

Perris Union High School District Course of Study

A. COURSE INFORMATION		
Course Title: <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">Naval Science 3</div> <input type="checkbox"/> New <input checked="" type="checkbox"/> Revised	Subject Area: <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 type="checkbox"/> College Prep Elective <input checked="" type="checkbox"/> Other	Grade Level <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 type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input type="checkbox"/> 12
If revised previous course name if changed <div style="border: 1px solid black; height: 20px; width: 100%;"></div>	Is this classified as a Career Technical Education course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Transcript Course Code/Number: <div style="border: 1px solid black; height: 20px; width: 100%;"></div> (To be assigned by Educational Services)		
Required for Graduation: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Credential Required to teach this course: <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> Designated Subjects Special Subjects Credential: ROTC </div> <p style="text-align: center; color: red; font-weight: bold; margin: 0;">To be completed by Human Resources only.</p> <div style="display: flex; justify-content: space-between; align-items: center;"> <div style="border: 1px solid black; padding: 2px; text-align: center; width: 60%;"> <small>Developed by</small> <small>07/20/2018</small> </div> <div style="text-align: right; width: 35%;"> <small>8/10/2020</small> Date </div> </div>	
Meets UC/CSU Requirements? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No Was this course <u>previously approved by UC</u> for PUHSD? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No (Will be verified by Ed Services)	Meets "Honors" Requirements? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Meets "AP" Requirements? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Unit Value/Length of Course: <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:	
Submitted by: B. Singfield Site: Paloma Valley High School Date: 16 March 2020		
Approvals	Name/Signature	Date
Director of Curriculum & Instruction		8/11/2020
Asst. Superintendent of Educational Services		
Governing Board		

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Meets "AP" Requirements? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Meets "Honors" Requirements? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
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Approvals	Name/Signature	Date
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Naval Science JROTC 2 (recommended)
Corequisite(s) (REQUIRED):
Naval Science JROTC 1 (recommended)
Brief Course Description (REQUIRED):
<p>The purpose of the Navy Junior Reserve Officers Training Corps (NJROTC) program is “to instill in students the values of citizenship, service to the United States, personal responsibility, and a sense of accomplishment.” The naval science program of instruction emphasizes citizenship and leadership development, naval history and operations, basic seamanship and navigation skills, teamwork, discipline and self-reliance. Naval Science JROTC 3 Elective is design to develop the concepts of leading, evaluating, and teaching others for the improvement of an organization. It prepares 11th and 12th grade students to start mentoring others with less experience and to be a leader an organization. Emphasis is placed on the student’s role as an American citizen making them aware of how the government of the United States interacts with the rest of the world as well as how the U.S. Navy performs its tasks from the perspective of their roles and missions. Naval Science JROTC 3 prepares students for success in colleges, technical training programs, work and citizenship.</p>

B. COURSE CONTENT
<p>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></p>
<p>Naval Science JROTC 3 is designed to develop responsible citizens who practice respect of self, others and the environment as demonstrated by the ability to make and meet personal, career, and social commitments. Cadets will be able to self-evaluate, and self-reflect in order to assess their strengths and weaknesses. They will demonstrate the ability to make good decisions leading to self-correction, goal-setting and success. Situationally aware of self and surroundings, cadets will demonstrate the adaptability to meet the needs of a changing workplace by utilizing technology and collaborative skills.</p>
<p>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></p>
<p>Unit 1: Navy Knowledge - NS-3M1U1 - First Quarter</p> <p>This unit emphasizes the importance of the U.S. Navy and how sea power strongly impacts our nation’s political,</p>

economic and military well-being. The topics presented in this unit are designed to increase the student's knowledge of the major organizations of the Navy, how communication among naval units is accomplished, the value of good intelligence and the need to protect that intelligence.

Unit 2: Leadership - NS-3M2U1 - Second Quarter

In this unit students will demonstrate knowledge of the challenge of leadership, the qualities of an effective leader, how to evaluate the performance of subordinates and how to give instruction. The unit focusses on the basis and philosophies of leadership. Students will discuss why personal example is one of the most important qualities of a good leader. In this unit students will learn about the legal and moral obligations of a military leader. Students will be required to know the difference between the written and unwritten laws that guide our actions. They will define moral law and discuss appropriate outcomes for breaking moral laws since most of these cannot be legally enforced. Students will also explain how these moral laws are established, the basis for these laws and who has to enforce them. In this lesson we will talk about evaluating performances. The unit stresses the importance of ability, aptitude, and achievement. The unit also covers evaluation in the NJROTC program and self-evaluation. Finally, the unit discusses the different methods used in giving instruction. Students will learn about the learning theory and interpersonal interactions. They will also discuss the importance of preparation for instruction as well as different techniques for instructors, including the advantages and disadvantages of the lecture format.

Unit 3 Naval Skills - NS-3M3U1 - Third Quarter

In this Section, students will demonstrate knowledge of Navy ships, their construction, characteristics and damage control as well as what to do in firefighting situations. Students will obtain an understanding of basic care, makeup and use of fiber lines and wire ropes, ground tackle and deck equipment, as it relates to basic seamanship. Students will discuss and obtain a basic understanding of navigation and the significant instruments used in this science as well as time. Students will learn the basic concepts a small boat under classroom conditions by using the maneuvering board.

Writing Assignments (REQUIRED):

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

Unit Assignment (1)

Students will study military justice and report how it relates to the Navy including military law and discipline and punishment. Students will write about and provide illustrations of their understanding of international law as it applies to countries using the sea. Next students will discuss and prepare presentations that reflects their knowledge and understanding of the different types of naval weapons as well as different types of modern warfare including cyber, chemical, mine, and biological. Finally, students will collaborate in strategic groups and demonstrate their understanding of the Navy's mission and organization to ensure combat effectiveness including shipboard organization and watches.

Unit Assignment (2)

Students will respond to a statement from the lesson, "From mistakes comes experience and from experience comes wisdom". Then discuss in collaborative reflecting on the meaning of that statement and describe a time where this statement is relevant, then present their findings to the class.

Students will place five terms from the personal example lesson in the appropriate place as being negative or positive behaviors. Then, using their own words, define the five terms. Students will then explain why each term

on the negative side is negative and why each term on the positive side is positive.

Students are tasked to review their short-term and long-term goals. Students will then write a 2 – 4 page self-evaluation of their progress. Students are reminded to keep in mind the following when assessing their goals and progress: Set Realistic Criteria to mark success, Conduct Realistic Assessments of progress, Be truly honest with your assessment, and be willing to change your behavior as needed.

Students while in collaborative groups, will discuss a time in any class when they were excited about learning, their motivation was high and they exceled. Students will give a presentation with illustrations that describes the experience and what enabled the teacher to effectively inspire them to learn.

Unit Assignment (3)

Students will conduct a Case Study on the USS FORRESTAL fire of 29 July 1967. After conducting research and going over the lesson on damage control, students will provide recommendations for changes to prevent similar incidents. Students will identify the changes the Navy implemented for shipboard incidents as a result this event? They should also decide if these changes would have significantly changed the outcome of the FORRESTAL fire and give a detailed explanation for their reasoning. Students will write a one-page report explaining what Riggings & Booms, Ground Tackle and Deck Fittings are used for. Students must include diagrams in their explanation to show how they all work together.

Students will identify 10 cities that they would like to visit and record its latitude and longitude. Write only the coordinates on the handout and trade papers with your partner. Your partner must identify the city you would like to visit using only its latitude and longitude while you identify the city your partner would like to visit. When you both correctly identified the cities, move on to the next location. Students will then create a pin map of the locations and apply basic principles of navigation to plot a course from our current location to each of the chosen destination.

Students will discuss and list the steps that a sailor of a small boat might go through in preparing to navigate the boat on an extended ocean voyage. Include the navigation equipment that might be brought along on such a voyage. Discuss and list what steps and equipment are different today than one-hundred years ago.

INSTRUCTIONAL MATERIALS (REQUIRED)

Textbook #1

Title: Naval science 3: naval knowledge, leadership, and nautical skills for the NJROTC student

Edition: Third edition

Author: Richard R. Hobbs

ISBN: 978-1-59114-367-3 (alk. paper)

Publisher: NAVAL INSTITUTE PRESS	Publication Date: 2018
Usage: <input checked="" type="checkbox"/> 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 <i>Please include online, and open source resources if any.</i>	
Estimated costs for classroom materials and supplies (REQUIRED). <i>Please describe in detail.</i> If more space is needed than what is provided, please attach backup as applicable.	
Cost for class set of textbooks: \$0.00	Description of Additional Costs: Books and instructional material is provided by U.S. Navy
Additional costs:\$0.00	
Total cost per class set of instructional materials:	\$0.00

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
Students will be required to give oral presentations and write essays that will also provide insight as to how well the student has mastered the material.
During the Area Manager’s inspection, the students will provide a portfolio of the assignments as evidence of their grasp of the application and the approaches to leadership.
Instructional Methods and/or Strategies (REQUIRED):
Please list specific instructional methods that will be use.
Instructor will provide direct instruction to introduce new material. Instructor will use strategic peer groups to

facilitate student collaboration with one another to exchange ideas and information through conversations, in print and other forms of communicative technology and multimedia resources. Students will use print and multimedia resources to research selected topics. Students will also demonstrate understanding by giving oral presentations of what's factual and the abstract ideas and concepts they have deduced from the material.

Assessment Methods and/or Tools (REQUIRED):

Please list different methods of assessments that will be used.

Student journals are used to illustrate the students understanding of the assignments in their own words. They are also required to apply the concept of leadership learned in class or from an individual/group assignment during close order drill. Students will also demonstrate by giving oral presentations, their understanding of what's factual and the abstract ideas and concepts they have deduced from the material. In doing so, the students are provided with the skills to evaluate, defend or criticize concepts, ideas and justify their position. Summative assessments such as test and exams will also be given to test comprehension. A rubric that evaluates all of the areas covered in the thematic unit will be used to assess and award a final grade for the unit. In the final evaluation the students graded on their ability to all the parts of this unit together in order to create their own meaning of leadership and what approaches work best.

COURSE PACING GUIDE AND OBJECTIVES (REQUIRED)

Day(s)	Objective	Standard(s)	Chapter(s)	Reference
1 st Qtr	This unit emphasizes the importance of the U.S. Navy and how sea power strongly impacts our nation's political, economic and military well-being.	CTE A7.0 to A7-7 WH 10.10.3 HG 11.1, 11.9 Econ 12.3,12.6 WHSST 11-12.1-4 RLST 11-12 RSIT 11-12.10 RHSS 11-12 LS 11-12 RSL 11-12	Unit 1 Chapters 1-4	CA CTE Model Curriculum Standards
2 nd Qtr	In this unit students will demonstrate knowledge of the challenge of leadership, the qualities of an effective leader, how to evaluate the performance of subordinates and how to give instruction. The unit focusses on the basis and philosophies of leadership.	CTE A7.0 to A7-7 RLST 11-12 RSIT 11-12.10 RHSS 11-12 LS 11-12 RSL 11-12	Unit 2 Chapters 1-4	CA CTE Model Curriculum Standards
3 rd Qtr	In this Section, students will demonstrate knowledge of Navy ships, their construction,	CTE A7.0 to A7-7	Unit 3 Chapters 1-6	CA CTE Model Curriculum

History of Course Development (optional)