

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 4</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 type="checkbox"/> 10 <input type="checkbox"/> 11 <input checked="" 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	
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)	Credential Required to teach this course: <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;"> Designated Subjects Special Subjects; ROTC </div> <p style="text-align: center; color: yellow; 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>Signature of</small> Signature </div> <div style="border: 1px solid black; padding: 2px; text-align: center; width: 30%;"> <small>Date</small> 8/10/2020 Date </div> </div>	
Meets "AP" Requirements? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Meets "Honors" Requirements? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Submitted by: B. Singfield Site: Paloma Valley High School Date: 16 March 2020	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:	
Approvals	Name/Signature	Date
Director of Curriculum & Instruction		8/10/2020
Assistant Sup. Educational Services		
PUHSD Board		

Prerequisite(s) (REQUIRED):
Naval Science JROTC 3 (recommended)
Corequisite(s) (REQUIRED):
Naval Science JROTC 2 (recommended)
Brief Course Description (REQUIRED):
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, and teamwork, discipline and self-reliance.

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 Naval Science 4 Elective is a fourth-year capstone course, focuses primarily on practical leadership techniques and implementation. The intent is to assist seniors in understanding leadership and improving their leadership skills by putting them in positions of leadership, then helping them analyze the reasons for their varying degrees of success throughout the year. The course content includes instruction in theoretical and applied aspects of leadership, training, and evaluation of performance. Students become aware of the techniques used to create motivation, develop goals and actions for a work group, and the learn proper ways to set a leadership example. Classroom activities include seminars, reading assignments, classroom presentations, and practical work with younger cadets. Effective communication, leadership in action, and demonstrating Navy customs and courtesies are also part of the content covered by the course.
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: Fundamentals of Leadership

This unit emphasizes the management principles and skills that cadets will need to put into practice what they have learned during their time in the NJROTC program. The leadership topics presented are intended to help prepare them to serve in leadership roles within the corps. Ethical dilemmas, case studies and role-play activities are built into the lessons. These activities are based on real life experiences and give students the opportunity to practice what they learn by getting involved in discussions and expressing their opinions. This unit focuses on knowing the history and the importance of management, knowing the techniques and skills involved in planning and decision making, knowing the importance of managing change, stress, and innovation, and knowing the key elements of individual and group behavior. The importance of the communication process and the characteristics

of a good leader are also covered. The management and leadership skills addressed in this unit will benefit students no matter what they decide to do after high school. Students learn about the purposes, functions and roles of managers in organizations. They understand that leadership begins with the leader's personal example and does not end until the organization comprehends, accepts, complies with, and resonates with the highest possible standards.

Unit 2: Responsibilities and Qualities of Leadership

Students will be expected to demonstrate knowledge of the responsibilities and qualities of effective leaders, and generate platoon goals for the balance of the year. They learn that a leader's behavior both on and off duty helps define subordinates' perception of him or her as a leader. The unit demonstrates that a leader needs to work at getting along with people without compromising his or her ethical and moral principles. Define and explain the military chain of command. Students explore the importance of good communication up and down the chain of command and learn what is meant by span of control. The unit covers when it is permissible to bypass the chain of command. In the military subordinates are expected to loyally carry out all lawful orders of seniors and they learn that a leader can and should disobey orders he/she considers unlawful, or morally or ethically objectionable.

Unit 3: Achieving Effective Communications

The student will be expected to demonstrate knowledge of basic principles of effective communication among individuals and within an organization. Students explain that there are many basics involved in effective communication, among which are audibility, articulation, spelling, and grammar.

The unit emphasizes that when the reasons for orders are not apparent, the likelihood of them being disregarded increases. An important themes studies that when they talk to people, good communicators look for signs that their communication is being received. Communications must be tailored to the audience's level of understanding. A framework is analyzed that in all good organizations members are kept continuously informed. Students learn that good leaders maintain contact with their people, and remain available and visible

Writing Assignments (REQUIRED):

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

Unit Assignment (1)

Students will research about and write their opinion on different management scenarios and be involved in role playing. Students will prepare a presentation that addresses their long-term, mid-term, and short-term

goals, and develop a personal goals action plan. Students will write plans for achieving each of the goals, evaluate each goal and ask if it is specific, positive, achievable, and measurable, and assign a deadline for attaining the goals.

Unit Assignment (2)

Research Paper: Students will research and write a 4-6 page report on the following:

1. Describe the 10 leadership techniques involved in establishing discipline.
2. Describe the nine leadership techniques involved in improving feelings of security.
3. Describe the seven leadership techniques involved in giving recognition.
4. Describe the six leadership techniques involved in improving organization and administration.

Unit Assignment (3):

Research Paper: Students will research and write a 4-6 page report on the following:

1. Describe which arts are used in practicing effective leadership.
2. Explain why it is important to communicate well.
3. Identify the communication skills needed for effective leadership.
4. Identify and describe what factors make people respond to the leadership effort.
5. Discuss what is involved in sharing and teamwork.

Students will give a 10-15 minute oral presentation of their assigned leadership topic.

INSTRUCTIONAL MATERIALS (REQUIRED)

Textbook #1

Title: Selected Readings in Naval Leadership for NJROTC Students	Edition: First Edition
Author: Richard R. Hobbs	ISBN: 1557503656
Publisher: Naval Institute Press	Publication Date: 1995
Usage: X Primary Text Read in entirety or near	

Textbook #2

Title: Leadership Embodied: The Secrets to Success of the Most Effective Navy and Marine Corps Leaders	Edition: Second Edition
--	-------------------------

Author: Lt. Col. Joseph J. Thomas	ISBN: 159114860X
Publisher: Naval Institute Press	Publication Date: 2013
Usage: Primary Text Read in entirety or near X Selected readings	
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
Unit Assignment (1) Students will approach this lesson by explaining how groups of people (e.g., classrooms, sports teams, military units, retail stores, banks, government agencies, or other organizations in the frame of reference of students) perform better when managers work well with team members. Understanding the roles and responsibilities of managers will help students gain a better appreciation for the work of teachers, school administrators, employers and various other managers with whom they interact.
Unit Assignment (2) Students will explore the ways in which people become leaders, as well as the skills and methods of effective leadership and their impact on teams. Students will have the opportunity to determine their current leadership style and practice their leadership skills in a variety of interactive learning activities.
Unit Assignment (3) Students will demonstrate effective communication and conflict resolution by using scenarios and role playing to learn ways to resolve conflicts peacefully; participants examine choices and consequences involved in settling disagreements or tension. Through in-class projects that focus on sources and credibility, critical analysis of persuasive materials and utilizing effective techniques, students gain

practical experience and a clear understanding of effective persuasion.

Instructional Methods and/or Strategies (REQUIRED):

Please list specific instructional methods that will be used.

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. Students will be required to give oral presentations and write essays that will also give some 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. 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 management principles and skills that cadets will need to put into practice what they have learned during their time in the NJROTC program.	CTE A7.0 to A7-7 RLST 11-12 RSIT 11-12.10 RHSS 11-12 LS 11-12 RSL 11-12	Units 1-3	CA CTE Model Curriculum Standards
2 nd Qtr	The unit demonstrates that a leader needs to work at getting along with people without compromising his or her ethical and moral	CTE A7.0 to A7-7 RLST 11-12	Units 4-6	CA CTE Model Curriculum

D. BACKGROUND INFORMATION

Context for course (optional)

History of Course Development (optional)