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PROGRAM CONCENTRATION:

Government & Public Safety

CAREER PATHWAY:

JROTC – Navy

COURSE TITLE:

Naval Science I Cadet Field Manual

Course Description: The purpose of this course is to combine all information on military drill and ceremonies, uniform regulations, physical fitness, orienteering, principles of health, first aid, survival, leadership, and communications. 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.

NJROTC UNIFORM REGULATIONS, RANKS, and CUSTOMS

PS- NSICFM-1: Students will demonstrate the knowledge of and ability to present himself/herself properly groomed in a correctly composed designated uniform.

- a. Illustrate the uniform as an important element in the morale, pride, discipline, and effectiveness of the NJROTC Program.
- b. Model the correct uniform composition.
- c. Demonstrate the wearing of uniform and express the uniform standards described in the Cadet Field Manual.
- d. Prove how the wearing of the NJROTC uniform reflects upon the student's NJROTC Unit, school, the U.S. Navy, the community, and the country.
- e. Demonstrate the importance of proper appearance and grooming standards for wearing an NJROTC uniform.
- f. Demonstrate the procedures for wearing the necktie with the NJROTC male uniform.
- g. Cite the requirements for wearing insignias and devices on the NJROTC uniform.
- h. Derive where awards and decorations (medals, etc...) are worn on the NJROTC uniform.

Academic Standard(s): SSCG7 The student will describe how thoughtful and effective participation in civic life is characterized by obeying the law, paying taxes, serving on a jury, participating in the political process, performing public service, registering for military duty, being informed about current issues, and respecting differing opinions.

PS- NSICFM -2: Students will recognize the various rates/ranks of NJROTC and active duty personnel, and understand the different assignments associated with each billet.

- a. Induce and list various NJROTC rates and ranks and be able to understand assignments associated with each billet.
- b. Assess and model the rates and ranks of active duty Navy personnel.

Academic Standard(s): MLII.CU1 The students understand perspectives, practices, and products of the cultures where the target language is spoken and how they are interrelated.

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The students:

- a. Participate in real or simulated cultural events, such as family activities and holiday celebrations.
- b. Identify patterns of behavior typically associate with cultures, such as eating and shopping customs, leisure activities, and celebration of national holidays.

PS- NSICFM -3: Students will demonstrate knowledge of and respect for military customs, courtesies, etiquette, and ceremonies.

- a. Evaluate the types of military customs to include their purposes and when courtesies are being rendered.
- b. Describe the flag of the United States as a standard of honor.
- c. State the procedures in pledging allegiance to the flag.
- d. Describe the sequence of events in military ceremonies, reviews, and parades.
- e. Demonstrate the prescribed movements in the handling of weapons and military drills and ceremonies.

Academic Standard(s): MLI.CU1 The students develop an awareness of perspectives, practices, and products of the cultures where the target language is spoken. The students:

- a. Demonstrate knowledge of contributions of target culture(s) to civilization.
- b. Identify commonly held viewpoints of the cultures, such as those relating to time, education, and meals.
- c. Describe customs and traditions of the cultures such as greetings, celebrations and courtesies.

INSPECTION

PS- NSICFM -4: Students will understand and fulfill the proper procedures for inspection.

- a. Judge the techniques for conducting a personnel inspection.
- b. Model the inspecting officer's duties (tour) when he or she inspects a platoon.
- c. Adapt the general inspection guidelines (items) that inspecting officers look for when inspecting a cadet in a platoon.
- d. Perform the proper procedures for inspection.

Academic Standard(s): SCSH8 Students will understand important features of the process of scientific inquiry. Students will apply the following to inquiry learning practices:

- a. Scientific investigators control the conditions of their experiments in order to produce valuable data.
- b. Scientific researchers are expected to critically assess the quality of data including possible sources of bias in their investigations' hypotheses, observations, data analyses, and interpretations.

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c. Scientists use practices such as peer review and publication to reinforce the integrity of scientific activity and reporting.

MILITARY DRILL

PS- NSICFM -5: Students will demonstrate the purposes of military drill, terms used in military drill, different types of commands, proper techniques for giving commands and general rules for drill.

- a. State the purpose of military drill.
- b. Define terms used in military drill.
- c. Illustrate the different types of commands.
- d. Adapt general rules for drill.
- e. Demonstrate the proper technique when given commands.

Academic Standard(s): SSKG1 The student will describe *American culture* by explaining diverse community and family celebrations and customs.

PS- NSICFM -6: Students will demonstrate the prescribed drill without arms movements in military drill and ceremonies.

- a. Name and demonstrate the positions and instructions for basic drill without arms.
- b. Express the correct formations and instructions for basic drill without arms.
- c. Determine and demonstrate the correct marching steps for basic drill without arms.
- d. Illustrate the commands for changing direction for basic drill without arms.

Academic Standard(s): SCSH2 Students will use standard safety practices for all classroom laboratory and field investigations.

- b. Demonstrate appropriate techniques in all laboratory situations.
- c. Follow correct protocol for identifying and reporting safety problems and violations.

PS- NSICFM -7: Students will demonstrate the prescribed positions, movements, and commands of the Manual of Arms with the NJROTC Drill Rifle (Mark 5 or Mark 6 M-1).

- a. State the make-up of the rifle nomenclature.
- b. List the importance of all the positions of the rifle.
- c. Show all of the positions of the rifle.
- d. Prove the procedures for salutes under arms given by individuals.
- e. Induce and express the procedure for stacking arms.
- f. Demonstrate authorized movements in the Manual of Arms with the NJROTC rifle.
- g. Derive and justify the procedures for the platoon to take arms.

Academic Standard(s): SCSH2 Students will use standard safety practices for all classroom laboratory and field investigations.

- a. Follow correct procedures for use of scientific apparatus.

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- b. Demonstrate appropriate techniques in all laboratory situations.
- c. Follow correct protocol for identifying and reporting safety problems and violations.

SWORDS

PS- NSICFM -8: Students will demonstrate the prescribed movements and handling execution of swords based on the Sword Manual.

- a. Make sense of sword history as it relates to symbol of authority, sword etiquette, ancient history and sword salute.
- b. Show how the sword is used at sword ceremonies.
- c. Describe the nomenclature and the general rules of the sword.
- d. Write the commands and movements of the Sword Manual.

Academic Standard(s): SCSH4 Students will use tools and instruments for observing, measuring, and manipulating scientific equipment and materials.

- a. Develop and use systematic procedures for recording and organizing information.
- b. Use technology to produce tables and graphs.
- c. Use technology to develop, test, and revise experimental or mathematical models.

GUIDON

PS- NSICFM -9: Students will understand the purpose of and positions of the guidon.

- a. Assess and solve the execution of the Guidon Manual.
- b. Express the positions of the guidon.

Academic Standard(s): SCSH2 Students will use standard safety practices for all classroom laboratory and field investigations.

- a. Follow correct procedures for use of scientific apparatus.
- b. Demonstrate appropriate techniques in all laboratory situations.
- c. Follow correct protocol for identifying and reporting safety problems and violations.

NATIONAL ENSIGN

PS- NSICFM -10: Students will demonstrate a knowledge of and respect for the national ensign (American flag). Students will demonstrate the execution of commands for ceremonies using the American flag.

- a. Demonstrate the hoisting and lowering and folding of the national ensign.
- b. Derive the meaning of the Color Guard.
- c. Explain the execution of the commands for the Manual of the Color(s).
- d. Express the execution of movements for the Manual of the Colors.

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

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- 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.

HUMAN GROWTH & DEVELOPMENT and PHYSICAL FITNESS

PS- NSICFM -11: Students will demonstrate an understanding of the essential elements of human growth and development and the principles of health education.

- a. Name the fundamentals of human growth and development.
- b. Choose and model the principles of health hygiene.
- c. Describe and predict the dangers of drug, alcohol, and tobacco use and abuse.

Academic Standard(s): SAP2 Students will analyze the interdependence of the integumentary, skeletal, and muscular systems as these relate to the protection, support and movement of the human body.

- a. Relate the structure of the integumentary system to its functional role in protecting the body and maintaining homeostasis.
- b. Explain how the skeletal structures provide support and protection for tissues, and function together with the muscular system to make movements possible.

PS- NSICFM -12: Students will demonstrate an understanding of the skills and knowledge associated with physical fitness and the basic physical exercises and requirements.

- a. Explain the principles associated with the word fitness.
- b. State the principles associated with physical fitness.
- c. Define the principles of a sound exercise program.
- d. List the principles for the prevention of heat stress and dehydration.
- e. Demonstrate the basic warm-up and cardiovascular exercise.

Academic Standard(s): SAP4 Students will analyze the physical, chemical, and biological properties of process systems as these relate to transportation, absorption and excretion, including the cardiovascular, respiratory, digestive, excretory and immune systems.

- a. Describe the chemical and physical mechanisms of digestion, elimination, transportation, and absorption within the body to change food and derive energy.
- b. Analyze, and explain the relationships between the respiratory and cardiovascular systems as they obtain oxygen needed for the oxidation of nutrients and removal of carbon dioxide.
- c. Relate the role of the urinary system to regulation of body wastes (i.e. water-electrolyte balance, volume of body fluids).
- d. Examine various conditions that change normal body functions (e.g. tissue rejection, allergies, injury, diseases and disorders) and how the body responds.
- e. Describe the effects of aging on body systems.

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PS- NSICFM -13: Students will demonstrate an understanding of the skills and knowledge associated with physical fitness and the basic physical exercises and requirements.

- a. Adapt the requirements of the physical fitness test.
- b. Prove the physical fitness test procedures.
- c. Demonstrate the ability to perform physical fitness exercises correctly.
- d. Evaluate the scoring of the physical fitness test.

Academic Standard(s): SAP4 Students will analyze the physical, chemical, and biological properties of process systems as these relate to transportation, absorption and excretion, including the cardiovascular, respiratory, digestive, excretory and immune systems.

e. Describe the effects of aging on body systems.

FIRST AID

PS- NSICFM -14: Students will demonstrate those skills needed to administer first aid to help save a life, prevent further injury, and minimize or prevent infection.

- a. Make meaning of the fundamentals of first aid.
- b. List first aid for maintenance of basic life support.
- c. State basic first aid for bleeding and other circulatory problems.
- d. Describe basic first aid for injuries to bones and joints.
- e. Derive injuries and basic first aid for exposure to temperature extremes.
- f. Determine basic first aid for poisoning.
- g. Predict first aid for common medical emergencies.
- h. Infer basic first aid for shock.
- i. Contrast basic first aid for soft tissue injuries.
- j. Explain basic emergency transport methods.

Academic Standard(s): SAP4 Students will analyze the physical, chemical, and biological properties of process systems as these relate to transportation, absorption and excretion, including the cardiovascular, respiratory, digestive, excretory and immune systems.

- b. Analyze, and explain the relationships between the respiratory and cardiovascular systems as they obtain oxygen needed for the oxidation of nutrients and removal of carbon dioxide.
- c. Relate the role of the urinary system to regulation of body wastes (i.e. water-electrolyte balance, volume of body fluids).
- d. Examine various conditions that change normal body functions (e.g. tissue rejection, allergies, injury, diseases and disorders) and how the body responds.

LAND NAVIGATION & ORIENTEERING

PS- NSICFM -15: Students will demonstrate knowledge and understanding of orienteering and apply the knowledge to land navigation and orienteering field activities.

- a. Describe the sport of orienteering.
- b. Explain how an orienteering course is laid out

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- c. List the various forms of orienteering activities
- d. Show the qualification requirements for the NJROTC orienteering ribbon.
- e. Identify the features and how to read orienteering and other topographical maps.
- f. List the four possible adverse impacts of international legal rules affecting the deployment and navigation of naval vessels.
- g. Predict how distances are measured in orienteering.
- h. Express the land navigation techniques used by the orienteer.

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.

SURVIVAL

PS- NSICFM -16: Students will demonstrate knowledge and understanding of the theory of survival and apply that knowledge to the practice of survival under a variety of climatic conditions.

- a. State the fundamentals of survival.
- b. State the principles for survival in tropical areas.
- c. State the principles for survival in cold areas.
- d. State the principles for survival in water.

Academic Standard(s): SSWG2 The student will explain the cultural aspects of geography

- c. Analyze how physical factors such as mountains, climate, and bodies of water interact with the people of a region to produce a distinctive culture.

CHAIN OF COMMAND

PS- NSICFM -17: Students will demonstrate knowledge and understanding of the chain of command as it relates to an effective and functioning NJROTC organization.

- a. List the chain of command from President of the United States to junior seaman recruit.
- b. Prove the NJROTC chain of command is organized like a pyramid with one person on top and many on the bottom.
- c. Justify the positions that fall under the NJROTC chain of command.
- d. Display how the cadet's uniform and insignia show his or her level of authority in the chain of command.

Academic Standard(s): SSCG15 The student will explain the functions of the departments and agencies of the federal bureaucracy.

- a. Compare and contrast the organization and responsibilities of independent regulatory agencies, government corporations, and executive agencies.
- b. Explain the functions of the Cabinet.

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ORDERS TO THE SENTRY

PS- NSICFM -18: Students will demonstrate knowledge and understanding of the orders to the sentry as it relates his/her performance of duties as a sentinel and a member of the guard.

- a. List the orders to the sentry.
- b. State how orders to the sentry are used as a means of security for ships and duty stations.
- c. Describe how security involves sentry duty, guard duty, fire watches and barracks watches.
- d. Translate the proper response to sentry orders and the correct method of posting a sentry.

Academic Standard(s): SSCG7 The student will describe how thoughtful and effective participation in civic life is characterized by obeying the law, paying taxes, serving on a jury, participating in the political process, performing public service, registering for military duty, being informed about current issues, and respecting differing opinions.

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 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

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- 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.

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.

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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.