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**PROGRAM CONCENTRATION:**

**Government & Public Safety**

**CAREER PATHWAY:**

**JROTC – Navy**

**COURSE TITLE:**

**Naval Science I Introduction to NJROTC**

**Course Description:** The purpose of this course is to help students understand the missions, goals, and opportunities available as members of the NJROTC program. This course will also introduce students to the basic principles of leadership, which combined with the many opportunities for practical experience in the NJROTC program will prepare them for leadership roles in school and upon graduation. Students will gain an understanding of our nation, our values, traditions, heritage, respect for our laws, as well as becoming involved, responsible citizens. 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.

### **HISTORY and BACKGROUND of the NJROTC PROGRAM**

**PS- NSINTRO-1: Students will demonstrate a knowledge of and respect for the responsibilities of loyal citizens in a democratic society.**

- a. Identify the public law that established the Junior ROTC Program.
- b. Assess under whose guidance the NJROTC program is administered.
- c. Describe the team members/instructors teaching the NJROTC program.
- d. Determine the type of support provided by the Navy for the Naval Science classroom, and for the cadets enrolled in the program.

**Academic Standard(s): SSCG3 The student will demonstrate knowledge of the United States Constitution.**

- b. Analyze the purpose of government stated in the Preamble of the United States Constitution.

### **MISSIONS, GOALS and POLICIES of the NJROTC PROGRAM**

**PS- NSINTRO -2: Students will demonstrate a knowledge of and respect for the responsibilities of loyal citizens in a democratic society.**

- a. State the mission and goals the NJROTC program expects to achieve.
- b. Express where the focus of the NJROTC program will lie.
- c. Describe the policies a student must meet in order to enroll in the NJROTC unit.
- d. Explain the procedures used to disenroll cadets from the NJROTC program.
- e. Cite the Navy's core values and explain what it means for everyone to be committed to their fellow cadets in the NJROTC program.

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**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.**

### **THE NAVAL SCIENCE CURRICULUM**

**PS- NSINTRO -3: Students will demonstrate a knowledge of and respect for the responsibilities of loyal citizens in a democratic society.**

- a. Discuss the history of the U.S. Navy and the role it has played in building our nation.
- b. Prove how the course uses nautical sciences as areas of scientific study in the program.
- c. Tell how the course includes various areas of naval knowledge in the study of sea power.
- d. Cite how the course will use various areas of naval skills in the study of life in the Navy.
- e. Discuss how the basic principles of ethics and morals will be used to teach leadership in the course.

**Academic Standard(s): SSCG3 The student will demonstrate knowledge of the United States Constitution.**

- b. Analyze the purpose of government stated in the Preamble of the United States Constitution.
- c. Explain the fundamental principles upon which the United States Constitution is based including the rule of law, popular sovereignty, separation of powers, checks and balances, and federalism.

**PS- NSINTRO -4: Students will demonstrate a knowledge of and respect for the responsibilities of loyal citizens in a democratic society.**

- a. State the purpose of having all students participate in learning the basics of military drill.
- b. Determine why the NJROTC program encourages physical fitness for all students.
- c. Choose to take orientation trips during the school year, and observe what it does for cadet leadership training.
- d. Discuss the objectives of the NJROTC Leadership Academy and the opportunities for cadet advanced leadership training.

**Academic Standard(s): SS4CG3 The student will describe the functions of government.**

- c. Describe providing for the defense of the nation.
- d. Explain limiting the power of people in authority.
- e. Explain the fiscal responsibility of government.

**PS- NSINTRO -5: Students will demonstrate a knowledge of and respect for the responsibilities of loyal citizens in a democratic society.**

- a. List the main reasons for enrolling in NJROTC.
- b. Derive the kind of self-discipline a cadet hopes to achieve by being a cadet in the NJROTC program.
- c. Create opportunities to develop leadership skills when placed in an NJROTC leadership position.

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- d. Prove the special military pay grade benefits that can be earned through the NJROTC program.

**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.

### **CAREER PLANNING**

**PS- NSINTRO -6: Students will demonstrate a knowledge of and respect for the responsibilities of loyal citizens in a democratic society.**

- a. Develop individual short-term, mid-term, and long-term goals for the future.
- b. Infer how a school transcript can be used for admittance to college, scholarships, and job training.
- c. Define good study habits and the traits of a successful student.
- d. Discuss some advantages of enlistment in the Navy.
- e. Determine eligibility requirements for admission to the U.S. Naval Academy and the benefits of the NJROTC college scholarship program.

**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.

### **LEADERSHIP and FOLLOWERSHIP**

**PS- NSINTRO -7:**

**Students will demonstrate knowledge of followership and leadership principles, leadership opportunities in NJROTC, and interpersonal skills such as motivation, relationships, attitudes, and emotions.**

- a. Define followership.
- b. Contrast the different types of followers.
- c. Compare the qualities of a good follower, and the importance of obedience in a military organization.
- d. Describe the duties of a good follower.

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

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b. Explain the function of various leadership positions within the legislature.

**PS- NSINTRO -8: Students will demonstrate knowledge of followership and leadership principles, leadership opportunities in NJROTC, and interpersonal skills such as motivation, relationships, attitudes, and emotions.**

- a. Define leadership
- b. State the traits of an effective leader.
- c. Name the personal qualities of an effective leader.
- d. Determine the range of leadership styles and strategies of successful leaders, from the very autocratic to the very democratic.

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

b. Explain the function of various leadership positions within the legislature.

**PS- NSINTRO -9: Students will demonstrate knowledge of followership and leadership principles, leadership opportunities in NJROTC, and interpersonal skills such as motivation, relationships, attitudes, and emotions.**

- a. Make sense of the typical NJROTC unit organizational chart.
- b. Evaluate the leadership positions found in the unit.

**Academic Standard(s): SSCG9 The student will explain the differences between the House of Representatives and the Senate with emphasis on terms of office, powers, organization, leadership, and representation of each house.**

**MOTIVATION, RELATIONSHIPS, ATTITUDES, and EMOTIONS**

**PS- NSINTRO -10: Students will demonstrate knowledge of followership and leadership principles, leadership opportunities in NJROTC, and interpersonal skills such as motivation, relationships, attitudes, and emotions.**

- a. Discuss Maslow's priority of human needs
- b. Translate the main motivating factors in people's actions, and how it impacts on their attitude to do a better job.
- c. Express punishment as a negative approach to motivation.
- d. Express rewards as a positive approach to motivation.

**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

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sources of bias in their investigations' hypotheses, observations, data analyses, and interpretations.

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

d. The merit of a new theory is judged by how well scientific data are explained by the new theory.

e. The ultimate goal of science is to develop an understanding of the natural universe which is free of biases.

f. Science disciplines and traditions differ from one another in what is studied, techniques used, and outcomes sought.

**PS- NSINTRO -11: Students will demonstrate knowledge of followership and leadership principles, leadership opportunities in NJROTC, and interpersonal skills such as motivation, relationships, attitudes, and emotions.**

- a. Model senior and subordinate relationships in a typical military situation.
- b. Cite three reasons for chain-of-command.
- c. State roadblocks and their effect on relationships in the NJROTC unit.
- d. Define prejudice and how people show prejudice in their general behavior.
- e. Discuss how frustration, anger, sexual harassment, being picked-on, and unfair situations cause conflicts in human behavior.
- f. Predict what the individual can do to learn about solving conflict.

**Academic Standard(s): SSEPF6 The student will describe how the earnings of workers are determined in the marketplace.**

- a. Identify skills which are required to be successful in the workplace.
- b. Explain the significance of investment in education, training and skill development.

**PS- NSINTRO -12: Students will demonstrate knowledge of followership and leadership principles, leadership opportunities in NJROTC, and interpersonal skills such as motivation, relationships, attitudes, and emotions.**

- a. Derive how an individual's attitude influences others around him/her and contributes to the success of the NJROTC unit.
- b. Adapt the key to having a good attitude.
- c. Confer the difference between winning and losing attitudes.
- d. State how physical activity can help work out the feelings associated with an intense emotional buildup.
- e. Imagine how the ability to retain a sense of humor can be a big asset in the construction of expression of emotions.

**Academic Standard(s): SSEPF6 The student will describe how the earnings of workers are determined in the marketplace.**

- a. Identify skills which are required to be successful in the workplace.
- b. Explain the significance of investment in education, training and skill development.

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## **CITIZENSHIP: LAWS, AUTHORITY, RESPONSIBILITY**

**PS- NSINTRO -13: Students will demonstrate knowledge of and respect for the responsibilities of loyal citizens in a democratic society.**

- a. Define the words “citizen” and “citizenship”.
- b. State the 24 characteristics of a good citizen.
- c. Describe how laws affect the way we live.
- d. Define “constituted authority” as it relates to the making of laws.
- e. Compare the relationship between authority, responsibility, and accountability.
- f. Discuss the eleven parts of the Bill of Responsibilities and what they represent when accepted by members of a free society.

**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.

**PS- NSINTRO -14: Students will demonstrate knowledge of and respect for the responsibilities of loyal citizens in a democratic society.**

- a. Discuss how the invention of radio and television forced many changes in our government.
- b. Define absolute monarchy type of government.
- c. Define socialism as a form of government.
- d. Evaluate the rise of the fascist movement in two European countries in the early 1920's as a form of government.
- e. Critique the communist ideology of combining economical and political systems as a form of government.
- f. Prove the success of the democratic form of government and how it is based upon equality, justice, and freedom for all citizens.

**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.

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**PS- NSINTRO -15: Students will demonstrate knowledge of and respect for the responsibilities of loyal citizens in a democratic society.**

- a. Prove three ways a person can become a citizen of the United States.
- b. Discuss a person's rights as a citizen.
- c. State a citizen's duty to obey and respect the laws of his/her country.
- d. Identify a person's loyalty to their government, their state, and their country.

**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.

## **FOUNDATIONS OF OUR GOVERNMENT**

**PS- NSINTRO -16: Students will demonstrate knowledge of how the Declaration of Independence and the Constitution of the United States established the foundation for how our democratic form of government operates to protect the rights of, and defend the citizens of the United States.**

- a. Derive the significance of the Declaration of Independence.
- b. List the 5 parts of the Declaration of Independence.
- c. Determine how the role of government in an American democracy is to serve the people.

**Academic Standard(s): SSCG3 The student will demonstrate knowledge of the United States Constitution.**

- a. Explain the main ideas in debate over ratification including those in *The Federalist*.
- b. Analyze the purpose of government stated in the Preamble of the United States Constitution.
- c. Explain the fundamental principles upon which the United States Constitution is based including the rule of law, popular sovereignty, separation of powers, checks and balances, and federalism.

**PS- NSINTRO -17: Students will demonstrate knowledge of how the Declaration of Independence and the Constitution of the United States established the foundation for how our democratic form of government operates to protect the rights of, and defend the citizens of the United States.**

- a. Discuss the significance of the Articles of Confederation.
- b. Interpret the series of check and balances in the Constitution, and how they protect the rights of the people and establish boundaries of authority between state and federal government.

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- c. Adapt the purpose of the Constitution, the preamble, and the power in each of the seven articles.
- d. Describe the three branches of the federal government and the specific law-making duties of each branch.
- e. Interpret the significance of the Bill of Rights as amendments to the Constitution.

**Academic Standard(s): SSCG5 The student will demonstrate knowledge of the federal system of government described in the United States Constitution.**

- a. Explain the relationship of the state governments to the national government.
- b. Define the difference between enumerated and implied powers.
- c. Describe the extent to which power is shared.
- d. Identify powers denied to state and national governments.
- e. Analyze the ongoing debate that focuses on the balance of power between state and national governments.
- f. Analyze the supremacy clause found in Article IV and the role of the U.S. Constitution as the "supreme law of the land."

### **NATIONAL DEFENSE**

**PS- NSINTRO -18: Students will demonstrate knowledge of how the Declaration of Independence and the Constitution of the United States established the foundation for how our democratic form of government operates to protect the rights of, and defend the citizens of the United States.**

- a. Compare the relationship between the U.S. Navy with the U.S. government and its role in our national defense.
- b. Define the role of the Secretary of Defense under the President of the United States.
- c. List the membership of the National Security Council.
- d. State the different departments under the Department of Defense.
- e. Cite the military responsibilities of the Secretary of the Navy and the Chief of Naval Operations.

**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.

### **ORGANIZATION of the NAVY**

**PS- NSINTRO -19: Students will demonstrate knowledge of the mission, construction, and different classes of Navy ships used to carry out the military strategy of the United States.**

- a. Discuss the overall mission of the U.S. Navy.

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- b. State the geographical locations of the U.S. Navy operating forces throughout the world, and discuss their various missions.
- c. Contrast the difference between Navy operating forces and Navy shore establishment.

**Academic Standard(s): 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 the Canada and the United States.
- f. Analyze how transportation and communications improvements led to the growth of industry in the United States and the consequences of such growth especially environmentally for both Canada and the United States.

### **NAVY SHIPS: MISSIONS and TERMINOLOGY**

**PS- NSINTRO: Students will demonstrate knowledge of the mission, construction, and different classes of Navy ships used to carry out the military strategy of the United States.**

- a. Define the mission of the Navy as it relates to carrying out the military strategy of the United States
- b. Realize the objective of strategic deterrence in the Navy's mission.
- c. Discuss the Navy's ability to control the use of the seas.
- d. Discuss the projection of power ashore as it relates to the Navy's ability to deploy its forces to carry the fight to the enemy.
- e. Discuss the Navy's presence throughout the world on the open seas as a show of force.

**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.**

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

**PS- NSINTRO -21: Students will demonstrate knowledge of the mission, construction, and different classes of Navy ships used to carry out the military strategy of the United States.**

- a. Explain the differences between civilian and Navy language when referring to various parts and locations aboard ship.
- b. Show how ships are identified by name and designation.
- c. Identify how the speed of a ship is stated in terms of nautical miles per hour over water, and how this compares to statute miles over land.

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**Academic Standard(s):**

**PS- NSINTRO -22: Students will demonstrate knowledge of the mission, construction, and different classes of Navy ships used to carry out the military strategy of the United States.**

- a. List Navy ships in terms of type, size, displacement, length, beam, and missions performed.
- b. Describe how Navy ships of the United States Navy are divided into two categories: combatant ships and auxiliary ships.
- c. Cite the two types of submarines deployed by the Navy.

**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

**NAVAL AVIATION**

**PS- NSINTRO -23: Students will demonstrate knowledge of the history, development, and mission of naval aviation, and the contributions it made to sea warfare.**

- a. Discuss the beginning of naval aviation and the four approaches used to integrate aircraft with the fleet.
- b. Contrast the differences between fixed-wing aircraft and rotary wing aircraft and the missions they perform.
- c. Describe the tri-service aircraft model designation symbols used for air identification purposes.

**Academic Standard(s): SPS8 Students will determine relationships among force, mass, and motion.**

- a. Calculate velocity and acceleration.
- b. Apply Newton's three laws to everyday situations by explaining the following:
  - Inertia
  - Relationship between force, mass and acceleration
  - Equal and opposite forces
- c. Relate falling objects to gravitational force
- d. Explain the difference in mass and weight.
- e. Calculate amounts of work and mechanical advantage using simple machines.

**PS- NSINTRO -24: Students will demonstrate knowledge of the history, development, and mission of naval aviation, and the contributions it made to sea warfare.**

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- a. Express how naval aircraft of the same type are organized into squadrons for the purpose of training, maintenance and administration.
- b. Illustrate the variety of Navy aircraft available in each of its striking forces, and the missions they perform.

**Academic Standard(s): SCSH7 Students will analyze how scientific knowledge is developed. Students will recognize that:**

- e. Testing, revising, and occasionally rejecting new and old theories never ends.

### 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
  - 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.

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- 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.

**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.

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**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.