

Naval Science 3

Course Compendium

NAVAL SCIENCE 3

Credits: 5.0

Grades: 11

UNITS OF STUDY*

Unit 1- *Maritime History - Sea Power and national Security*

Unit 2- *Sat Prep*

Unit 3- *Maritime History -Military Law*

Unit 4- *Maritime History - International law and the Sea*

Unit 5- *Naval Leadership*

Unit 6- *Naval Skills -Marine Navigation*

Unit 7- *Naval Skills - Rules of the Road and Maneuvering Board*

Unit 8- *Naval Weapons and Aircraft*

This course provides ongoing instruction in practical leadership skills, self-discipline and physical fitness. Units of study include: Military Justice, Astronomy, International Law and the Sea, National Strategy, the role of Sea Power and Naval Operations in National Security, Naval History from 1930 through today, Naval Intelligence, Maneuvering Board, Challenges of Future Navy Research, and Naval Communications. Increased emphasis is placed upon Naval Science 3 cadets to assume greater responsibilities for the day-to-day operations of the cadet organization.

INTERDISCIPLINARY CONNECTIONS

NJSLS Companion Standards Grades 9-10

Reading: Informational Text

RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats ...

Writing

W.11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately ...

W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Speaking & Listening

SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions...

SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media in order to make informed decisions and solve problems...

SL.11-12.6. Adapt speech to a variety of contexts and tasks...

Language

L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.11-12.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases...

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

L.11-12.6. Acquire and use accurately general academic and domain-specific words and phrases...

College, Career, and Civic Life (C3) – Frameworks for Social Studies State Standards**

Dimension 2. Civics and Political Institutions

D2.Civ.3.9-12. Analyze the impact of constitutions, laws, treaties, and international agreements on the maintenance of national and international order.

Dimension 2. Economic Decision Making

D2.Eco.15.9-12. Explain how current globalization trends and policies affect economic growth, labor markets, rights of citizens, the environment, and resource and income distribution in different nations.

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.11.9-12. Evaluate how economic globalization and the expanding use of scarce resources contribute to conflict and cooperation within and among countries.

D2.Geo.12.9-12. Evaluate the consequences of human-made and natural catastrophes on global trade, politics, and human migration.

Dimension 4. Communicating Conclusions and Taking Action

D4.2.9-12. Construct explanations using sound reasoning, correct sequence, examples, and details with significant and pertinent information and data...

D4.6.9-12. Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems...

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>	<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 	<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 <p>Knowledge and Skill Standards in Gifted Education for All Teachers Pre-K-Grade 12 Gifted</p>

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

<p>*Use WIDA Can Do Descriptors in coordination with Student Language Portraits (SLPs).</p>	<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>Programming Standards Gifted Programming Glossary of Terms</p> <hr/> <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

<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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