

One Stop Shop For Teachers

Implementation date

Fall 2010

PROGRAM CONCENTRATION:

Government & Public Safety

CAREER PATHWAY:

JROTC – Navy

COURSE TITLE:

Naval Science II Maritime History

Course Description: The purpose of this course is to build on the general introduction provided in Naval Science I, to further develop the traits of citizenship and leadership in students, introduce cadets to the maritime history of the world and the United States from the American Revolution through the present time. The material includes Bosnia, the demise of the Soviet Union, and the September 11, 2001 terrorists' attack upon the United States. 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 EARLY WESTERN CIVILIZATION

PS- NSIIMH-1: Students will demonstrate an understanding of how sea power influenced the growth of Early Western Civilization.

Describe the fall of the Roman Empire and the subsequent thousand years of turmoil that followed.

State the importance of sea power.

Determine the events that caused the Turks to lose the Battle of Lepanto in 1571 and their control. Assess how sea power evolved and its influence on the ancient world of the Mediterranean area.

Describe the conflict between England and Spain in 1570.

Explain how the English defeated the Spanish Armada.

Academic Standard(s): SSWH3 The student will examine the political, philosophical and cultural interaction of Classical Mediterranean societies from 700 BCE to 400 CE.

e. Analyze the factors that led to the collapse of the western Roman Empire.

THE AMERICAN REVOLUTION

PS- NSIIMH -2: Students will demonstrate an understanding of how sea power influenced the American Revolution.

Name the taxing system used by England on the colonies and the subsequent events that led to the American Revolution.

State the difficulties the British faced in fighting naval battles with the colonies.

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Tell how the American Navy was born and the significance of building the Navy.

Cite the importance of the first American Naval operation against the English Navy in the American Revolution.

Describe the two major events (turning point) of the battle of Saratoga and the impact it had on the American Revolutionary War.

Explain how naval power affected the outcome of the War at Sea.

Describe the events leading up to the battle of Yorktown and the subsequent end of the fighting in the colonies.

Academic Standard(s): SSUSH3 The student will explain the primary causes of the American Revolution.

- a. Explain how the end of Anglo-French imperial competition as seen in the French-Indian War, and the 1763 Treaty of Paris, laid the groundwork for the American Revolution.
- b. Explain colonial response to such British actions such as the Proclamation of 1763 Stamp Act, and the intolerable acts as seen in Sons and Daughters of Liberty, and Committees of Correspondence.
- c. Explain the importance of Thomas Paine's Common Sense to the movement for independence.

SSUSH4 The student will identify the ideological, military, and diplomatic aspects of the American Revolution.

- a. Explain the language, organization, and intellectual sources including the writing of John Locke and Montesquieu of the Declaration of Independence and the role of Thomas Jefferson.
- b. Explain the reason for and significance of the French alliance and foreign assistance and the roles of Benjamin Franklin and the Marquis de Lafayette.
- c. Analyze George Washington as a military leader including the creation of a professional military and the life of a common soldier, crossing the Delaware River, and Valley Forge.
- d. Explain Yorktown, the role of Lord Cornwallis and the Treaty of Paris, 1783.

THE GROWTH of AMERICAN SEA POWER, 1783-1860

PS- NSIIMH -3: Students will demonstrate an understanding of the growth of American sea power from 1783-1860.

List the reasons why the American economy suffered in 1783.

Cite the events surrounding the Navy Act of 1794.

Express the events during the quasi-war between America and France.

State the events surrounding the capture and destruction of the USS Philadelphia.

Describe the events that led to the final moves toward war between the United States and Britain.

Describe the major sea battles between the American and British forces during the War of 1812.

List other battles that occurred during the War of 1812.

Compare other major incidents where the British prevailed over American's sea vessels.

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State the offensive maneuvers used by the British Navy during the War of 1812.

Assess how sea power influenced the spread of Western Civilization and the formative years of the new American republic.

Judge the contribution the U.S. Navy made to the progress of world trade between 1815 and 1860.

Academic Standard(s): SSUSH6 The student will analyze the nature of territorial and population growth, and its impact in the early decades of the new nation.

- a. Explain the Northwest Ordinance's importance in the westward migration of Americans, on slavery, public education, and the addition of new states.
- b. Describe Jefferson's diplomacy of obtaining the Louisiana Purchase from France and the territory's exploration by Lewis and Clark.
- c. Explain major reasons for the War of 1812 and the war's significance of the development of a national identity.
- d. Describe the construction of the Erie Canal, the rise of New York City, and the development of the nation's infrastructure.
- e. Describe the reasons for and importance of the Monroe Doctrine.

THE CIVIL WAR, 1861-1865

PS- NSIIMH -4: Students will demonstrate knowledge of the Civil War.

Discuss how the issue of slavery divided the North and South and led to the outbreak of the Civil War in 1861.

Investigate the major events that occurred during 1860-61 in America.

Write the resources of both the North and South and the preparations required to fight the Civil War.

Discuss the role of the Union Navy during the Civil War.

Describe the CSS *Virginia* (Formerly USS Merrimack) and the USS *Monitor*.

State how General Robert E. Lee was able to prolong the life of the Confederacy after the Battle of Hampton Roads.

Describe the Emancipation Proclamation as a significant psychological move for the North in the Civil War.

Describe the Battle of Gettysburg as the turning point in the Civil War.

Explain the role that Captain Semmes and the CSS Alabama played in the Civil War.

Explain the primary reason General Robert E. Lee was forced to surrender.

Define the changes in American Life that resulted during or as a result of the Civil War.

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Academic Standard(s): SSUSH9 The student will identify key events, issues, and individuals relating to the causes, course, and consequences of the Civil War.

- a. Explain the Kansas-Nebraska Act, the failure of popular sovereignty, Dred Scott case, and John Brown's Raid.
- b. Describe President Lincoln's efforts to preserve the Union as seen in his second inaugural addresses and the Gettysburg speech and in his use of emergency powers such as his decision to suspend habeas corpus.
- c. Describe the role of Ulysses Grant, Robert E. Lee, "Stonewall Jackson," William T. Sherman, and Jefferson Davis.
- d. Explain the importance of Fort Sumter, Antietam, Vicksburg, Gettysburg, and the Battle for Atlanta.
- e. Describe the significance of the Emancipation Proclamation.
- f. Explain the importance of the growing economic disparity between the North, and the South through an examination of population, functioning railroads, and industrial output.

THE RISE to WORLD POWER STATUS, 1865-1914

PS- NSIIMH -5: Students will demonstrate knowledge of the Navy's role from the Rise to World Power Status, 1865-1914.

Critique the changes in foreign relations and technology that affected the U.S. Navy following the Civil War.

Cite the education and training programs that were developed after the Civil War for the U.S. Navy.

List five major contributions Alfred T. Mahan made to modern navies.

Explain how the United States rebuilt its Navy or contributed to its expansion following the Civil War.

Explain American reaction to the sinking of the USS Maine and the war preparations made by the United States before the start of the Spanish-American War.

Describe the advances in naval power and technology under Theodore Roosevelt.

Discuss America's international relations from 1903 until World War I.

Derive the difficulties and importance of building the Panama Canal.

Academic Standard(s): SSUSH14 The student will explain America's evolving relationship with the world at the turn of the twentieth century.

- a. Explain the Chinese Exclusion Act of 1882 and anti-Asian immigration sentiment on the west coast.
- b. Describe the Spanish-American War, the war in the Philippines, and the debate over American

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expansionism.

c. Explain U.S. involvement in Latin America, as reflected by the Roosevelt Corollary to the Monroe Doctrine and the creation of the Panama Canal.

WORLD WAR I: 1914-1918

PS- NSIIMH -6: Students will demonstrate knowledge of the Navy's role in World War I, 1914-1918.

Explain the war plans made by Great Britain and Germany during World War I.

Describe actions taken by the German and the British during the Pacific Action.

List operational advantages of the German U-boats over the Allies during World War I.

Prove the events that brought America into World War I.

Evaluate the operation and significance of the convoy system that was used by Great Britain during World War I.

Describe the antisubmarine operations used by the U.S. Navy during World War I.

State the role America played during World War I.

Translate events leading up to the surrender of Germany.

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

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

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

c. Explain Wilson's Fourteen Points, the proposed League of Nations.

d. Passage of the Eighteenth Amendment, establishing Prohibition, and the Nineteenth Amendment, establishing women suffrage.

THE INTERWAR YEARS: 1918-1941

PS- NSIIMH -7: Students will demonstrate an understanding of the Interwar years, 1918-1941.

List the conditions set forth in the Naval Disarmament Treaty.

Identify the dictatorships that grew out of the great world depression.

Explain the condition of the U.S. Navy during the pre-war years.

Make sense of the final steps toward the war in Europe.

Justify U.S. isolationism/involvement from 1935 until the U.S. declared war on Japan on 8 December 1941.

Academic Standard(s): 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.

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- 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. Determine the causes and results of the Russian Revolution from the rise of the Bolsheviks under Lenin to Stalin's first Five Year Plan.
- c. Describe the rise of fascism in Europe and Asia by comparing the policies of Benito Mussolini in Italy, Adolf Hitler in Germany, and Hirohito in Japan.
- d. Analyze the rise of nationalism as seen in the ideas of Sun Yat Sen, Mustafa Kemal Attaturk, and Mohandas Ghandi.
- e. Describe the nature of totalitarianism and the police state that existed in Russia, Germany, and Italy and how they differ from authoritarian governments.
- f. Explain the aggression and conflict leading to World War II in Europe and Asia including the Italian invasion of Ethiopia, the Spanish Civil War, the rape of Nanjing in China, and the German annexation of the Sudetenland.

WORLD WAR II: 1941-1945

PS- NSIIMH -8: Students will demonstrate an understanding of naval history in World War II in the Atlantic from 1941-1945.

Explain the events that led up to the Japanese attack on Pearl Harbor.

Describe the state of U.S. military readiness during and after the attack on Pearl Harbor.

List three miscalculations the Japanese made during and after the attack on Pearl Harbor.

Explain the outcome of the Battle of Anzio.

Determine why successful Allied air attacks in Operation Overlord were essential to the success of the invasion of Normandy.

Describe the major events of D-Day in Normandy.

Describe major events of Operation Anvil: Invasion of Southern France.

Academic Standard(s): SSUSH19 The student will identify the origins, major developments, and the domestic impact of World War II, especially the growth of the federal government.

- a. Explain A. Philip Randolph's proposed march on Washington, D.C. and President Franklin D. Roosevelt's response.
- b. Explain the Japanese attack on Pearl Harbor and the internment of Japanese-Americans.
- c. Explain major events including the lend-lease program, the Battle of Midway, D-Day, and the fall of Berlin.
- d. Describe war mobilization, as indicated by rationing, war-time conversion, and the role of women in war industries.

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e. Describe Los Alamos and the scientific, economic, and military implications of developing the atomic bomb

PS- NSIIMH -9: Students will demonstrate an understanding of naval history in World War II in the Pacific from 1941-1945.

State the events that led up to the Japanese attack on Pearl Harbor.

Describe the state of U.S. military readiness during and after the attack on Pearl Harbor.

Explain three miscalculations the Japanese made during and following the attack on Pearl Harbor.

Cite two reasons the Battle of the Coral Sea was important.

Explain the significance of the Battle of Midway.

List the Battles of Guadalcanal.

Explain the submarine war in the Pacific.

Describe the battle of the Philippines Sea.

Discuss the condition of the Imperial Japanese Navy following Battles for Leyte Gulf.

Describe the U.S. occupation of Iwo Jima and its logistic significance.

Academic Standard(s): SSUSH19 The student will identify the origins, major developments, and the domestic impact of World War II, especially the growth of the federal government.

a. Explain A. Philip Randolph's proposed march on Washington, D.C. and President Franklin D. Roosevelt's response.

b. Explain the Japanese attack on Pearl Harbor and the internment of Japanese-Americans.

c. Explain major events including the lend-lease program, the Battle of Midway, D-Day, and the fall of Berlin.

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e. Describe Los Alamos and the scientific, economic, and military implications of developing the atomic bomb

THE COLD WAR ERA: 1945-1991

PS- NSIIMH -10: Students will demonstrate an understanding of naval history in the Cold War Era, 1945-1991.

State the views and events during the demobilization following World War II.

Describe the events leading to the "Cold War".

Explain the postwar views and actions in relations to the unification of the armed forces and provisions for national security.

Assess postwar activities in the Far East in regard to insurgencies, nationalism, and anti-colonialism.

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Illustrate initial stages of the Korean War.

State naval contributions in the Korean War.

List events involved with Operation Chromite: Inchon.

Describe the events involved in the Chinese Intervention within the Korean War.

Discuss the events involved in the Truce Talks of the Korean War.

Determine the outcome of the Korean War in regard to naval participation, U.S. government policy, global perspective, and Communist objectives.

Describe naval confrontations in the post-Korean era.

Discuss the Korean post-war period as it related to the U.S. Navy.

Express the Navy's movement into the nuclear age.

Show major events in the Cuban missile crisis.

Prove the major events that led to the breakup of Vietnam into North and South Vietnam.

State the restrictions placed on military forces stationed in Vietnam.

Describe the Vietnamization process established by the United States.

State the major events that led to the end of the Vietnam War.

Discuss the events that were included in the Post-Vietnam Modernization efforts.

Assess the joint U.S. task force's role in Grenada in the fall of 1983.

Induce the role the United States played in restoring democracy to Panama and the importance of Operation Just Cause to U.S. interests in Panama.

Discuss the rise of terrorism worldwide with events in the Middle East during the 1980's.

Describe the major events that occurred between Iran and Iraq in the Persian Gulf region.

Discuss the great changes experienced by the Soviet Union after the demolition of the Berlin Wall.

Academic Standards(s): SSUSH20 The student will analyze the domestic and international impact of the Cold War on the United States.

- a. Describe the creation of the Marshall Plan, U.S. commitment to Europe, the Truman Doctrine, and the origins and implications of the containment policy.
- b. Explain the impact of the new communist regime in China, the outbreak of the Korean War, and how these events contributed to the rise of Senator Joseph McCarthy.
- c. Describe the Cuban Revolution, the Bay of Pigs and the Cuban missile crisis.
- d. Describe the Vietnam War, the Tet offensive and growing opposition to the war.

THE 1990'S and BEYOND

PS- NSIIMH -11: Students will gain an understanding of naval history in the 1990s and beyond.

List the terms of START II signed by the U.S. and Russia in 1993.

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Describe the major events that occurred between Iran and Iraq in the Persian Gulf region.

Cite major events that occurred during both Operations Desert Shield and Desert Storm.

State the conflicts that took place in Somalia during the early 1990's.

Justify some of the actions taken by the U.S. in the aftermath of Desert Storm.

Define international terrorist attacks against the U.S. during the late 1990s.

Discuss domestic terrorist events that occurred in the late 1990s and September 11, 2001.

Predict the challenging years ahead facing our Navy.

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

f. 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.

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.

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

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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

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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.

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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