



Perris Union High School District Course of Study

A. COURSE INFORMATION

<p>Course Title: (limited to 34 characters with spaces in Infinite Campus)</p> <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">Naval Science 1</div> <p><input checked="" type="checkbox"/> New <input type="checkbox"/> Revised</p> <p>If revised, the previous course name if there was a change</p> <div style="border: 1px solid black; height: 20px; width: 100%;"></div> <p>Transcript Course Code/Number:</p> <div style="border: 1px solid black; height: 20px; width: 100%;"></div> <p>(To be assigned by Educational Services if it's a new course)</p> <p>CREDIT TYPE EARNED: CALPADS CODE:</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="border: 1px solid black; padding: 2px;">Elective</td> <td style="border: 1px solid black; padding: 2px;">9373.9374 <i>af</i></td> </tr> </table>	Elective	9373.9374 <i>af</i>	<p>Subject Area:</p> <p><input type="checkbox"/> Social Science <input type="checkbox"/> English <input type="checkbox"/> Mathematics <input type="checkbox"/> Laboratory Science <input type="checkbox"/> World Languages <input type="checkbox"/> Visual or Performing Arts <input checked="" type="checkbox"/> College Prep Elective <input type="checkbox"/> Other</p> <p>Is this classified as a Career Technical Education course?</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>If yes, which pathway does this course align to? Pathway Name:</p> <div style="border: 1px solid black; height: 20px; width: 100%;"></div> <p>CTE CDE Code:</p> <div style="border: 1px solid black; height: 20px; width: 100%;"></div>	<p>Grade Level(s)</p> <p><input type="checkbox"/> MS <input type="checkbox"/> HS <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12</p>
Elective	9373.9374 <i>af</i>			
<p>Was this course <u>previously approved by UC</u> for PUHSD?</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No (Will be verified by Ed Services)</p> <p>If Yes, which A-G Requirement does this course meet?</p> <div style="border: 1px solid black; padding: 2px; width: 80%;">G College or Prep Elective</div>	<p style="text-align: center;">Credential Required to teach this course: <i>To be completed by Human Resources only.</i></p> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <i>Designated Subjects - Special Subjects, ROTC, Basic Military Drill</i> </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> </div> <p style="text-align: center;">Signature Date: <i>1/11/24</i></p>			
<p>Submitted by: Frank Puebla Site: Paloma Valley High School Date: 12/21/23 Email: Frank.Puebla@puhsd.org</p>	<p>Unit Value/Length of Course:</p> <p><input type="checkbox"/> 0.5 (half-year or semester equivalent) <input checked="" type="checkbox"/> 1.0 (one-year equivalent) <input type="checkbox"/> 2.0 (two-year equivalent) <input type="checkbox"/> Other:</p>			
Approvals	Name/Signature	Date		
Director of Curriculum & Instruction		<i>1/17/24</i>		
Asst. Superintendent of Educational Services	<i>X</i>	<i>01-17-2024</i>		
Governing Board				

Prerequisite(s) (REQUIRED):
None
Corequisite(s) (REQUIRED):
None
Brief Course Description (REQUIRED):
Naval Science 1 (NS1) will introduce students to the meaning of citizenship, the elements of leadership, and the value of scholarship in attaining life goals. It will also promote an awareness of the importance of a healthy lifestyle, including physical fitness, a proper diet, and controlling stress and provide drug awareness, as well as provide the principles of health and first aid, geography and survival skills and an overview of Naval ships and aircraft.

B. COURSE CONTENT
Course Purpose (REQUIRED): <i>What is the purpose of this course? Please provide a brief description of the goals and expected outcomes. Note: More specificity than a simple recitation of the State Standards is needed.</i>
The Navy Junior Reserve Officers Training Corps program is a joint effort between the US Navy and local school districts across the country. NJROTC aims to instill patriotism and foster citizenship and leadership skills in America’s youth. The curriculum balances naval science, military activities, physical fitness, and orientation trips. Not only does this course provide opportunity for leadership training, but also seeks to instill the Navy Core Values of honor, courage, and commitment and to teach young people how to learn to live those values—even those who never join the Navy.
Course Outline (REQUIRED): <i>Detailed description of topics covered. All historical knowledge is expected to be empirically based, give examples. Show examples of how the text is incorporated into the topics covered.</i>
Unit 1: NJROTC and Your Future This unit will introduce the history and background of the NJROTC Program, NJROTC’s Mission, Goals, and Policies. This unit will detail Navy Core Values, The Naval Science Curriculum, NJROTC Unit Activities, NJROTC Program Benefits, and Career Planning, which include selecting and charting a good Career Path, Careers Versus Jobs, Career Direction, Career Choices, The US Navy as a Career Option, and

Developing good Study Habits.

Unit 1 Assignments:

- Students will reflect on why they individually decided to enroll in JROTC. They will write a 300 word minimum reflection essay examining at least three reasons why they chose to enroll in JROTC, and how those decisions can positively impact both their current life and life for them in the future.
- Students will get into groups and research and present the history and background of the NJROTC. Their presentation will include the NJROTC's mission, goals, and policies. The groups can present the information a variety of ways, including slideshow, flowchart, video, or poster presentation.
- Students will interview someone you know who has achieved an outstanding accomplishment or reached a difficult goal (e.g., graduated from college, successful at athletics, built a business etc.). Ask him/her to give you five to ten intermediate steps that helped them reach their long-range goal. Students will create a podcast to record the interview and create an infographic or slideshow presentation highlighting the steps that helped the person achieve his or her goal.
- Research different roles and responsibilities of NJROTC. List at least 5 different activities that you are interested in, rate them in order of interest and give reasons why you are interested. Then choose 3 areas or roles that interest you. In a 250 word minimum essay, describe your field of interest within the role and what interests you about the role. (Job opportunities, mission, training, platforms involved (ship, air, land, intelligence) Use complete sentences, correct grammar and spelling.
- Students will reflect and write a list of characteristics that they feel an employer would value in an employee. Once they have a list, they compare that list to the list of employability skills and traits provided. What are the similarities and differences between the two lists? Do you think one list has more value than the other, and if so, explain why? Please write a 200 word reflection comparing the two lists.
- Students will individually list 5 professions that they have ever thought about as the job for them. Create a presentation that matches the Military equivalent to them. Find someone in your community or a family member who is employed in one of the skills you listed in the In-Class Assignment. Interview them about their job and how they chose it. Make a list of 4-5 questions and record their answers. Based on all of the information gathered, write a 250 word minimum essay explaining why you think that you would enjoy this career.
- Students will reflect on Learning Questions 1-8 and write complete responses to each question.
- Read and understand Unit 1 Uniform Regulations from the NJROTC FM (Field Manual) and demonstrate how to properly prepare a Uniform for Inspection and understand the personal appearance and Grooming standards required for the program.
- Study the 11 Orders to the Sentry (PAGE 10 in Ref Manual). Learn and demonstrate how to Clean Shoes and Brass for Inspections.

Unit 2: Leadership Skills

This unit will introduce how to become a better leader by learning how to be a good follower, understanding the Principles of Leadership and how to become a successful Leader. Students will also understand what motivates people and how to use that understanding to lead them effectively, understand the working of relationships with others in order to influence and lead them effectively, and understand how human behavior is affected by human emotions and attitudes.

Unit 2 Assignments:

- Students will write a 150 word reflection on the following prompt: “Describe the personality traits of a good leader.”
- After reviewing the Four Leadership Styles, create a presentation comparing and contrasting 3 things that are similar OR different between the four leadership styles. Explain how each similarity or difference can be a benefit or detriment for a leader.
- What leadership style does your teacher use?
- Write a 250 word minimum essay about your favorite teacher using the terms and leadership styles discussed in class today. The first paragraph should describe the type of leader that they are. The second paragraph should discuss how their leadership style affects how much you learn in their class? Then identify your individual leadership style and the benefits of that style, as well as what challenges that style may encounter.
- Post a variety of leadership quotes around a room. Have each student stand by one that speaks to them or shows their leadership values. Students will then explain why. Have the students bring in their favorite leadership quote and write a 200 word reflection as to why the student feels so connected to that quote.
- Have students reflect about a leader who they feel has integrity and people who you think who do not. What distinguishes one from the other? Who gets more attention in the media and why? Create a presentation sharing your information.
- Students will reflect on Learning Questions 1-8 and write complete responses to each question.
- Read and understand Unit 2 NJROTC Rates/Ranks and U.S. Navy Rates/Ranks from the FM (Field Manual). Complete Study Guide Questions. (PAGE FM-53 in FM). Introduce basic individual in-place drill definitions and demonstrate individual in-place drill.

Unit 3: Citizenship and American Government

This unit will introduce students to Citizenship and Responsibility. Students will understand the foundations of the US government to include the Declaration of Independence and the Constitution with the Bill of Rights, and also learn how the Armed Forces are Organized under the control of elected and appointed civilian leaders.

Unit 3 Assignments:

- Students will reflect upon President John F. Kennedy’s quote, “Ask not what your country can do for you, ask what you can do for your country.” Have students complete the Bubble Map Handout in response to J.F.K’s famous quote. Then, divide cadets into partners or small groups to share their ideas
- Using the handout “Laws and your Role as a Citizen”, have each cadet complete a diary entry as described in the instructions.
- Students will complete writing-reflection projects on both “What if There was no Government” handout and the “Day in the life of Tom Phillips” handouts. Cadets will complete the “What if There was no Government” free writing activity in three minutes or less and share their thoughts with a classmate briefly. With their partner they will complete the “Day in the Life of Tom Phillips” activity followed by a brief whole group discussion about the two activities.
- Students will read “How Government Affects You“. Each cadet will take this chart home overnight

and record their activities and how that activity connects to the government.

- Cadets will make a multi-flow map that illustrates the causes and effects of the Declaration of Independence, the Articles of Confederation or the US Constitution. Once they have completed their map, they will explain their map to at least one other person in the room.
- Using the flow map made in class, the cadet will write a paragraph that explains the reason/s the document that was chosen for the activity (Declaration of Independence, the Articles of Confederation or the US Constitution) is an important part of the American government.
- Students will be given the “It’s Alive Activity” handout. Cadets will examine headlines of a newspaper to find examples of the US Constitution in action. Cadets may use the “Summary of the US Constitution” handout for guidance. They will also cite Articles and Amendments for their findings.
- Each cadet will make a poster advertising their selection for “the most important” amendment to the constitution. All cadets will share their posters in class and a vote will be held via a student response system to determine a class decision on the “Most Valuable Amendment”.
- Students will reflect on Learning Questions 1-8 and write complete responses to each question.
- Read and understand Unit 3 Military Customs, Courtesies, Etiquette and Ceremonies from the FM (Field Manual). Continue to study the 11 Orders to the Sentry. (PAGE 10 in Ref Manual).
- Complete Pledge of Allegiance Study Guide and understand basic Flag etiquette and courtesies.

Unit 4: US Navy

This unit will introduce the mission of the U.S. Navy and understand how the various ships of the Navy will fulfill the Navy mission. Students will learn shipboard terminology and customs and courtesies while on a Navy ship. Students will understand the background of US Navy aviation and learn about Navy aircraft capabilities.

Unit 4 Assignments:

- Students will come up with a list of the missions of the Navy. What is the Navy used for? As you go through the lesson refer back to the list they generated to add or subtract items that the Navy does. With the background of the lesson the students will identify what areas or missions the Navy spends most of its time doing.
- Students will research news articles or reports on the US Navy where the Navy is being used to shape world actions or shape the opinion of the US States. Be prepared to discuss in class how the US Navy is meeting the goals of the United States.
- Students will research either US surface combatants or submarines and develop a comparison chart of the similarities and differences.
- Students will write a short essay on how the Navy's missions are supported by the different types of ships. Their essay should discuss at least one of the four missions: strategic deterrence, sea control, projection of power ashore, or naval presence.
- Have the Cadets find an event that occurred in the last 5 years that reflects the mission of naval aviation by the United States in the 21st Century. Some areas of operations to review might be the Eastern Mediterranean Sea, the South China Sea, and The Persian Gulf. What was the purpose of sending an aircraft carrier to the region? Please write a summary of the event and share out with group members.
- Students will reflect on Learning Questions 1-8 and write complete responses to each question.

- Read and Understand Unit 4 Personnel Inspections from the FM (Field Manual).
- Demonstrate Forming for Inspection, Inspecting Officers Tours and Personnel Inspection guidelines. This Unit will include Company and Platoon Inspections.

Unit 5: Wellness, Fitness, and First Aid

This unit will introduce the development of a personal exercise plan. Students will learn how the basic physical exercises are paramount for the success in NJROTC, understand how diet impacts life, analyze how well students meet nutrient guidelines, how these guidelines relate to your personal diet, understand how to estimate your body fat, analyze the impact sanitation and hygiene have on health, assess how stress impacts your life, assess the effects of drug and substance abuse on your life, and understand first aid procedures and apply them as needed.

Unit 5 Assignments:

- Each cadet will use the handout (parts 3 & 4) to record their activities for a period determined by the instructor and collect data regarding those activities. They will begin assessing individual needs to start making their personal exercise program.
- Cadets examine their fitness logs that they have completed over the past few days and determine if they have been doing easy, moderate, or vigorous activities. They then select two activities; one from the easy category and one from the moderate or vigorous category. Cadets record these two activities on the Heart Rate Log handout along with their resting heart rate that was determined during class.
- Cadets measure their heart rates after participating in the two activities chosen in class and written down on the Heart Rate Log. They record their heart rate 1-2 minutes after completing the activities and complete a bar graph that shows their resting heart rate, the easy activity heart rate and the moderate/vigorous heart rate. Cadets complete the activity by answering the questions about heart rate on the log sheet
- Students will reflect on Learning Questions 1-8 and write complete responses to each question.
- Cadets will keep the food dairy for one week and then answer the food dairy handout questions.
- Have the Cadets describe how they meet the nutrient guidelines described in this lesson. Have them discuss the six nutrients and how they are or are not included in their diet. Be sure to discuss carbohydrates, fats (saturated and unsaturated) vitamins, and minerals. What dietary goals do they have to eat healthier? What things are they doing well now?
- Copy and distribute the Dietary Guidelines Goal Sheet. Ask Cadets to rate themselves for each of the nine guidelines.
- Students will complete the Understanding and Controlling Stress handout.
- Students will complete all activities and handouts in the First Aid and Life Saving section of this unit.
- Students will reflect on Learning Questions 1-8 and write complete responses to each question.
- Lead the weekly physical training exercise during physical training.
- Demonstrate the requirements to earn the physical fitness ribbon and the proper form for executing fitness events.
- Students will be assessed on the physical fitness test.

Unit 6: Geography and Survival Skills

In this unit, students will learn the fundamentals of geography, how to use a map, and how to be aware of the

environment surrounding you. In addition, students will learn how to survive should you become stranded in a variety of environments.

Unit 6 Assignments:

- Cadets will choose 2 continents and use the 'double bubble' thinking map to compare and contrast the continents. They will then write a paragraph explaining how the 2 continents are alike and different.
- Using the Map Handout, the Cadets will identify points by their latitude and longitude.
- Using a compass or protractor, have the Cadets calculate the direction of travel for each leg of a course from start to finish. Have the Cadets mark off a distance of 100 meters. Have them walk from start to finish using a natural stride, count the number of steps and divide by 100 to determine your pace in feet. Do this three times. Add the three results together and divide by three.
- Engage in a class discussion and have the cadets give 1-2 reasons to use eight digit grid coordinates to identify a geographic point? (Think both military and civilian circumstances.) Ask if they can think of any reasons you would not use grid coordinates? Have them use details and be prepared to defend their answers.
- Using the handout "Navigation Skills", cadets will write one or two paragraphs describing how the navigation skills discussed in this section would be used by the Navy and under what circumstances/missions.
- Students will reflect on Learning Questions 1-8 and write complete responses to each question.
- Using the Handout "Orienteering", the cadets will write a brief description of Orienteering and identify 10 map symbols that are used in creating a map. Write the description of what each of these mean: scale, contour interval, legend, magnetic north lines.

Writing Assignments (REQUIRED):

Give examples of the writing assignments and the use of critical analysis within the writing assignments.

Unit 1 Writing Assignments:

- Students will reflect on why they individually decided to enroll in JROTC. They will write a 300 word minimum reflection essay examining at least three reasons why they chose to enroll in JROTC, and how those decisions can positively impact both their current life and life for them in the future.
- Students will get into groups and research and present the history and background of the NJROTC. Their presentation will include the NJROTC's mission, goals, and policies. The groups can present the information a variety of ways, including slideshow, flowchart, video, or poster presentation.
- Research different roles and responsibilities of NJROTC. List at least 5 different activities that you are interested in, rate them in order of interest and give reasons why you are interested. Then choose 3 areas or roles that interest you. In a 250 word minimum essay, describe your field of interest within the role and what interests you about the role. (Job opportunities, mission, training, platforms involved (ship, air, land, intelligence) Use complete sentences, correct grammar and spelling.
- Students will reflect and write a list of characteristics that they feel an employer would value in an employee. Once they have a list, they compare that list to the list of employability skills and traits provided. What are the similarities and differences between the two lists? Do you think one list has more value than the other, and if so, explain why? Please write a 200 word reflection comparing the two lists.

- Students will individually list 5 professions that they have ever thought about as the job for them. Create a presentation that matches the Military equivalent to them. Find someone in your community or a family member who is employed in one of the skills you listed in the In-Class Assignment. Interview them about their job and how they chose it. Make a list of 4-5 questions and record their answers. Based on all of the information gathered, write a 250 word minimum essay explaining why you think that you would enjoy this career.
- Students will reflect on Learning Questions 1-8 and write complete responses to each question.

Unit 2 Writing Assignments:

- Students will write a 150 word reflection on the following prompt: “Describe the personality traits of a good leader.”
- After reviewing the Four Leadership Styles, create a presentation comparing and contrasting 3 things that are similar OR different between the four leadership styles. Explain how each similarity or difference can be a benefit or detriment for a leader.
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Unit 3 Writing Assignments:

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- Students will read “How Government Affects You“. Each cadet will take this chart home overnight and record their activities and how that activity connects to the government.
- Using the flow map made in class, the cadet will write a paragraph that explains the reason/s the document that was chosen for the activity (Declaration of Independence, the Articles of Confederation or the US Constitution) is an important part of the American government.
- Students will reflect on Learning Questions 1-8 and write complete responses to each question.

Unit 4 Writing Assignments:

- Students will come up with a list of the missions of the Navy. What is the Navy used for? As you go through the lesson refer back to the list they generated to add or subtract items that the Navy does. With the background of the lesson the students will identify what areas or missions the Navy spends most of its time doing.
- Students will write a short essay on how the Navy's missions are supported by the different types of ships. Your essay should discuss at least one of the four missions: strategic deterrence, sea control, projection of power ashore, or naval presence.
- Students will write a short essay on how the Navy's missions are supported by the different types of ships. Their essay should discuss at least one of the four missions: strategic deterrence, sea control, projection of power ashore, or naval presence.
- Have the Cadets find an event that occurred in the last 5 years that reflects the mission of naval aviation by the United States in the 21st Century. Some areas of operations to review might be the Eastern Mediterranean Sea, the South China Sea, and The Persian Gulf. What was the purpose of sending an aircraft carrier to the region? Please write a summary of the event and share out with group members.
- Students will reflect on Learning Questions 1-8 and write complete responses to each question.

Unit 5 Writing Assignments:

- Each cadet will use the handout (parts 3 & 4) to record their activities for a period determined by the instructor and collect data regarding those activities. They will begin assessing individual needs to start making their personal exercise program.
- Cadets examine their fitness logs that they have completed over the past few days and determine if they have been doing easy, moderate, or vigorous activities. They then select two activities; one from the easy category and one from the moderate or vigorous category. Cadets record these two activities on the Heart Rate Log handout along with their resting heart rate that was determined during class.
- Cadets measure their heart rates after participating in the two activities chosen in class and written down on the Heart Rate Log. They record their heart rate 1-2 minutes after completing the activities and complete a bar graph that shows their resting heart rate, the easy activity heart rate and the moderate/vigorous heart rate. Cadets complete the activity by answering the questions about heart rate on the log sheet.
- Cadets will keep the food diary for one week and then answer the food diary handout questions.
- Have the Cadets describe how they meet the nutrient guidelines described in this lesson. Have them discuss the six nutrients and how they are or are not included in their diet. Be sure to discuss carbohydrates, fats (saturated and unsaturated) vitamins, and minerals. What dietary goals do they have to eat healthier? What things are they doing well now?
- Students will reflect on Learning Questions 1-8 and write complete responses to each question.

Unit 6 Writing Assignments:

- Cadets will choose 2 continents and use the 'double bubble' thinking map to compare and contrast the continents. They will then write a paragraph explaining how the 2 continents are alike and different.
- Using the handout "Navigation Skills", cadets will write one or two paragraphs describing how the navigation skills discussed in this section would be used by the Navy and under what

circumstances/missions.

- Using the Handout “Orienteering”, the cadets will write a brief description of Orienteering and identify 10 map symbols that are used in creating a map. Write the description of what each of these mean: scale, contour interval, legend, magnetic north lines.
- Students will reflect on Learning Questions 1-8 and write complete responses to each question.

INSTRUCTIONAL MATERIALS (REQUIRED)

Textbook #1

Title: **Naval Science 1 Introduction to the Navy Junior Reserve Officers Training Corps**

Edition: **3rd Edition**

Author:

ISBN: **10: 0-137-96917-1**

Publisher: **Pearson Education, Inc**

Publication Date: **2022**

Usage:

- Primary Text
 Read in entirety or near

Textbook #2

Title:

Edition:

Author:

ISBN:

Publisher:

Publication Date:

Usage:

- Primary Text
 Read in entirety or near

Supplemental Instructional Materials *Please include online, and open source resources if any.*

Cadet Field Manual (11th Edition revised) NAVEDTRA 37116K

Estimated costs for classroom materials and supplies (REQUIRED). *Please describe in detail.*

If more space is needed than what is provided, please attach a backup as applicable.

Cost for a class set of textbooks: \$ 0

Description of Additional Costs: The Navy will be covering all of the textbook costs.

Additional costs:\$ 0

Total cost per class set of instructional materials: \$ 0

Key Assignments (REQUIRED):

Please provide a detailed description of the Key Assignments including tests, and quizzes, which should incorporate not only short answers but essay questions also. How do assignments incorporate topics? Include all major assessments that students will be required to complete

Unit 1 Assignment(s):

- Read and understand Unit 1 Uniform Regulations from the NJROTC FM (Field Manual) and demonstrate how to properly prepare a Uniform for Inspection and understand the personal appearance and Grooming standards required for the program. Study the 11 Orders to the Sentry (PAGE 10 in Ref Manual). Learn and demonstrate how to Clean Shoes and Brass for Inspections.

Unit 2 Assignment(s):

- Read and understand Unit 2 NJROTC Rates/Ranks and U.S. Navy Rates/Ranks from the FM (Field Manual). Complete Study Guide Questions. (PAGE FM-53 in FM). Introduce basic individual in-place drill definitions and demonstrate individual in-place drill.

Unit 3 Assignment(s):

- Read and understand Unit 3 Military Customs, Courtesies, Etiquette and Ceremonies from the FM (Field Manual). Continue to study the 11 Orders to the Sentry. (PAGE 10 in Ref Manual).
- Complete Pledge of Allegiance Study Guide and understand basic Flag etiquette and courtesies.

Unit 4 Assignment(s):

- Read and Understand Unit 4 Personnel Inspections from the FM (Field Manual). Demonstrate Forming for Inspection, Inspecting Officers Tours and Personnel Inspection guidelines.
- This unit will include Company and Platoon Inspections.

Unit 5 Assignment(s):

- Lead the weekly physical training exercise during physical training.
- Demonstrate the requirements to earn the physical fitness ribbon and the proper form for executing fitness events.
- Students will be assessed on the physical fitness test.

Unit 6 Assignment:

- Using the handout “Navigation Skills”, cadets will write one or two paragraphs describing how the navigation skills discussed in this section would be used by the Navy and under what circumstances/missions.

Instructional Methods and/or Strategies (REQUIRED):

Please list specific instructional methods that will be used.

Instruction methods will include a combination of lectures, story-telling, practical application, peer instruction, field trips, group work, demonstration, project-based learning, inquiry learning, collaboration, and presentation.

Assessment Methods and/or Tools (REQUIRED):

Please list different methods of assessments that will be used.

Assessments will include a combination of formative assessments, oral assessments, performance assessments and discussion assessments.

Standards being taught may include the following:

Subject:	Standard(s)
ELA Grades 9-10:	RI.9-10. READING:INFORMATIONAL TEXT
	RI.9-10.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
	RI.9-10.2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
	RI.9-10.3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
	RI.9-10.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
	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 (e.g., a section or chapter).
ELA Grades 9-10:	RI.9-10.C. INTEGRATION OF KNOWLEDGE AND IDEAS
	RI.9-10.7. Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.
	RI.9-10.8. Delineate and evaluate the argument and specific

	claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
	RI.9-10.9. Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.
ELA Grades 9-10:	W.9-10. WRITING
	W.9-10.1. 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 claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
	W.9-10.1.b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
	W.9-10.1.c. Use words, phrases, and clauses 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.9-10.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
	W.9-10.2.a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
	W.9-10.2.b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate

	to the audience's knowledge of the topic.
	W.9-10.2.d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
	W.9-10.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
	W.9-10.3.a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
	W.9-10.3.d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
ELA Grades 9-10:	W.9-10.B. PRODUCTION AND DISTRIBUTION OF WRITING
	W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
	W.9-10.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
ELA Grades 9-10:	W.9-10.C. RESEARCH TO BUILD AND PRESENT KNOWLEDGE
	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; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
	W.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
	W.9-10.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

ELA Grades 9-10:	SL.9-10. SPEAKING & LISTENING
	SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9 10 topics, texts, and issues, building on others ideas and expressing their own clearly and persuasively.
	SL.9-10.1.a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
	SL.9-10.1.b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
	SL.9-10.1.b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
	SL.9-10.1.d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
	SL.9-10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
	SL.9-10.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
	SL.9-10.4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
	SL.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9 10 Language standards 1 and 3 on pages 54 for specific expectations.)

ELA Grades 9-10:	L.9-10. LANGUAGE
	L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
	L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
	L.9-10.2.b. Use a colon to introduce a list or quotation.
	L.9-10.2.c. Spell correctly.
	L.9-10.3. 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.9-10.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.
	L.9-10.5.a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
	L.9-10.5.b. Analyze nuances in the meaning of words with similar denotations.
	L.9-10.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
National Health Education Standards (NHES)	NHES Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.
	NHES 1.12.1 Predict how healthy behaviors can affect health status.
	NHES 1.12.2 Describe the interrelationships of emotional, intellectual, physical, and social health.
	NHES 1.12.3 Analyze how environment and personal health are interrelated.

	NHES 1.12.4 Analyze how genetics and family history can impact personal health.
	NHES 1.12.5 Propose ways to reduce or prevent injuries and health problems.
	NHES 1.12.7 Compare and contrast the benefits of and barriers to practicing a variety of healthy behaviors.
	NHES 1.12. Analyze personal susceptibility to injury, illness, or death if engaging in unhealthy behaviors.
	NHES 1.12.9 Analyze the potential severity of injury or illness if engaging in unhealthy behaviors.
National Health Education Standards (NHES)	NHES Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.
	NHES 2.12.1 Analyze how the family influences the health of individuals.
	NHES 2.12.2 Analyze how the culture supports and challenges health beliefs, practices, and behaviors.
	NHES 2.12.3 Analyze how peers influence healthy and unhealthy behaviors.
	NHES 2.12.3 Analyze how peers influence healthy and unhealthy behaviors.
	NHES 2.12.4 Evaluate how the school and community can affect personal health practice and behaviors.
	NHES 2.12.5 Evaluate the effect of media on personal and family health.
	NHES 2.12.7 Analyze how the perceptions of norms influence healthy and unhealthy behaviors.
	NHES 2.12.8 Analyze the influence of personal values and beliefs on individual health practices and behaviors.
	NHES 2.12.9 Analyze how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.
	NHES 2.12.10 Analyze how public health policies and government regulations can influence health promotion and

	disease prevention.
National Health Education Standards (NHES)	NHES Standard 3: Students will demonstrate the ability to access valid information, products, and services to enhance health.
	NHES 3.12.1 Evaluate the validity of health information, products, and services.
	NHES 3.12.2 Use resources from home, school, and community that provide valid health information.
	NHES 3.12.3 Determine the accessibility of products and services that enhance health.
	NHES 3.12.4 Determine when professional health services may be required.
National Health Education Standards (NHES)	NHES Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
	NHES 4.12.1 Use skills for communicating effectively with family, peers, and others to enhance health.
	NHES 4.12.3 Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.
	NHES 4.12.4 Demonstrate how to ask for and offer assistance to enhance the health of self and others.
	NHES Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.
	NHES 5.12.1 Examine barriers that can hinder healthy decision making.
	NHES 5.12.2 Determine the value of applying a thoughtful decision-making process in health-related situations.
	NHES 5.12.3 Justify when individual or collaborative decision making is appropriate.
	NHES 5.12.4 Generate alternatives to health-related issues or problems.
	NHES 5.12.5 Predict the potential short-term and long-term impact of each alternative on self and others.
	NHES 5.12.6 Defend the healthy choice when making decisions.
	NHES 5.12.7 Evaluate the effectiveness of health-related decisions.

National Health Education Standards (NHES)	NHES Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.
	NHES 6.12.1 Assess personal health practices and overall health status.
	NHES 6.12.2 Develop a plan to attain a personal health goal that addresses strengths, needs, and risks.
	NHES 6.12.3 Implement strategies and monitor progress in achieving a personal health goal.
	NHES 6.12.4 Formulate an effective long-term personal health plan.
National Health Education Standards (NHES)	NHES Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.
	NHES 8.12.1 Utilize accurate peer and societal norms to formulate a health-enhancing message.
	NHES 8.12.2 Demonstrate how to influence and support others to make positive health choices.
	NHES 8.12.3 Work cooperatively as an advocate for improving personal, family, and community health.
	NHES 8.12.4 Adapt health messages and communication techniques to a specific target audience.
C3 Framework for Social Studies State Standards	D2. Civic and Political Institutions
	D2.Civ.1.9-12. Distinguish the powers and responsibilities of local, state, tribal, national, and international 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.10.9-12. Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights.
	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.
	D2.Civ.14.9-12. Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights.

D2 Geography	D2.Geo.1.9-12. Use geospatial and related technologies to create maps to display and explain the spatial patterns of cultural and environmental characteristics.
D2. 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.2.9-12. Analyze change and continuity in historical eras.
	D2.His.3.9-12. Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context.
	D2.His.6.9-12. Analyze the ways in which the perspectives of those writing history shaped the history that they produced.
	D2.His.10.9-12. Detect possible limitations in various kinds of historical evidence and differing secondary interpretations.
	D2.His.11.9-12. Critique the usefulness of historical sources for a specific historical inquiry based on their maker, date, place of origin, intended audience, and purpose.