

Implementation date
Fall 2010

PROGRAM CONCENTRATION: Government & Public Safety
CAREER PATHWAY: JROTC – Navy
COURSE TITLE: Naval Science IV Effective Communications

Course Description: The purpose of this course is to teach the students the techniques of effective communication, which is one of the most important skills that a good leader must develop in order to be successful. 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.

ACHIEVING EFFECTIVE COMMUNICATIONS

PS- NSIVEC-1: Students will demonstrate an understanding of the aspects involved in achieving effective communications.

- a. Discuss the importance of communication to the accomplishment of a units' mission.
- b. Discuss the security a message has further down the chain of command.
- c. Explain the basics involved in effective communications.
- d. Explain what occurs when power is effectively used.
- e. Explain five techniques for tailoring communication to people's level of understanding.
- f. Describe what an officer must do prior to communicating with the crew.

Academic Standard(s): ELA11LSV2 The student formulates reasoned judgments about written and oral communication in various media genres. The student delivers focused, coherent, and polished presentations that convey a clear and distinct perspective, demonstrate solid reasoning, and combine traditional rhetorical strategies of narration, exposition, persuasion, and description.

Critical Component: When responding to visual and oral texts and media (e.g., television, radio, film productions, and electronic media), the student:

- a. Recognizes strategies used by the media to inform, persuade, entertain (e.g., advertisements, perpetuation of stereotypes, use of visual representations, special effects, language).
- b. Analyzes visual or aural techniques used in a media message for a particular audience and evaluates their effectiveness.
- c. Develops and applies criteria for assessing the effectiveness of the presentation, style, and content of films and other forms of electronic communication.
- d. Identifies the aesthetic effects of a media presentation (e.g., layout, lighting, color, camera angles, background, etc.)
- e. Analyzes the effect of dialect and language on positive or negative stereotypes among social groups.

Implementation date
Fall 2010

Critical Component: When delivering and responding to presentations, the student:

- a. Uses effective and interesting language, including informal expressions for effect, Standard American English for clarity, technical language for specificity.
- b. Evaluates and uses different effects (e.g., visual, music, sound, graphics) to create competent presentations or productions.
- d. Delivers oral presentations that incorporate the elements of narration, exposition, persuasion, and/or literary analysis.
- c. Analyzes effective speeches made for a variety of purposes and prepares and delivers a speech containing these same features.

PRODUCING EFFECTIVE ORAL and WRITTEN COMMUNICATIONS

PS- NSIVEC -2: Students will understand that for an order to be effective it must be understood by the lowest command level tasked with carrying out the mission or objective.

- a. Discuss what a leader must do before he or she can issue a crisp, clear oral or written message.
- b. Discuss the ways seniors and subordinates may react to a communication.

Academic Standard(s): ELA9LSV2 The student formulates reasoned judgments about written and oral communication in various media genres. The student delivers focused, coherent, and polished presentations that convey a clear and distinct perspective, demonstrate solid reasoning, and combine traditional rhetorical strategies of narration, exposition, persuasion, and description.

Critical Component: When responding to written and oral texts and media (e.g., television, radio, film productions, and electronic media), the student:

- a. Assesses the ways language and delivery affect the mood and tone of the oral communication and impact the audience.

PS- NSIVEC -3: Students will understand that to ensure that an intended message has been received is to look at the results.

- a. Discuss the concept that a successful communicator understands that different people respond differently to messages.
- b. Discuss the concept that setting the example is the basic way to communicate with others.
- c. Explain the two assumptions that can cause difficulty in communications.
- d. Explain Descartes' rules of logic of speaking.
- e. Discuss what a leader should do when delivering an order.
- f. Explain what voice and inflection convey.
- g. Discuss the importance about the manner in which the reader is addressed in written communications.

Academic Standard(s): ELAWLRC3 The student acquires new vocabulary in each content area and uses it correctly. The student

Implementation date
Fall 2010

- a. Demonstrates an understanding of contextual vocabulary in various subjects.
- b. Uses content vocabulary in writing and speaking.
- c. Explores understanding of new words found in subject area texts.

COMMUNICATIONS: A TWO-WAY EXCHANGE of INFORMATION

PS- NSIVEC -4: Students will understand that the ability to convey messages from one person to another is dependent on the attitude and the motivation of the receiver.

- a. Identify the primary consideration in the communication process.
- b. Cite the five principles that help increase the accuracy of a message.
- c. Discuss the dual responsibility in effective communication.

Academic Standard(s): ELA10LSV2 The student formulates reasoned judgments about written and oral communication in various media genres. The student delivers focused, coherent, and polished presentations that convey a clear and distinct perspective, demonstrate solid reasoning, and combine traditional rhetorical strategies of narration, exposition, persuasion, and description.

Critical Component: When responding to visual and oral texts and media (e.g., television, radio, film productions, and electronic media), the student:

- b. Evaluates the clarity, quality, effectiveness, and general coherence of a speaker's important points, arguments, evidence, organization of ideas, delivery, diction, and syntax.
- e. Analyzes the four basic types of persuasive speech (e.g., propositions of fact, value, problem, or policy) and understands the similarities and differences in their patterns of organization and the use of persuasive language, reasoning, and proof.

PS- NSIVEC -5: Students will understand that one of the foremost responsibilities of a leader is to serve as the example or model for his or her followers in everything that he or she does or is.

- a. Discuss the concepts of setting the example as one of the foremost responsibilities of a leader.
- b. Identify what great leaders like Winston Churchill, Franklin Roosevelt, General MacArthur and Admirals Nimitz and Halsey have in common.
- c. Discuss the simple formula for successful communication.
- d. Describe the stereotypes that individuals carry with them.
- e. Discuss how a leader sets the moral tone for subordinates.

Academic Standard(s): ELA12W2 The student demonstrates competence in a variety of genres.

Critical Component: The student produces narrative writing that applies polished narrative strategies acquired in previous grades, in other genres of writing such as reflective compositions, historical investigative reports, and literary analyses, by raising the level of critical thinking

Implementation date
Fall 2010

skills and rhetorical techniques

Critical Component: The student produces expository (informational) writing to explain an idea or concept and/or convey information and ideas from primary and secondary sources accurately and coherently; the student:

- a. Engages the interest of the reader.
- b. Formulates a coherent thesis or controlling idea.
- c. Coherently develops the controlling idea and/or supports the thesis by incorporating evidence from both primary and secondary sources, as applicable.

PS- NSIVEC -6: Students will understand that communications as a component of planning requires a leader to engage in a continual exchange of ideas, requirements, and objectives with others.

- a. Discuss what a leader does to ensure development of useful plans.
- b. Discuss the three aspects of communication that are sufficient to convey an order.
- c. Explain why a follow-up system on plans and objectives are important.
- d. Cite the five criteria for effective listening techniques.
- e. Discuss how to go about seeking acknowledgement of a message when the delivery and comprehension of the message are important.

Academic Standard(s): ELA10W4 The student practices both timed and process writing and, when applicable, uses the writing process to develop, revise, and evaluate writing. The student

- a. Plans and drafts independently and resourcefully.
- b. Revises writing to improve the logic and coherence of the organization and controlling perspective.
- c. Revises writing for specific audiences, purposes, and formality of the contexts.
- d. Revises writing to sharpen the precision of word choice and achieve desired tone.
- e. Edits writing to improve word choice, grammar, punctuation, etc.

WRITTEN COMMUNICATIONS

PS- NSIVEC -7: Students will demonstrate knowledge that written communications are very important when orders are complicated, when they are extremely formal, and when they are very important to the safety of the men and the ship.

- a. Discuss when it is better to communicate in writing as opposed to verbally.
- b. Describe a key advantage of written orders.
- c. Identify the characteristics that are normally associated with the use of written orders in the Navy.
- d. Discuss when a written order should be used, and when it should not be used.

Academic Standard(s): ELA10RC2 The student participates in discussions related to curricular learning in all subject areas. The student

Implementation date
Fall 2010

- a. Identifies messages and themes from books in all subject areas.
- b. Responds to a variety of texts in multiple modes of discourse.
- c. Relates messages and themes from one subject area to those in another area.
- d. Evaluates the merits of texts in every subject discipline.
- e. Examines the author's purpose in writing.
- f. Recognizes the features of disciplinary texts.

ORAL COMMUNICATIONS

PS- NSIVEC -8: Students will understand the limitations of oral communications as they pertain to complex tasks requiring detailed explanations.

- a. Discuss what is meant by a verbal order.
- b. Identify three criteria that good orders meet.
- c. Identify four situations particularly suited for using oral orders.

Academic Standard(s): ELA11LSV2 The student formulates reasoned judgments about written and oral communication in various media genres. The student delivers focused, coherent, and polished presentations that convey a clear and distinct perspective, demonstrate solid reasoning, and combine traditional rhetorical strategies of narration, exposition, persuasion, and description.

Critical Component: When responding to visual and oral texts and media (e.g., television, radio, film productions, and electronic media), the student:

- d. Delivers oral presentations that incorporate the elements of narration, exposition, persuasion, and/or literary analysis.
- c. Analyzes effective speeches made for a variety of purposes and prepares and delivers a speech containing these same features.

AVOIDING COMMUNICATION PITFALLS

PS- NSIVEC -9: Students will demonstrate knowledge of how to avoid communication pitfalls that leave room for interpretation of meaning.

- a. Discuss when it is most likely that orders will be misunderstood.
- b. Discuss the importance of providing background information for the proper execution of an order.
- c. Discuss how a leader can avoid having his orders distorted as they pass through the chain of command.
- d. Discuss why administrative failures can occur when strict compliance is expected from discretionary orders.

Implementation date
Fall 2010

Academic Standard(s): ELA10LSV2 The student formulates reasoned judgments about written and oral communication in various media genres. The student delivers focused, coherent, and polished presentations that convey a clear and distinct perspective, demonstrate solid reasoning, and combine traditional rhetorical strategies of narration, exposition, persuasion, and description.

Critical Component: When responding to visual and oral texts and media (e.g., television, radio, film productions, and electronic media), the student:

- a. Analyzes historically significant speeches to find the rhetorical devices and features that make them memorable.
- b. Evaluates the clarity, quality, effectiveness, and general coherence of a speaker's important points, arguments, evidence, organization of ideas, delivery, diction, and syntax.
- c. Analyzes the types of arguments used by the speaker, including argument by causation, analogy, authority, emotion, and logic.

COMMUNICATION PRESENTATIONS

PS- NSIVEC -10: Students will demonstrate confidence and proficiency in communications by presenting both a written and an oral presentation.

- a. Develop and present a written communiqué.
- b. Develop and present an oral communiqué.

Academic Standard(s): ELA10LSV2 The student formulates reasoned judgments about written and oral communication in various media genres. The student delivers focused, coherent, and polished presentations that convey a clear and distinct perspective, demonstrate solid reasoning, and combine traditional rhetorical strategies of narration, exposition, persuasion, and description.

Critical Component: When delivering and responding to presentations, the student:

- a. Delivers narrative, expository, or persuasive presentations that incorporate the same elements found in that mode or genre of writing.
- b. Delivers oral responses to literature that incorporate the same elements found in written literary analysis.
- c. Uses props, visual aids, graphs, or electronic media to enhance the appeal and accuracy of presentations.

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

Implementation date
Fall 2010

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 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.

Implementation date
Fall 2010

- 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.

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.

Implementation date
Fall 2010

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.