

Implementation date

Fall 2010

PROGRAM CONCENTRATION:

Government & Public Safety

CAREER PATHWAY:

JROTC – Navy

COURSE TITLE:

Naval Science IV Naval Leadership and Ethics

Course Description: The purpose of this course is to take a more in-depth look at what leadership is and to learn how to maximize leadership abilities. More importantly, this course will assist the student in adding the polish necessary to be a truly effective leader in the NJROTC unit, school, community, and in life. 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.

FUNDAMENTALS OF LEADERSHIP

PS- NSIVNLE-1: Students will demonstrate knowledge of leadership group dynamics and how and why groups behave as they do.

- a. Describe the things that influence persons in a group.
- b. List the membership condition that characterized true functioning groups.
- c. Cite effects of a group on individuals within the group.
- d. Explain what a leader must do to guard against losing group members and effectiveness of the group.
- e. Describe the main factors that influence the internal dynamics of a group.
- f. Identify formal and informal factors regarding communications that an effective leader must keep in mind.
- g. Discuss group standards.
- h. Discuss group solidarity and how it is achieved.
- i. Describe what characteristics an organization with high esprit de corps.
- j. Illustrate which external group dynamic factors may influence a group.
- k. Discuss four things a leader can do to motivate his or her group toward the achievement of their mission or goals.
- l. Prove long recommended techniques for giving praise and reprimands.

Academic Standard(s): SSCG11 The student will describe the influence of lobbyists (business, labor, professional organizations) and special interest groups on the legislative process.

- a. Explain the function of lobbyists.
- b. Describe the laws and rules that govern lobbyists.
- c. Explain the function of special interest groups.

THOUGHTS ON THE PURPOSE OF LIFE

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PS- NSIVNLE -2: Students will understand that the human capacity to capture the essence of a purpose in life is based on working, creating, excelling and being concerned about the world and its affairs.

- a. Explain and discuss the human capacity for effort.
- b. Discuss what is necessary to solve many of today's problems.
- c. Illustrate the five basic goals for education that apply to everyone.
- d. Explain why reading is important.
- e. Discuss why we should see to understand the past.
- f. Discuss why religion is an area that merits a more sympathetic understanding by modern intellectuals.
- g. Cite the evidence for one to conclude that morals and ethics are becoming less prevalent in people's lives.

Academic Standard(s): SSCG2 The student will analyze the natural rights philosophy and the nature of government expressed in the Declaration of Independence.

- a. Compare and contrast the Declaration of Independence to the Social Contract Theory.
- b. Evaluate the Declaration of Independence as a persuasive argument.

THEORY OF HUMAN MOTIVATION

PS- NSIVNLE -3: Students will understand that human motivation is based on the hierarchical system of physiological needs, safety needs, love and belonging needs, status and esteem needs, and the need for self-actualization or self-fulfillment.

- a. Explain what is meant by Maslow's statement, "The basic human needs are organized into a hierarchy or relative prepotency."
- b. State why safety need are usually not motivators in our society.
- c. Describe where satisfaction of a person's self-esteem need leads.
- d. Cite the highest needs that emerge after satisfaction of physiological, safety, love, and esteem needs.
- e. Explain the most common exception to the hierarchy of needs as postulated by Maslow.
- f. Explain why it is necessary that all lower needs be 100% satisfied in order for higher needs to become motivators.
- g. Discuss what it means to say most behavior is multi-motivated.

Academic Standard(s): SAP5 Students will analyze the role of the reproductive system as it pertains to the growth and development of humans.

- c. Describe the stages of development from birth to adulthood (i.e. neonatal period, infancy, childhood, adolescence and puberty, and maturity).

SEAMANSHIP and LEADERSHIP

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PS- NSIVNLE -4: Students will 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.

- a. Evaluate the four intangibilities upon which leadership should be based.
- b. Describe where moral strength begins.
- c. Discuss what a leader must do to be sure of getting the real facts about a problem.
- d. Define the meaning of "knowing one's people".
- e. Discuss what has significantly changed about leadership today as opposed to the past.
- f. Explain which type of leader subordinates best respond to and give their all.

Academic Standard(s): SSUSH18 The student will describe Franklin Roosevelt's New Deal as a response to the depression and compare the ways governmental programs aided those in need.

e. Identify the political challenges to Roosevelt's domestic and international leadership including the role of Huey Long, the "court packing bill," and the Neutrality Act.

PS- NSIVNLE -5: Students will understand that effective leadership uses the arts of communication and supervision to get the job done, and that effective leadership is an ongoing, growing, and learning process--not a finished product.

- a. Describe which arts are used in practicing effective leadership.
- b. Explain why it is important to communicate well.
- c. State the essence of good leadership.
- d. Cite three characteristics of effective leadership.
- e. Discuss what is involved in sharing and teamwork.
- f. Describe the basic rules that effective leaders follow.
- g. Cite the beneficial effects obtained when a person makes a real contribution to the unit mission.

Academic Standard(s): ELA10RL2 The student identifies, analyzes, and applies knowledge of theme in literary works and provides evidence from the works to support understanding. The student

- a. Applies knowledge of the concept that the theme or meaning of a selection represents a universal view or comment on life or society and provides support from the text for the identified theme.
- b. Evaluates the way an author's choice of words advances the theme or purpose of the work.
- c. Applies knowledge of the concept that a text can contain more than one theme.
- d. Analyzes and compares texts that express a universal theme, and locates support in the text for the identified theme.
- e. Compares and contrasts the presentation of a theme or topic across genres and explains how the selection of genre affects the delivery of universal ideas about life and society.

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PS- NSIVNLE -6: Students will demonstrate knowledge that every technique of positive leadership should make the follower feel that, as long as he is doing his best to follow, he will be secure and his efforts will receive recognition.

- a. State a major problem often faced by a leader.
- b. State the seven categories into which the techniques of leadership may be grouped.
- c. Describe the four leadership techniques involved in giving orders.
- d. Describe the eleven leadership techniques involved in getting cooperation.
- e. Describe the ten leadership techniques involved in establishing discipline.
- f. Describe the nine leadership techniques involved in improving feelings of security.
- g. Describe the seven leadership techniques involved in giving recognition.
- h. Describe the six leadership techniques involved in improving organization and administration.

Academic Standard(s): SSCG10 The student will describe the legislative process, including the roles played by committees and leadership.

- a. Explain the steps in the legislative process.
- b. Explain the function of various leadership positions within the legislature.

THE RESPONSIBILITIES AND QUALITIES OF LEADERSHIP

PS- NSIVNLE -7: Students will understand that a leader knows where he is going and how to get there, is willing to let his subordinates in on the ultimate goal and the path(s) thereto, and to enlist their support.

- a. State the difference between a leader and a manager.
- b. Explain a leader's "service reputation".
- c. Discuss how an officer's humanity is perceived.
- d. Describe what ability an individual must have in order to be effective and successful in the Navy.
- e. Discuss the element of surprise.
- f. Explain how an officer can lose the respect of his or her troops.
- g. Discuss how behavior is a basic element of "setting the example".

Academic Standard(s): SSCG12 The student will analyze the various roles played by the President of the United States including Commander-in-Chief of the Armed Forces, Chief Executive, Chief Agenda Setter, Representative of the Nation, Chief of State, Foreign Policy Leader, and Party Leader.

THE CHAIN of COMMAND

PS- NSIVNLE -8: Students will understand that the military chain of command is the pyramid structure of communications, authority, and responsibilities which allows every individual in the organization to know what is going on with those below and what is expected by those above.

- a. Express why the chain of command is so important.

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- b. Infer the benefits of following the chain of command.
- c. Explain when the chain of command should be bypassed.
- d. Describe what actions are taken when it has been necessary to bypass the chain of command.
- e. Express what juniors must do when a senior's perceptions are believed to be in error.
- f. State the possible detrimental results that may occur when the chain of command is bypassed.
- g. Describe the typical effective span of control.
- h. Discuss the negative concept of using the chain of command as a crutch for not taking the initiative and responsibility for starting the job.

Academic Standard(s): SSCG4 The student will demonstrate knowledge of the organization and powers of the national government.

- a. Describe the structure and powers of the legislative, executive, and judicial branches.
- b. Analyze the relationship between the three branches in a system of checks and balances and separation of powers.

PS- NSIVNLE -9: Students will demonstrate knowledge that authority and responsibility is invested in the captain of a ship, and every leader below him has the unequivocal requirement for obedience to his command.

- a. Relate a fundamental assumption every leader must make.
- b. Evaluate decisions that are made contrary to one's belief.
- c. Derive what one does when faced with difficult decisions.
- d. State the tenacity of an officer who adheres to his values system.
- e. Discuss how one goes about building the strength of a unit.
- f. Describe the proper action to be taken if one has a problem with a senior.

Academic Standard(s) SSCG14 The student will explain the impeachment process and its usage for elected officials.

- a. Explain the impeachment process as defined in the U.S. Constitution.
- b. Describe the impeachment proceedings of Andrew Johnson and Bill Clinton.

PS- NSIVNLE -10: Students will understand how discipline within a body of men and carrying out orders can turn an unruly mob into a cohesive group, banded for specific objectives.

- a. Compare authority versus responsibility.
- b. Discuss how quickly an officer can decide to implement a command.
- c. Describe the posture a leader takes when carrying out an order.

Academic Standard(s): SSCG22 The student will demonstrate knowledge of the criminal justice process.

- a. Analyze the steps in the criminal justice process.

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- b. Explain an individual's due process rights.
- c. Describe the steps in a criminal trial or civil suit.
- d. Examine the different types of sentences a convicted person can receive.

CRITICISM and the NAVAL OFFICER:

PS- NSIVNLE -11: Students will understand the leadership abilities necessary to deliver criticism smoothly, to receive criticism with equanimity, and to elicit criticism where it would be helpful.

- a. Identify the concept of seeking and taking responsibility as a key of successful leadership.
- b. Cite the mechanism by which leaders exercise their responsibility to help subordinates past rough spots.
- c. Discuss setting standards as an integral part of a leader's job.
- d. Discuss how often a senior should review subordinate's performance with them.
- e. Discuss the phrase, "May I make a suggestion, Sir?" as a good method to be used by juniors who wish to make their views on an issue known to their senior.
- f. Discuss a characteristic displayed by good followers and leaders in the naval service when giving advice.
- g. Cite the rule that should always be followed regarding the delivery of criticism.
- h. Describe what characteristic criticism must have to be useful.
- i. Discuss what attitude junior officers should take toward suggestion given by subordinate enlisted personnel.

Academic Standard(s): SSCG6 The student will demonstrate knowledge of civil liberties and civil rights.

- a. Examine the Bill of Rights with emphasis on First Amendment freedoms.
- b. Analyze due process law expressed in the 5th and 14th Amendments.
- c. Explain selective incorporation of the Bill of Rights.
- d. Explain how government seeks to maintain the balance between individual liberties and the public interest.
- e. Explain every citizen's right to be treated equally under the law.

RESPONSIBILITY and the NAVAL OFFICER

PS- NSIVNLE -12: Students will understand that a naval officer is morally responsible for all aspects of what happens to his unit.

- a. State the four cardinal virtues of moral responsibility and leadership.
- b. Discuss what is meant by the term "responsibility".
- c. Discuss the concept of possessing moral courage as paramount to a junior officer.
- d. Describe what happens when a junior leader turns a blind eye to a situation or exhibits behavior that he or she knows to be wrong.

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Academic Standard(s): B3 The student will demonstrate an understanding of the Bible's impact on the history, religion, government and law of various cultures

b. Investigate and explain the biblical roots and influences on contemporary culture, to include history, government, law, customs, morals, and values

PS- NSIVNLE -13: Students will understand that the difference between leaders and those who follow is the propensity on the part of the leader to seek out situations in which they can contribute and take charge as necessary, and accept responsibility if something goes wrong.

- a. Discuss how a leader shows that he or she is responsible.
- b. Discuss the leader's responsibilities when given an unpleasant assignment.
- c. Explain how a leader develops a sense of responsibility among subordinates.
- d. Explain the relationship between delegating and assigning responsibility for a task or mission.
- e. Discuss when a senior will regard a failure of a junior as unavoidable.

Academic Standard(s): SSUSH22 The student will identify dimensions of the Civil Rights movement 1945-1970.

- a. Explain the importance of President Truman's order to integrate the U.S. military and the federal government.
- e. Describe the causes and consequences of the Civil Rights Act of 1964 and the Vote

PS- NSIVNLE -14: Students will understand that within the triad of responsibility, accountability, and authority, the officers' corps has an ethical code that ensures that officers always do what is right and always use authority properly.

- a. Discuss one of the most important qualities of leadership.
- b. Discuss when a leader's legitimate authority rests over a subordinate.
- c. Explain how a military leader's authority can be strengthened.
- d. Describe the difference between positive and negative exercise of authority.

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.
- b. Analyze the writings of Hobbes (Leviathan), Locke (Second Treatise on Government), and Montesquieu (The Spirit of Laws) as they impact our concept of government.

Reading Across the Curriculum

Reading Standard Comment

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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 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.

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- 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.

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.

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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.