civic and Political Institutions

D2.Civ.7.9-12. Apply civic virtues and democratic principles when working with others.

D2.Civ.8.9-12. Evaluate social and political systems in different contexts, times, and places, that promote civic virtues and enact democratic principles.

D2.Civ.11.9-12. Evaluate multiple procedures for making governmental decisions at the local, state, national, and international levels in terms of the civic purposes achieved.