



# Perris Union High School District

## Course of Study

### A. COURSE INFORMATION

<p><b>Course Title:</b> (limited to 34 characters with spaces in Infinite Campus)</p> <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">Naval Science 2</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><b>Transcript Course Code/Number:</b></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: <b>CALPADS CODE:</b></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</td> </tr> </table>	Elective	9373 9374	<p><b>Subject Area:</b></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><b>CTE CDE Code:</b></p> <div style="border: 1px solid black; height: 20px; width: 100%;"></div>	<p><b>Grade Level(s)</b></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			
<p><b>Was this course <u>previously approved by UC</u> for PUHSD?</b></p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p style="text-align: center;">(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%; margin-left: 20px;">G College or Prep Elective</div>	<p style="text-align: center;"><b>Credential Required to teach this course:</b> <i>To be completed by Human Resources only.</i></p> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p style="margin: 0;">Designated Subjects - Special Subjects: ROTC; Basic Military Drill</p> </div> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="border: 1px solid black; padding: 5px; text-align: center;">  Signature         </td> <td style="border: 1px solid black; padding: 5px; text-align: center;">           1/11/24 Date         </td> </tr> </table>		 Signature	1/11/24 Date
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<p><b>Submitted by: Frank Puebla</b>  <b>Site: Paloma Valley High School</b>  <b>Date: 12/21/23</b>  <b>Email: Frank.Puebla@puhsd.org</b></p>	<p><b>Unit Value/Length of Course:</b></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>			
<p><b>Approvals</b></p>	<p><b>Name/Signature</b></p>	<p><b>Date</b></p>		
Director of Curriculum & Instruction		1/12/24		
Asst. Superintendent of Educational Services	x	1-17-2024		
Governing Board				

<b>Prerequisite(s) (REQUIRED):</b>
Naval Science 1
<b>Corequisite(s) (REQUIRED):</b>
None
<b>Brief Course Description (REQUIRED):</b>
Naval Science 2 (NS2) includes major topics and student objectives include the American Revolution, the Civil War, the Cold War, World War I, World War II, and America's rise to world power status. Embedded throughout is the introduction of students to the precepts of citizenship, the elements of leadership, and the value of scholarship in attaining life goals.

## B. COURSE CONTENT

<b>Course Purpose (REQUIRED):</b> <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>
Naval Science 2 (NS2) The purpose of this Naval Science level 2 course is to engender in students a sound appreciation for the heritage and traditions of America, with recognition that the historically significant role of sea power will be important in America's future. Students will be required to research, view, discuss, and write on how historically significant Naval battles, ships, and people shaped the outcomes of crucial eras in history.
<b>Course Outline (REQUIRED):</b> <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>
<b>Unit 1: The American Revolution</b> This unit discusses how the growth of the American Navy impacted the results of the Revolutionary War. A focus will be on the events of this time period and the crucial factors that gave birth to a new nation. A look at the colonies' first naval operation will shed light on how it contributed to the rise of great naval heroes like John Paul Jones and why the Navy was important to the American cause. Topics will include some great

American naval heroes and some of their battles. Also included will be investigating battle tactics used by General Benedict Arnold and General George Washington and the resulting victories.

### **Unit 1 Assignments:**

- The student will complete the questions using the American Revolution cartoon. Analyze and write how symbolism and propaganda shaped the public view of the Navy.
- Complete the in-class activity “Thinking Map” handout. During the class students view the presentation, they will complete the Cause and Effect Thinking Map handout. Focus will be on events leading to First Continental Congress, then the response of American sea power. The at Home Activity will require the student to copy and distribute the “Analyzing a Political Cartoon” handout.
- Students will be asked to deliver the Most Valuable Person award at the American Revolution victory dinner. The students will evaluate what makes an MVP and each student will decide who should earn the MVP at an American Revolution dinner. When you present the award, you are also asked to say a few words as to why the person you selected was chosen. Many important people will be there, so be sure to give specific reasons and examples for your selection.
- Students will reflect on Learning Questions 1-8 and write complete responses to each question.

### **Unit 2: The Civil War**

This unit will discuss the factors that led to the Civil War and the resources available to each side. Topics will include key battles, naval conflicts, and new naval construction that changed the face of naval warfare forever. By the 1840s, the United States had crossed the North American continent, the Canadian boundaries had been established, and foreign threats to the United States had been virtually eliminated. America concerned itself with overseas trading. For years, slavery had been declared illegal. Periodically, attempts were made to help the British stop the slave trade. Still, slavery haunted American life and commerce. Slavery had become a major political issue as new states joined the Union from western territories. There were repeated debates and compromises in Congress on the issue of slavery. The issue of slavery was both commercial and moral. Slavery had become the mainstay of the South’s agricultural economy, while the North had developed a mechanized, industrial economy. These conflicting interests between the free northern states and the southern states could not be reconciled, resulting in the Civil War.

### **Unit 2 Assignments:**

- Complete the take home activity by having the student find a current event that you think has significantly divided the nation today. Develop a presentation to give to the class on the topic giving the pros and cons of both sides of the issue.
- Complete the in-class activity by discussing with the class and listing their answers to the following questions on the white board. What do you think were the reasons for the start of the civil war? What was the civil war about?
- Students will find a current event that you think has significantly divided the nation today. Develop a presentation to give to the class on the topic giving the pros and cons of both sides of the issue.
- Using the Handout “The Emancipation Proclamation”, write a summary of what the emancipation proclamation did and what it did not. What was the impact of the emancipation proclamation on the Civil War? Did it have any effect on states that had not joined the Confederation?
- Both the Union and Confederate Navies played key roles in the Civil War. Construct a five minute

presentation on how the Navies assist in the war efforts. Include information about at least one major naval battle and give at least two innovations used by the Navies.

- Students will reflect on Learning Questions 1-8 and write complete responses to each question.

### **Unit 3: America's Rise to a World Power**

This unit will discuss the decline of the Navy, the educational renaissance, and the people who influenced naval strategy. During this postwar era, the Navy was placed on the back burner, and within a 5-year period, the fleet dwindled from nearly 700 ships to fewer than 200 ships. Only 50 ships were in commission, and most of them were already obsolete compared to those in European navies. This decline persisted despite calls for a stronger Navy and merchant marine corps. Further emphasis will include the rebuilding of the Navy, the Navy's involvement in the Spanish-American War, international relations after the war, and the building of the Panama Canal and its impact.

#### **Unit 3 Assignments:**

- Complete the in class activity by discussing the question: We have defined what imperialism is today and many Americans do not know that the United States still holds territories. From the U.S. State Department website have the students Make a list of the official U.S. Territories and Associated States. Identify major bodies of water that may have been key areas for the Navy to safeguard.
- Complete take home activity by having the student based on the acts of Alfred T. Mahan's book the Influence of Sea Power upon History and the effect it had on our Navy. What other navies/countries learned from this book and would become a major power? Using the handout "Major World Powers," write a brief summary of countries that you believe used these principles to help bring their countries to world power and your reasons for choices.
- How did the completion of the Panama Canal change the way the Nation and the Navy plan their fleets? Using the handout, "Panama Canal", Make a list of 7 advantages to having the Panama Canal and give reasons for why you feel they are advantages.
- Students will reflect on Learning Questions 1-8 and write complete responses to each question.

### **Unit 4: World War 1**

This unit will be focused around the British and German operations in World War I and the influence of technology in turning the war to Allied victory. Topics will include the War in Europe, war planning, the amphibious invasion of the Gallipoli Peninsula of Turkey and the great naval Battle of Jutland. America had assumed a neutral position in the war, but the Battle of Jutland shocked American naval and government leaders into action. Submarine warfare played a great part in World War I. This role led to the development of several new weapons used in anti submarine operations. We will talk about how this led to even greater technology. Also discussed will be America's involvement in World War I from their reluctant entry into the war through the events leading up to the surrender of Germany.

#### **Unit 4 Assignments:**

- Complete the in-class activity by handing out at the beginning of this section and concluding at the end of section 2 (Undersea Warfare). During the next two sessions, have the students create a timeline of significant events from the start of WWI to its end, highlighting ones with Naval involvement. Place a numerical ID (1,2,3...) for each event on the line below.
- Complete take home activity by having the student use the handout "take home activity – WWI

Introduction” and have them list the characteristics and systems of the following WWI United States Naval Ships: Battleships, BattleCruisers, Scout Cruisers, Destroyers, Submarines.

- Students will reflect on Learning Questions 1-8 and write complete responses to each question.

### **Unit 5: World War 2 in the Atlantic**

This unit will include the events that led to war and the Navy’s role in World War II in the Atlantic beginning with the German U-boat slaughter of defenseless cargo ships and tankers in the Atlantic and the effect this action had upon the war in Europe. The Allies knew that little could be done against the Germans in Europe until the submarine menace in the Atlantic had been eliminated. Students will investigate how the United States and Britain made a concerted effort against his German offensive and how technology played a part in the war and look at some of the methods used to curtail the German U-boat operations.

### **Unit 5 Assignments:**

- Complete take home activity by using the handout “Human Conflict” the students will write a paragraph on the meaning of Winston Churchill’s saying, “Never in the field of human conflict was so much owed by so many to so few.” The students will prepare to share and defend their answers.
- Complete in class activity by having students fill out the handout “Major Participants of WWII” and then discuss what roles the leaders and major participants played. Identify key Naval leaders and events.
- The students will write a 150 word minimum paragraph answering the following questions: Why was Operation Torch important for the Allies? What did the Allies hope to gain?
- Using the handout “German U-Boats”, the cadets will make a list of the things needing to be done to make this happen. Include items e.g. new equipment, improvements, changes in procedures, etc.
- Operation Overlord was the invasion of France which began June 6th, 1944. Students will list 4 meteorological or oceanographic considerations for the selection of the invasion date and describe why they were important to the success of Operation Overlord.
- Students will complete the handout D-day and Operation Anvil. Using the handout “Battle of the Atlantic”, have the cadets write a paper describing the roles in which the U.S. Navy participated during the Battle of the Atlantic.
- Students will reflect on Learning Questions 1-8 and write complete responses to each question.

### **Unit 6: World War 2 in the Pacific**

This unit will present the events that led to the war in the Pacific and the Navy’s role in World War II, and the specific event that drew the U.S. into the war. Students will investigate how Japanese control spread throughout the Pacific as well as look at the “gap” in the Japanese defense perimeter. Topics will also include how U.S. intelligence gave Admiral Nimitz “one up” on the Japanese, the strategy of U.S. air raids on the Japanese homeland, and the Battle of the Coral Sea.

### **Unit 6 Assignments:**

- Complete in class activity by having the students complete the handout about the Pearl Harbor attack. How did those events shape today's Navy?
- Complete take home activity by having students use the take home handout Pearl Harbor and fill in the table with the information pertaining to each ship that was at Pearl Harbor on Dec 7, 1941.
- Have the class divide into 2 groups. Give them five minutes to discuss and prepare a quick

presentation for the other half of the class. Have one group discuss what the reactions of the Americans were to the success of the Doolittle Raid and how it impacted the American war effort. Have the second group discuss the Japanese reaction to the Doolittle Raid.

- Students will research what “Magic” refers to in connection with WWII. How was it used? Give examples of at least 2 events where “Magic” played an important role and why.
- The students will participate in a class discussion about the difference between the objective of the German U-boat strategy in the Atlantic Theater and the American submarine force’s objective in the Pacific Theater.
- During the Battle of Guadalcanal, an area called the “Slot” played a significant part. Using complete sentence and correct punctuation, describe how was the “Slot” used by the Japanese? What was the result of any battles between the Japanese and American Forces? Please write a minimum of 250 words.
- Students will complete the handout “Return to the Philippines”, describing the outcome of the Battles for Leyte Gulf. Have them also describe the new weapon employed by the Japanese. Was it effective? What was the downside, that is, the negative consequences of employing this weapon? Please write a minimum of 250 words.
- Students will reflect on Learning Questions 1-8 and write complete responses to each question.

### **Unit 7: The Cold War Era**

This unit will include the U.S. Navy involvement in the Cold War from 1945 to 1991. The U.S. Navy ended World War II with the largest Naval force ever assembled in world history. The Navy had grown from 330,000 personnel on 7 December 1941, to 3,408,347 at war’s end in 1945. This number included 93,074 uniformed Navy women called WAVES. The Navy had more than 50,000 vessels, 1,200 major fighting ships, and 40,000 airplanes. After this war, the United States could not retreat to a position of isolation and prewar conditions. It had acquired responsibilities around the world, and the only way it could meet those responsibilities was with a powerful Navy. The nation had worldwide duties to perform, and these duties could be discharged only if it continued to be a great sea power. Topics will cover the expansion of Communism, the creation of the CIA, the Truman Doctrine and the Marshall Plan.

### **Unit 7 Assignments:**

- The take home activity will use the handout “The Cold War Era, 1945-1991”. Have students write a paragraph stating whom they believe is responsible for the Cold War - the United States or the USSR? Have students be sure to back up their claim with evidence from the items listed on the handout.
- For the in-class activity, using “The Iron Curtain Activity and Map” students will introduce the idea of the “Iron Curtain” and the tensions that existed between the United States and the USSR or to check for understanding about lesson objectives.
- Students will reflect and write on the following prompt: “What do you think was the mental outlook of Americans after WWII and why?”
- Students will reflect and write on the following prompt: “What was the objective of the unification of U.S. armed forces?”
- Students will reflect on Learning Questions 1-8 and write complete responses to each question.

### **Writing Assignments (REQUIRED):**

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

**Unit 1 Writing Assignments:**

- The student will complete the questions using the American Revolution cartoon. Analyze and write how symbolism and propaganda shaped the public view of the Navy.
- Students will be asked to deliver the Most Valuable Person award at the American Revolution victory dinner. The students will evaluate what makes an MVP and each student will decide who should earn the MVP at an American Revolution dinner. When you present the award, you are also asked to say a few words as to why the person you selected was chosen. Many important people will be there, so be sure to give specific reasons and examples for your selection.
- Students will reflect on Learning Questions 1-8 and write complete responses to each question.

**Unit 2 Writing Assignments:**

- Complete the take home activity by having the student find a current event that you think has significantly divided the nation today. Develop a presentation to give to the class on the topic giving the pros and cons of both sides of the issue.
- Using the Handout “The Emancipation Proclamation”, write a summary of what the emancipation proclamation did and what it did not. What was the impact of the emancipation proclamation on the Civil War? Did it have any effect on states that had not joined the Confederation?
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- Students will reflect on Learning Questions 1-8 and write complete responses to each question.

**Unit 3 Writing Assignments:**

- Complete take home activity by having the student based on the acts of Alfred T. Mahan's book the Influence of Sea Power upon History and the effect it had on our Navy. What other navies/countries learned from this book and would become a major power? Using the handout “Major World Powers,” write a brief summary of countries that you believe used these principles to help bring their countries to world power and your reasons for choices.
- How did the completion of the Panama Canal change the way the Nation and the Navy plan their fleets? Using the handout, “Panama Canal”, Make a list of 7 advantages to having the Panama Canal and give reasons for why you feel they are advantages.
- Students will reflect on Learning Questions 1-8 and write complete responses to each question.

**Unit 4 Writing Assignment:**

- Students will reflect on Learning Questions 1-8 and write complete responses to each question.

**Unit 5 Writing Assignments:**

- Complete take home activity by using the handout “Human Conflict” the students will write a paragraph on the meaning of Winston Churchill’s saying, “Never in the field of human conflict was so much owed by so many to so few.” The students will prepare to share and defend their answers.
- The students will write a 150 word minimum paragraph answering the following questions: Why was Operation Torch important for the Allies? What did the Allies hope to gain?
- Operation Overlord was the invasion of France which began June 6th, 1944. Students will list 4

meteorological or oceanographic considerations for the selection of the invasion date and describe why they were important to the success of Operation Overlord.

- Students will complete the handout D-day and Operation Anvil. Using the handout “Battle of the Atlantic”, have the cadets write a paper describing the roles in which the U.S. Navy participated during the Battle of the Atlantic.
- Students will reflect on Learning Questions 1-8 and write complete responses to each question.

**Unit 6 Writing Assignments:**

- Students will research what “Magic” refers to in connection with WWII. How was it used? Give examples of at least 2 events where “Magic” played an important role and why.
- The students will participate in a class discussion about the difference between the objective of the German U-boat strategy in the Atlantic Theater and the American submarine force’s objective in the Pacific Theater.
- During the Battle of Guadalcanal, an area called the “Slot” played a significant part. Using complete sentence and correct punctuation, describe how was the “Slot” used by the Japanese? What was the result of any battles between the Japanese and American Forces? Please write a minimum of 250 words.
- Students will complete the handout “Return to the Philippines”, describing the outcome of the Battles for Leyte Gulf. Have them also describe the new weapon employed by the Japanese. Was it effective? What was the downside, that is, the negative consequences of employing this weapon? Please write a minimum of 250 words.
- Students will reflect on Learning Questions 1-8 and write complete responses to each question.

**Unit 7 Writing Assignments:**

- The take home activity will use the handout “The Cold War Era, 1945-1991”. Have students write a paragraph stating whom they believe is responsible for the Cold War - the United States or the USSR? Have students be sure to back up their claim with evidence from the items listed on the handout.
- Students will reflect and write on the following prompt: “What do you think was the mental outlook of Americans after WWII and why?”
- Students will reflect and write on the following prompt: “What was the objective of the unification of U.S. armed forces?”
- Students will reflect on Learning Questions 1-8 and write complete responses to each question.

**INSTRUCTIONAL MATERIALS (REQUIRED)**

**Textbook #1**

Title: Naval Science 2 Maritime History, Leadership, and Nautical Sciences for the NJROTC Student

Edition: 4th Edition

Author: CDR Richard R. Hobbs, USNR (Ret)

ISBN: 13: 978-1-68247-699-4

Publisher: Naval Institute Press

Publication Date: 2021



Usage: <input checked="" type="checkbox"/> Primary Text <input type="checkbox"/> Read in entirety or near	
<b>Textbook #2</b>	
Title:	Edition:
Author:	ISBN:
Publisher:	Publication Date:
Usage: <input type="checkbox"/> Primary Text <input type="checkbox"/> Read in entirety or near	
<b>Supplemental Instructional Materials</b> <i>Please include online, and open source resources if any.</i>	
<b>Estimated costs for classroom materials and supplies (REQUIRED).</b> <i>Please describe in detail.</i> 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	
<b>Total cost per class set of instructional materials:</b>	\$ 0

<b>Key Assignments (REQUIRED):</b>
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
<p><b>Unit 1 Assignment:</b></p> <ul style="list-style-type: none"> <li>Complete the in-class activity “Thinking Map” handout. During the class students view the presentation, they will complete the Cause and Effect Thinking Map handout. Focus will be on events leading to First Continental Congress, then the response of American sea power. The at Home Activity will require the student to copy and distribute the “Analyzing a Political Cartoon” handout.</li> </ul> <p><b>Unit 2 Assignment:</b></p> <ul style="list-style-type: none"> <li>Complete the in-class activity by discussing with the class and listing their answers to the following questions on the white board. What do you think were the reasons for the start of the civil war? What was the civil war about?</li> </ul>

**Unit 3 Assignments:**

- Complete the in class activity by discussing the question: We have defined what imperialism is today and many Americans do not know that the United States still holds territories. From the U.S. State Department website have the students Make a list of the official U.S. Territories and Associated States. Identify major bodies of water that may have been key areas for the Navy to safeguard.
- Complete take home activity by having the student based on the acts of Alfred T. Mahan's book the Influence of Sea Power upon History and the effect it had on our Navy. What other navies/countries learned from this book and would become a major power? Using the handout "Major World Powers," write a brief summary of countries that you believe used these principles to help bring their countries to world power and your reasons for choices.

**Unit 4 Assignments:**

- Complete the in-class activity by handing out at the beginning of this section and concluding at the end of section 2 (Undersea Warfare). During the next two sessions, have the students create a timeline of significant events from the start of WWI to its end, highlighting ones with Naval involvement. Place a numerical ID (1,2,3...) for each event on the line below.
- Complete take home activity by having the student use the handout "take home activity – WWI Introduction" and have them list the characteristics and systems of the following WWI United States Naval Ships: Battleships, BattleCruisers, Scout Cruisers, Destroyers, Submarines.

**Unit 5 Assignment:**

- Complete in class activity by having students fill out the handout "Major Participants of WWII" and then discuss what roles the leaders and major participants played. Identify key Naval leaders and events.

**Unit 6 Assignments:**

- Complete in class activity by having the students complete the handout about the Pearl Harbor attack. How did those events shape today's Navy?
- Complete take home activity by having students use the take home handout Pearl Harbor and fill in the table with the information pertaining to each ship that was at Pearl Harbor on Dec 7, 1941.

**Unit 7 Assignments:**

- For the in-class activity, using "The Iron Curtain Activity and Map" students will introduce the idea of the "Iron Curtain" and the tensions that existed between the United States and the USSR or to check for understanding about lesson objectives.

**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)
<b>ELA Grades 9-10:</b>	<b>RI.9-10. READING:INFORMATIONAL TEXT</b>
	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).

<b>ELA Grades 9-10:</b>	<b>RI.9-10.C. INTEGRATION OF KNOWLEDGE AND IDEAS</b>
	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.
<b>ELA Grades 9-10:</b>	<b>W.9-10. WRITING</b>
	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.
<b>ELA Grades 9-10:</b>	<b>W.9-10.B. PRODUCTION AND DISTRIBUTION OF WRITING</b>
	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.
<b>ELA Grades 9-10:</b>	<b>W.9-10.C. RESEARCH TO BUILD AND PRESENT KNOWLEDGE</b>
	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.
<b>ELA Grades 9-10:</b>	<b>SL.9-10. SPEAKING &amp; LISTENING</b>
	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.

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	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.)
<b>ELA Grades 9-10:</b>	<b>L.9-10. LANGUAGE</b>
	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.
<b>National Health Education Standards (NHES)</b>	<b>NHES Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.</b>
	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.
<b>National Health Education Standards (NHES)</b>	<b>NHES Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.</b>
	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.
<b>National Health Education Standards (NHES)</b>	<b>NHES Standard 3: Students will demonstrate the ability to access valid information, products, and services to enhance health.</b>
	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.
<b>National Health Education Standards (NHES)</b>	<b>NHES Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</b>
	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.
<b>National Health Education Standards (NHES)</b>	<b>NHES Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.</b>
	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.
<b>National Health Education Standards (NHES)</b>	<b>NHES Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.</b>
	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.
<b>C3 Framework for Social Studies State</b>	<b>D2. Civic and Political Institutions</b>

Standards	
	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.
<b>D2 Geography</b>	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.
<b>D2. History</b>	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.
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