

Implementation date

Fall 2010

PROGRAM CONCENTRATION:

Government & Public Safety

CAREER PATHWAY:

JROTC – Navy

COURSE TITLE:

Naval Science III Naval Knowledge

Course Description: The purpose of this course is to further the foundation in citizenship and leadership established in Naval Science One and Two and to expound upon the virtues of the United States citizenship with knowledge of uses of the world's waterways through the viewpoint of National power and International law. Minimum performance requirements of this course are in accordance with current Chief of Naval Education Training Instruction, NAVEDTRA 37128. The performance standards in this course are based on the performance standards identified in the curriculum for the United States Navy Junior Reserve Officer Training Corps. Successful completion of three courses of credit will qualify the student for advanced placement in a college ROTC program or accelerated promotion in the military service.

SEA POWER AND NATIONAL SECURITY

PS- NSIINK-1: Students will investigate the importance of sea power and national security.

- a. State the importance of sea power as it relates to America.
- b. List four major developments since World War II that have increased the importance of the oceans of the world.
- c. Describe the strategic ocean areas.
- d. Determine the hot spots and choke points of the world's waterways and the importance of keeping them open.
- e. Describe the purpose and function of the United States Merchant Marine.
- f. Explain the relationship between maritime commerce and its effects on the total economy of the United States.

Academic Standard(s): SSWG1: The student will explain the physical aspects of geography.

- a. Describe the concept of place by explaining how physical characteristics such as landforms, bodies of water, climate, soils, natural vegetation, and animal life are used to describe a place

GRAND STRATEGY and PREPAREDNESS

PS- NSIINK -2: Students will investigate the role of sea power and national security.

- a. List the major strategists from 400 B.C. to the mid-nineteenth century.
- b. Describe the three classic schools of strategy.
- c. Illustrate the evolution of modern strategy during World War I.
- d. Assess the global strategy during World War II.
- e. Determine the national grand strategy after World War II, and the preparedness for maintaining appropriate strength.

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Academic Standard(s): SSWH16: The student will demonstrate an understanding of long-term causes of World War I and its global impact.

- a. Identify the causes of the war; include Balkan nationalism, entangling alliances, and militarism.

SSWH17: The student will be able to identify the major political and economic factors that shaped world societies between World War I and World War II.

- a. Examine the impact of the war on science, art, and social thinking by identifying the cultural significance of Sigmund Freud, Albert Einstein, and Picasso.
- b. Analyze the rise of nationalism, as seen in the eyes of Sun Yat Sen, Mustafa Kemal Attaturk, and Mohandas Ghandi.
- c. Describe the nature of totalitarianism and the police state that existed in Russia, Germany, and Italy and how they differ from authoritarian governments.

SSWH18: The student will demonstrate an understanding of the global political, economic, and social impact of World War II.

- d. Explain allied Post-World War II policies; include formation of the United Nations, the Marshall Plan for Europe, and MacArthur's plan for Japan.

SSWH19: The student will demonstrate an understanding of the global social, economic, and political impact of the Cold War and decolonization from 1945 to 1989.

- c. Explain the arms race; include development of the hydrogen bomb (1954) and SALT (Strategic Arms Lim.

PS- NSIINK -3: Students will investigate United States strategy.

- a. Describe the importance of a sound national security program.
- b. Explain the three principal phases of the united grand strategy.
- c. Describe the U.S. military strategy.
- d. State the U.S. Navy's mission in national strategy.

Academic Standard(s): SSWH20: The student will examine change and continuity in the world since the 1960s.

- a. Identify ethnic conflicts and new nationalisms; include pan-Africanism, pan-Arabism, and the conflicts in Bosnia-Herzegovina and Rwanda.
- b. Describe the breakup of the Soviet Union in 1991 that produced independent countries; include Ukraine, Kazakhstan, and the Baltic States
- c. Analyze terrorism as a form of warfare in the 20th century; include Shining Path, Red Brigade, Hamas, and Al Qaeda; and analyze the impact of terrorism on daily life; include travel, world energy supplies, and financial markets.

PS- NSIINK -4: Students will investigate the role of sea power and national security through Naval Tactics.

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- a. Evaluate the posture of U.S. Naval forces and their commitment of overseas deployment.
- b. Describe the U.S. Navy's role in our national military strategy.
- c. List the three major characteristics of naval warfare.
- d. Explain the two major categories for naval tactical forces.
- e. Describe the tactics of naval presence used to achieve political objectives.

Academic Standard(s): SSCG20: The student will describe the tools used to carry out United States foreign policy (diplomatic; economic, military, and humanitarian aid; treaties; sanctions and military intervention).

PS- NSIINK -5: Students will investigate national security and modern conflict.

- a. Discuss the major concerns and elements used to evaluate national security.
- b. Illustrate the national grand and military strategies that are used to protect U.S. interest.
- c. Describe the United States' three conventional schools of military strategy and how they work together in the interest of this country.
- d. Explain the possible causes of general war.
- e. State the principal elements of war.

Academic Standard(s): SSUSH25: The student will describe changes in national politics since 1968.

- g. Analyze the response of President George W. Bush to the attacks of September 11, 2001, on the United States, the war against terrorism, and the subsequent American interventions in Afghanistan and Iraq.

MERCHANT MARINE

PS- NSIINK -6: Students will investigate the role of the merchant marine.

- a. Cite a historical view of the United States Merchant Marine from 1850 to the present.
- b. Describe the Merchant Marine Act of 1936 and the amending Act of 1970 that placed a dual role on the U.S. Merchant Marine.
- c. Describe the basic method of moving vast quantities of primary products and manufactured trade goods on water.
- d. Explain the Merchant Marine's role in supporting our military forces in both peace and war.
- e. Identify the contribution of the Merchant Marine to national defense, and its role in the support of foreign policy.

Academic Standard(s): SSEIN1: The student will explain why individuals, businesses, and governments trade goods and services.

- b. Explain that most trade takes place because of comparative advantages in the production of a good or service.

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SSEIN2: The student will explain why countries sometimes erect trade barriers and sometimes advocate free trade.

- d. List specific examples of trading blocks such as the EU, NAFTA, and ASEAN.

NAVAL OPERATIONS, COMMUNICATIONS, AND INTELLIGENCE

PS- NSIINK -7: Students will expand their understanding and knowledge of naval operations and support functions.

- a. Describe the role the U.S. Naval Forces play in national strategies.
- b. Explain the capabilities of the U.S. Naval Forces.
- c. Describe the purpose of the Navy's task force.
- d. List the methods used by U.S. Navy's strike forces.
- e. Describe the purpose of air, surface, and undersea warfare.
- f. Cite the phases of an amphibious operation.

Academic Standard(s): SSCG20: The student will describe the tools used to carry out United States foreign policy (diplomatic; economic, military, and humanitarian aid; treaties; sanctions and military intervention).

PS- NSIINK -8: Students will expand their understanding and knowledge of naval communications.

- a. List the major functions of naval communications.
- b. Illustrate the major telecommunications commands under the Chief of Naval Operations.
- c. Explain the purpose of International Morse Code.
- d. Describe the advantages of visual communication.
- e. Express the general information that all officers must be familiar with concerning naval messages.

Academic Standard(s): SSUSH21: The student will explain economic growth and its impact on the United States, 1945-1970.

- c. Analyze the impact of technology on American life; include the development of the personal computer and the cellular telephone.
- d. Describe the impact of competition with the USSR as evidenced by the launch of Sputnik I and President Eisenhower's actions.

PS- NSIINK -9: Students will expand their understanding and knowledge of naval intelligence and counterintelligence.

- a. Relate the historical background and significance of intelligence and counterintelligence.
- b. Evaluate the roles that collection, planning and direction, processing, analysis and production, and disseminating play in the intelligence process.
- c. Derive the make-up of the U.S. intelligence community and its defense attack system.
- d. State the role of the Office of Naval Intelligence (ONI).

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- e. Illustrate the basis of foreign intelligence organizations.
- f. Describe the roles of spies and diplomats in espionage operations.
- g. List and discuss three different security classifications.
- h. Cite four ways in which classified materials are protected.
- i. Explain the purposes of security clearances.

Academic Standard(s): SSUSH15: The student will analyze the origins and impact of U.S. involvement in World War I.

- b. Explain the domestic impact of World War I, as reflected by the origins of the Great Migration, the Espionage Act, and socialist Eugene Debs.

NAVY LOGISTICS, RESEARCH and DEVELOPMENT

PS- NSIINK -10: Students will expand their understanding and knowledge of navy logistics.

- a. State the Navy's logistics supply and services system that began in World War II.
- b. Describe the handling of the logistic details in the Desert Shield/Desert Storm operation.
- c. Cite those major elements that go into Navy logistic planning.

Academic Standard(s): SSWG3: The student will describe the interaction of physical and human systems that have shaped contemporary North Africa/Southwest Asia.

- a. Describe the location of major physical features and their impact on North Africa/Southwest Asia.

SSWG4: The student will describe the interaction of physical and human systems that have shaped contemporary Sub-Saharan Africa.

- a. Describe the location of major physical features and their impact on Sub-Saharan Africa.

SSWG5: The student will describe the interaction of physical and human systems that have shaped contemporary South Asia, Southeastern Asia, and Eastern Asia.

- a. Describe the location of major physical features and their impact on the regions of Asia.

SSWG6: The student will describe the interaction of physical and human systems that have shaped contemporary Europe.

- a. Describe the location of major physical features and their impact on Europe.

SSWG7: The student will describe the interaction of physical and human systems that have shaped contemporary Latin America.

- b. Describe the location of major physical features and their impact on the region.

SSWG8: The student will describe the interaction of physical and human systems that have shaped contemporary Canada and the United States.

- a. Describe the location of major physical features and their impact on Canada and the United States.

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SSWG9: The student will describe the interaction of physical and human systems that have shaped contemporary Oceania, including Australia, New Zealand, and Antarctica.

- a. Describe the location of major physical features and their impact on the region.

PS- NSIINK -11: Students will expand their understanding and knowledge of naval research and development.

- a. Describe the science and technology program of the Department of Defense.
- b. Describe the Navy's strategic research and development program.
- c. Describe the Naval Research Laboratory and its four main research areas.

Academic Standard(s): SSUSH21: The student will explain economic growth and its impact on the United States, 1945-1970.

- c. Analyze the impact of technology on American life; include the development of the personal computer and the cellular telephone.

MILITARY JUSTICE AND INTERNATIONAL LAW

PS- NSIINK -12: Students will have broad basis knowledge of military law.

- a. Explain the history of law codes as it pertains to the Navy.
- b. State the relationship between the U.S. Constitution and Military Law.
- c. Cite the aspects of Navy Regulations.
- d. Express the purpose of the Uniform Code of Military Justice (UCMJ).

Academic Standard(s): SSCG1: The student will demonstrate knowledge of the political philosophies that shaped the development of United States constitutional government.

- a. Analyze key ideas of limited government and the rule of law as seen in the Magna Carta, the Petition of Rights, and the English Bill of Rights.

SSCG3: The student will demonstrate knowledge of the political philosophies that shaped the development of United States constitutional government.

- c. Explain the fundamental principles upon which the United States Constitution is based; include the rule of law, popular sovereignty, separation of powers, checks and balances, and federalism.

PS- NSIINK -13: Students will have broad basis knowledge of discipline and punishment.

- a. State the procedures for applying discipline and punishment in the Navy.
- b. List the process of apprehension, arrest, restriction, and confinement used in the Navy.

Academic Standard(s): SSCG21: The student will describe the causes and effects of criminal activity.

- c. Categorize different types of crimes.

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PS- NSIINK -14: Students will have broad basis knowledge of non-judicial punishment and courts-martial.

- a. List features of non-judicial punishment.
- b. Cite three types of military courts-martial.
- c. Describe the relationship between civil jurisdiction and military justice.
- d. Explain the purposes for letters of censure.
- e. Describe the methods used for disciplinary separations from the service.

Academic Standard(s): SSCG16: The student will demonstrate knowledge of the operation of the federal judiciary.

- a. Explain the jurisdiction of the federal courts and the state courts.

PS- NSIINK -15: Students will have a working knowledge of the fundamentals of international law.

- a. Identify the United States' role in international relationships.
- b. Explain the purpose for International Law and diplomacy.
- c. Cite specific characteristics sovereign nations have in common.
- d. Define ligerency, insurgency and counterinsurgency and their effect on International Law.
- e. State how international problems are solved through effective use of International Law.

Academic Standard(s): SSCG20: The student will describe the tools used to carry our United States foreign policy (diplomatic; economic; military; and humanitarian aid; treaties; sanctions and military intervention).

PS- NSIINK -16: Students will have a working knowledge of the fundamentals of international law of the sea.

- a. Explain the customs and treaties from 1604 to the present that relate the International Law of the Sea.
- b. Identify three main ideas that have formed customary International Law of the Sea.
- c. Cite the four possible adverse impacts of international legal rules affecting the deployment and navigation of Navy vessels.
- d. Explain the law of the high seas.
- e. Explain the international law on the continental shelf and sea beds of the world.

Academic Standard(s): SSCG20: The student will describe the tools used to carry our United States foreign policy (diplomatic; economic; military; and humanitarian aid; treaties; sanctions and military intervention).

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PS- NSIINK -17: Students will have a working knowledge of the fundamentals of the law of war at sea.

- a. State the purpose of International Rules of the Road.
- b. Describe the international law as it relates to war ships.
- c. Explain the general rules of war on land and at sea.
- d. Describe war at sea and the effects war has on international law.
- e. Cite those methods used to enforce laws of war.

Academic Standard(s): SSUSH15: The student will analyze the origins and impact of U.S. involvement in World War I.

- e. Describe the movement from U.S. neutrality to engagement in World War I, with reference to unrestricted submarine warfare.

PS- NSIINK -18: Students will have a working knowledge of the fundamentals of international law of the sea through collective security.

- a. Define the events that lead to the formation of the International organization.
- b. State the basic purpose of the United Nations.
- c. Justify the purpose of international regional and collective arrangements as recognized by the Security Council of the United Nations.
- d. Critique the collective security trends and their effects on U.S. foreign policies.

Academic Standard(s): SSWH21: The student will analyze globalization in the contemporary world.

- a. Analyze global economic and political connections; include multinational corporations, the United Nations, OPEC, and the World Trade Organization.

Reading Across the Curriculum

Reading Standard Comment

After the elementary years, students engage in reading for learning. This process sweeps across all disciplinary domains, extending even to the area of personal they experience text in all genres and modes of discourse. In the study of various disciplines of learning (language arts, mathematics, science, social studies), students must learn through reading the communities of discourse of each of those disciplines. Each subject has its own specific vocabulary, and for students to excel in all subjects, they must learn the specific vocabulary of those subject areas in context.

Beginning with the middle grades years, students begin to self-select reading materials based on personal interests established through classroom learning. Students become curious about science, mathematics, history, and literature as they form contexts for those subjects related to their personal and classroom experiences. As students explore academic areas through reading, they develop favorite subjects and become confident in their verbal discourse about those subjects.

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Reading across curriculum content develops both academic and personal interests in students. As students read, they develop both content and contextual vocabulary. They also build good habits for reading, researching, and learning. The Reading Across the Curriculum standard focuses on the academic and personal skills students acquire as they read in all areas of learning.

Students will enhance reading in all curriculum areas by:

- a. Reading in all curriculum areas
 - Read a minimum of 25 grade-level appropriate books per year from a variety of subject disciplines and participate in discussions related to curricular learning in all areas.
 - Read both informational and fictional texts in a variety of genres and modes of discourse.
 - Read technical texts related to various subject areas.
- b. Discussing books
 - Discuss messages and themes from books in all subject areas.
 - Respond to a variety of texts in multiple modes of discourse.
 - Relate messages and themes from one subject area to messages and themes in another area.
 - Evaluate the merit of texts in every subject discipline.
 - Examine author's purpose in writing.
 - Recognize the features of disciplinary texts.
- c. Building vocabulary knowledge
 - Demonstrate an understanding of contextual vocabulary in various subjects.
 - Use content vocabulary in writing and speaking.
 - Explore understanding of new words found in subject area texts.
- d. Establishing context
 - Explore life experiences related to subject area content.
 - Discuss in both writing and speaking how certain words are subject area related.
 - Determine strategies for finding content and contextual meaning for unknown words.

CTAE Foundation Skills

The Foundation Skills for Career, Technical and Agricultural Education (CTAE) are critical competencies that students pursuing any career pathway should exhibit to be successful. As core standards for all career pathways in all program concentrations, these skills link career, technical and agricultural education to the state's academic performance standards.

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The CTAE Foundation Skills are aligned to the foundation of the U. S. Department of Education's 16 Career Clusters. Endorsed by the National Career Technical Education Foundation (NCTEF) and the National Association of State Directors of Career Technical Education Consortium (NASDCTEc), the foundation skills were developed from an analysis of all pathways in the sixteen occupational areas. These standards were identified and validated by a national advisory group of employers, secondary and postsecondary educators, labor associations, and other stakeholders. The Knowledge and Skills provide learners a broad foundation for managing lifelong learning and career transitions in a rapidly changing economy.

CTAE-FS-1 Technical Skills: Learners achieve technical content skills necessary to pursue the full range of careers for all pathways in the program concentration.

CTAE-FS-2 Academic Foundations: Learners achieve state academic standards at or above grade level.

CTAE-FS-3 Communications: Learners use various communication skills in expressing and interpreting information.

CTAE-FS-4 Problem Solving and Critical Thinking: Learners define and solve problems, and use problem-solving and improvement methods and tools.

CTAE-FS-5 Information Technology Applications: Learners use multiple information technology devices to access, organize, process, transmit, and communicate information.

CTAE-FS-6 Systems: Learners understand a variety of organizational structures and functions.

CTAE-FS-7 Safety, Health and Environment: Learners employ safety, health and environmental management systems in corporations and comprehend their importance to organizational performance and regulatory compliance.

CTAE-FS-8 Leadership and Teamwork: Learners apply leadership and teamwork skills in collaborating with others to accomplish organizational goals and objectives.

CTAE-FS-9 Ethics and Legal Responsibilities: Learners commit to work ethics, behavior, and legal responsibilities in the workplace.

CTAE-FS-10 Career Development: Learners plan and manage academic-career plans and employment relations.

CTAE-FS-11 Entrepreneurship: Learners demonstrate understanding of concepts, processes, and behaviors associated with successful entrepreneurial performance.

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