

Naval Science 2

Course Compendium

NAVAL SCIENCE 2

Credits: 5.0

Grades: 10

UNITS OF STUDY*

Unit 1- *Module 1: Maritime History: Early Civilizations-1865*

Unit 2- *Module 2: Maritime History: 1865-1945*

Unit 3- *Module 3: Maritime History: 1945-1990's*

Unit 4- *Leadership*

Unit 6- *Module 1: Nautical Science (1)*

Unit 7- *Module 2: Nautical Science (2)*

Unit 8- *Module 3: Nautical Science (3)*

This course provides ongoing instruction in leadership theories, self-discipline and physical fitness. Units of study include: Naval Department Organization, Citizenship in the U.S. and Other Countries, Naval History from 1815 through 1930, Naval Ships and Shipboard Operations, Naval Weapons, Navigation Fundamentals and Rules of the Road, Small Boat Seamanship, Meteorology and Weather, and Survival Training and Orienteering. Throughout Naval Science 2, increased emphasis is placed on cadet accountability and the assumption of responsibilities equal to his/her respective rank within the cadet organization.

INTERDISCIPLINARY CONNECTIONS

NJSLS Companion Standards Grades 9-10

Reading: Informational Text

RI.9-10.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly...

RI.9-10.3. Analyze how the author unfolds an analysis or series of ideas or events...

RI.9-10.4. Determine the meaning of words and phrases as they are used in a text...

RI.9-10.7. Analyze various accounts of a subject told in different mediums...

Writing

W.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts...

W.9-10.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately...

W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.9-10.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem...

W.9-10.8. Gather relevant information from multiple authoritative print and digital sources...

W.9-10.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Speaking & Listening

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

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

Language

L.9-10.3. Apply knowledge of language to understand how language functions in different contexts...

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

L.9-10.6. Acquire and use accurately general academic and domain-specific words and phrases...

Dimension 2. Geography

D2.Geo.4.9-12. Analyze relationships and interactions within and between human and physical systems to explain reciprocal influences that occur among them.

D2.Geo.6.9-12. Evaluate the impact of human settlement activities on the environmental and cultural characteristics of specific places and regions.

D2.Geo.7.9-12. Analyze the reciprocal nature of how historical events and the spatial diffusion of ideas, technologies, and cultural practices have influenced migration patterns and the distribution of human population.

Dimension 2. History

D2.His.1.9-12. Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.

D2.His.16.9-12. Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.

Dimension 4. Communicating Conclusions and Taking Informed Action

D4.1.9-12. Construct arguments using precise and knowledgeable claims, with evidence from multiple sources...

D4.2.9-12. Construct explanations using sound reasoning, correct sequence...

D4.6.9-12. Use disciplinary and interdisciplinary lenses to understand

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</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	<ul style="list-style-type: none">- Use of high level academic vocabulary/texts- Problem-based learning- Preassess to condense curriculum- Interest-based research- Authentic problem-solving- Homogeneous grouping opportunities

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<p>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"> - 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>Considerations for Special Education Students 6-12 National Center on Universal Design for Learning - About UDL UDL Checklist UDL Key Terms</p>	<p>Knowledge and Skill Standards in Gifted Education for All Teachers Pre-K-Grade 12 Gifted Programming Standards Gifted Programming Glossary of Terms</p> <hr/> <p>Students with 504 Plan</p> <hr/> <p>Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.</p>
<p>At Risk Learners / Differentiation Strategies</p>		
<p>Alternative Assessments Choice Boards Games and Tournaments Group Investigations Guided Reading Learning Contracts Leveled Rubrics Literature Circles Multiple Texts Personal Agendas</p>	<p>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</p>	<p>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</p>

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