

# Naval Science 4

## Course Compendium

NAVAL SCIENCE 4

Credits: 5.0

Grades: 12

### UNITS OF STUDY\*

- Unit 1- Sea Power and National Security
- Unit 2- Leadership Group Dynamics
- Unit 3- Positive Leadership Techniques
- Unit 4- Leading By Example
- Unit 5- Criticism and The Naval Officer
- Unit 6- The Basics of Effective Communication
- Unit 7- Communication - the Two-Way Exchange of Information
- Unit 8- Avoiding Communication Pitfalls

This course includes instruction in theoretical and applied aspects of leadership, personnel training, and evaluation of performance. Students practice techniques used to motivate others, develop goals, direct the activities of work groups and provide appropriate leadership examples to underclass cadets. Naval Science 4 cadets also apply these principles by leading younger cadets in military drill, conducting inspections, competing in athletic events and participating in other activities. Cadets are expected to provide the functional hands-on leadership of the organization under the supervision of the JROTC/NNDC Instructors.

### INTERDISCIPLINARY CONNECTIONS

#### **NJSLS Companion Standards Grades 9-10**

##### Reading: Informational Text

**RI.11-12.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly...**

##### 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 ...**

##### Language

**L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**

**L.11-12.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.**

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

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

GENERAL CONSIDERATIONS FOR DIVERSE LEARNERS		
English Language Learners	Students Receiving Special Education Services	Advanced Learners
<ul style="list-style-type: none"> <li>- Personal glossary</li> <li>- Text-to-speech</li> <li>- Extended time</li> <li>- Simplified / verbal instructions</li> <li>- Frequent breaks</li> </ul> <p><a href="#">WIDA Can Do Descriptors for Grade 9-12</a>  <a href="#">WIDA Essential Actions Handbook</a>  <a href="#">FABRIC Paradigm</a>  <a href="#">Wall Township ESL Grading Protocol</a></p> <p>*Use WIDA Can Do Descriptors in coordination with Student Language Portraits (SLPs).</p>	<ul style="list-style-type: none"> <li>- Small group/One to one</li> <li>- Additional time</li> <li>- Review of directions</li> <li>- Student restates information</li> <li>- Space for movement or breaks</li> <li>- Extra visual and verbal cues and prompts</li> <li>- Preferential seating</li> <li>- Follow a routine/schedule</li> <li>- Rest breaks</li> <li>- Verbal and visual cues regarding directions and staying on task</li> <li>- Checklists</li> <li>- Immediate feedback</li> </ul> <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><a href="#">Considerations for Special Education Students 6-12</a>  <a href="#">National Center on Universal Design for Learning - About UDL</a>  <a href="#">UDL Checklist</a>  <a href="#">UDL Key Terms</a></p>	<ul style="list-style-type: none"> <li>- Use of high level academic vocabulary/texts</li> <li>- Problem-based learning</li> <li>- Preassess to condense curriculum</li> <li>- Interest-based research</li> <li>- Authentic problem-solving</li> <li>- Homogeneous grouping opportunities</li> </ul> <p><a href="#">Knowledge and Skill Standards in Gifted Education for All Teachers Pre-K-Grade 12 Gifted Programming Standards</a>  <a href="#">Gifted Programming Glossary of Terms</a></p>
		<b>Students with 504 Plan</b>
		Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.
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	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

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

Think-Pair-Share by readiness or interest  
Use of Collaboration of Various Activities

Stations/Centers  
Work Alone/Together