

<p><u>Grade, Subject/Course:</u> Naval Science I</p>	
<p><u>Unit:</u> Intro to the NJROTC Program</p>	<p><u> X </u> Essential <u> </u> Important <u> </u> Compact</p>
<p><u>Big Idea:</u> Understand the Navy Junior Reserve Officers Training Corps—its background, mission, curriculum, and activities, as well as, its benefits to cadets.</p>	
<p><u>PA Core Content Standards/Anchors (or National Standards):</u></p> <p>N/A</p>	<p><u>Interdisciplinary Standards (if applicable):</u></p> <p>ELA CC.1.2 Reading Informational Texts. Students read, understand, and respond to informational text - with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.</p> <p>ELA CC.1.4 Writing. Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</p> <p>ELA CC.1.5 Speaking and Listening. Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.</p>
<p><u>Essential Questions:</u></p> <ol style="list-style-type: none"> 1. Explain the history and background of the NJROTC 2. Describe the NJROTC’s mission, goals, and policies 	<p><u>Understandings:</u></p> <p>Students will know that/what...</p> <ul style="list-style-type: none"> ● The program’s mission, goals, and policies. ● The Navy Core Values- honor, courage, and commitment are important parts of the NJROTC program, what they mean and how they are exemplified. ● The Naval Science curriculum is all about. ● There are various activities in which NJROTC units participate. ● The benefits of belonging to the NJROTC

<p><u>Knowledge:</u></p>	<p><u>Do/Skills:</u> Students will be able to...</p> <ul style="list-style-type: none"> ● State the NJROTC program’s mission, goals, and policies ● Explain the Navy Core Values, honor, courage, and commitment, and why they are an important part of the NJROTC program and how they are exemplified. ● Explain what the Naval Science curriculum is all about. ● Explain the various activities that NJROTC units participate in. ● Explain the benefits of belonging to NJROTC. 																		
<p><u>Vocabulary:</u></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">Certified</td> <td style="width: 50%;">Apathy</td> </tr> <tr> <td>Color Guard</td> <td>Ignorance</td> </tr> <tr> <td>Marksmanship</td> <td>Curriculum</td> </tr> <tr> <td>Instill</td> <td>Maritime</td> </tr> <tr> <td>Orderliness</td> <td>Buoyancy</td> </tr> <tr> <td>Precision</td> <td>Seamanship</td> </tr> <tr> <td>Honor</td> <td>Protocol</td> </tr> <tr> <td>Courage</td> <td>Meticulous</td> </tr> <tr> <td>Commitment</td> <td></td> </tr> </table>	Certified	Apathy	Color Guard	Ignorance	Marksmanship	Curriculum	Instill	Maritime	Orderliness	Buoyancy	Precision	Seamanship	Honor	Protocol	Courage	Meticulous	Commitment		<p><u>Core Resources:</u></p> <p>Textbook</p> <p>PowerPoint</p> <p>Schoology Classroom Page</p>
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Color Guard	Ignorance																		
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Courage	Meticulous																		
Commitment																			
<p><u>Common Assessment(s):</u></p> <p>Unit Exam</p> <p>Graded Lesson Questions</p>	<p><u>Supplemental Resources:</u></p> <p>Naval Training Service Command</p> <p>Echo360/Turning Point Technologies</p>																		

<p><u>Grade, Subject/Course:</u> Naval Science I</p>	
<p><u>Unit:</u> Career Planning</p>	<p><u> X </u> Essential <u> </u> Important <u> </u> Compact</p>
<p><u>Big Idea:</u> You will learn how to think about your career and your life goals.</p>	

<p><u>PA Core Content Standards/Anchors (or National Standards):</u></p> <p>N/A</p>	<p><u>Interdisciplinary Standards (if applicable):</u></p> <p>ELA.CC.1.2 Reading Informational Texts. Students read, understand, and respond to informational text - with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.</p> <p>ELA.CC.1.4 Writing. Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</p> <p>ELA.CC.1.5 Speaking and Listening. Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.</p> <p>Career Education and Work Standards. 13.1. Career Awareness and Preparation.</p>
<p><u>Essential Questions:</u></p> <ol style="list-style-type: none"> 1. Describe career direction – getting to know yourself. 2. Explain career choices. 3. Explain the US Navy as a career option. 4. Explain how to develop good study habits. 	<p><u>Understandings:</u></p> <p>Students will know that/what...</p> <ul style="list-style-type: none"> ● It means to plan now for your career after high school. ● It means to set a career path and the difference between a career and a job. ● The techniques are for getting to know yourself and available career choices to help find the right career for you. ● If you are considering the Navy as a career, this chapter will inform you about the variety of options, both enlisted and officer, available in the Navy. ● In order to help you achieve the grades that will make any career path more available, you will learn to develop good study habits.
<p><u>Knowledge:</u></p>	<p><u>Do/Skills:</u></p> <p>Students will be able to...</p> <ul style="list-style-type: none"> ● Plan now for their career after high school. ● Set a career path and explain the difference between a career and a job. ● Explain the techniques for getting to know yourself and available career choices to make the right career choice for them. ● Explain the variety of options, both enlisted and officer, available in the Navy if they are considering the Navy as a career. ● Explain good study habits.

<p><u>Vocabulary:</u></p> <p>Career Values Job Temperament Advancement Attitude Profession Nomination Occupation Appointment Insight Midshipman Aptitude Cramming Ability Interest</p>	<p><u>Core Resources:</u></p> <p>Textbook PowerPoint Schoology Classroom Page</p>
<p><u>Common Assessment(s):</u></p> <p>Unit Exam Graded Lesson Questions</p>	<p><u>Supplemental Resources:</u></p> <p>Naval Training Service Command Echo360/Turning Point Technologies</p>

<p><u>Grade, Subject/Course:</u> Naval Science I</p>	
<p><u>Unit:</u> Followership</p>	<p><u> X </u> Essential <u> </u> Important <u> </u> Compact</p>
<p><u>Big Idea:</u> Help you become a better leader by learning how to be a good follower.</p>	
<p><u>PA Core Content Standards/Anchors (or National Standards):</u></p> <p>N/A</p>	<p><u>Interdisciplinary Standards (if applicable):</u></p> <p>ELA.CC.1.2 Reading Informational Texts. Students read, understand, and respond to informational text - with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.</p> <p>ELA.CC.1.4 Writing. Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</p>

	<p>ELA.CC.1.5 Speaking and Listening. Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.</p>
<p><u>Essential Questions:</u></p> <ol style="list-style-type: none"> 1. Explain the importance of good followership. 2. Describe the readiness factors of followers. 3. Explain how to build productive relationships with leaders. 4. Describe how to be an effective follower. 	<p><u>Understandings:</u></p> <p>Students will know that/what...</p> <ul style="list-style-type: none"> ● Good leaders come from the ranks of good followers. ● The importance of good followership. ● Readiness in followers is and how to achieve it. ● Followers can build effective relationships with leaders. ● It takes to be an effective follower.
<p><u>Knowledge:</u></p>	<p><u>Do/Skills:</u></p> <p>Students will be able to...</p> <ul style="list-style-type: none"> ● Explain how good leaders come from the ranks of good followers. ● Explain the importance of good followership. ● Explain the readiness in followers and how to achieve it. ● Explain how to build an effective relationship with leaders. ● Explain how to be an effective follower.
<p><u>Vocabulary:</u></p> <p>Followership Readiness Ability Willingness Confidence Proactive</p>	<p><u>Core Resources:</u></p> <p>Textbook PowerPoint Schoology Classroom Page</p>

<p><u>Common Assessment(s):</u> Unit Exam Graded Lesson Questions</p>	<p><u>Supplemental Resources:</u> Naval Training Service Command Echo360/Turning Point Technologies</p>
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<p><u>Grade, Subject/Course:</u> Naval Science I</p>	
<p><u>Unit:</u> Leadership</p>	<p><u> X </u> Essential <u> </u> Important <u> </u> Compact</p>
<p><u>Big Idea:</u> Understand the principles of leadership and how you can become a successful leader.</p>	
<p><u>PA Core Content Standards/Anchors (or National Standards):</u></p>	<p><u>Interdisciplinary Standards (if applicable):</u></p> <p>ELA.CC.1.2 Reading Informational Texts. Students read, understand, and respond to informational text - with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.</p> <p>ELA.CC.1.4 Writing. Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</p> <p>ELA.CC.1.5 Speaking and Listening. Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.</p>
<p><u>Essential Questions:</u></p> <ol style="list-style-type: none"> 1. What are the two orientations to leadership behavior? 2. What are the four leadership styles? 3. What are the primary factors of the leadership situation? 	<p><u>Understandings:</u> Students will know that/what...</p> <ul style="list-style-type: none"> ● The two orientations of leadership behavior. ● The four leadership styles. ● The primary factors of leadership situations.

	<ul style="list-style-type: none"> ● The six traits of an effective leader. ● The personal qualities of an effective leader. ● The leadership opportunities and positions in NJROTC. ● The qualifications for leadership.
<p><u>Knowledge:</u></p>	<p><u>Do/Skills:</u> Students will be able to...</p> <ul style="list-style-type: none"> ● Explain the two orientations of leadership behavior. ● Explain the four leadership styles. ● Identify the primary factors of the leadership situation. ● List the six traits of an effective leader. ● Describe the personal qualities of an effective leader. ● Explain the leadership opportunities and positions in NJROTC. ● Describe the qualifications for leadership.
<p><u>Vocabulary:</u> Situational Leadership Relationship Behavior Empathetic Task Behavior</p>	<p><u>Core Resources:</u> Textbook PowerPoint Schoology Classroom Page</p>
<p><u>Common Assessment(s):</u> Unit Exam Graded Lesson Questions</p>	<p><u>Supplemental Resources:</u> Naval Training Service Command Echo360/Turning Point Technologies</p>

<u>Grade, Subject/Course:</u> Naval Science I	
<u>Unit:</u> Motivation	__X__ Essential ____ Important ____ Compact
<u>Big Idea:</u> Understand what motivates people and how you can use that understanding to lead them effectively.	
<u>PA Core Content Standards/Anchors (or National Standards):</u>	<p><u>Interdisciplinary Standards (if applicable):</u></p> <p>ELA.CC.1.2 Reading Informational Texts. Students read, understand, and respond to informational text - with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.</p> <p>ELA.CC.1.5 Speaking and Listening. Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.</p>
<p><u>Essential Questions:</u></p> <ol style="list-style-type: none"> 1. What is the hierarchy of human need? 2. What are goals and motivation? 3. What are the key elements of coaching and mentoring? 4. How do you practice leadership? 	<p><u>Understandings:</u></p> <p>Students will know what...</p> <ul style="list-style-type: none"> ● Is the hierarchy of human need. ● Goals and motivation are. ● The key elements of coaching and mentoring are. ● It takes to practice leadership.
<u>Knowledge:</u>	<p><u>Do/Skills:</u></p> <p>Students will be able to...</p> <ul style="list-style-type: none"> ● Explain the hierarchy of human need.. ● Describe goals and motivation.. ● Discuss the key elements of coaching and mentoring.. ● Explain how to practice leadership.

<p><u>Vocabulary:</u> Motivation Hierarchy Self-Actualization Goal Incentive Mentor Protege</p>	<p><u>Core Resources:</u> Textbook PowerPoint Schoology Classroom Page</p>
<p><u>Common Assessment(s):</u> Unit Exam Graded Lesson Questions</p>	<p><u>Supplemental Resources:</u> Naval Training Service Command Echo360/Turning Point Technologies</p>

<p><u>Grade, Subject/Course:</u> Naval Science I</p>	
<p><u>Unit:</u> Relationship</p>	<p><u> X </u> Essential <u> </u> Important <u> </u> Compact</p>
<p><u>Big Idea:</u> Understand the workings of relationships with others in order to influence and lead them more effectively</p>	
<p><u>PA Core Content Standards/Anchors (or National Standards):</u> N/A</p>	<p><u>Interdisciplinary Standards (if applicable):</u> ELA.CC.1.2 Reading Informational Texts. Students read, understand, and respond to informational text - with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence. ELA.CC.1.4 Writing. Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</p>

	<p>ELA.CC.1.5 Speaking and Listening. Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.</p>												
<p>Essential Questions:</p> <ol style="list-style-type: none"> 1. What is an example of a society or group in which a lack of mutual respect led to a disaster? 2. What is an example of a prejudicial situation that you've observed in person or in the media? 3. What is meant by diversity? 4. Why is the story of T.C. Williams High School so powerful? 	<p>Understandings:</p> <p>Students will know what...</p> <ul style="list-style-type: none"> ● It takes to build on respect. ● The values of tolerance and understanding. ● It takes to improve group effectiveness.. ● A conflict in groups are. 												
<p>Knowledge:</p>	<p>Do/Skills:</p> <p>Students will be able to...</p> <ul style="list-style-type: none"> ● Describe how to build on respect ● Discuss the values of tolerance and understanding ● Identify techniques for improving group effectiveness ● Explain conflict in groups 												
<p>Vocabulary:</p> <table border="0"> <tr> <td>Respect</td> <td>Diversity</td> </tr> <tr> <td>Personal Dignity</td> <td>Religious Respect</td> </tr> <tr> <td>Tolerance</td> <td>Gender Stereotyping</td> </tr> <tr> <td>Prejudice</td> <td>Justice</td> </tr> <tr> <td>Discrimination</td> <td>Rationalization</td> </tr> <tr> <td>Stereotype</td> <td>Projection</td> </tr> </table>	Respect	Diversity	Personal Dignity	Religious Respect	Tolerance	Gender Stereotyping	Prejudice	Justice	Discrimination	Rationalization	Stereotype	Projection	<p>Core Resources:</p> <p>Textbook</p> <p>PowerPoint</p> <p>Schoology Classroom Page</p>
Respect	Diversity												
Personal Dignity	Religious Respect												
Tolerance	Gender Stereotyping												
Prejudice	Justice												
Discrimination	Rationalization												
Stereotype	Projection												

<p><u>Common Assessment(s):</u> Unit Exam Graded Lesson Questions</p>	<p><u>Supplemental Resources:</u> Naval Training Service Command Echo360/Turning Point Technologies</p>
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<p><u>Grade, Subject/Course:</u> Naval Science I</p>	
<p><u>Unit:</u> Attitudes and Emotions</p>	<p><input checked="" type="checkbox"/> Essential <input type="checkbox"/> Important <input type="checkbox"/> Compact</p>
<p><u>Big Idea:</u> Understand how human behavior is affected by human emotions and attitudes</p>	
<p><u>PA Core Content Standards/Anchors (or National Standards):</u> N/A</p>	<p><u>Interdisciplinary Standards (if applicable):</u> ELA.CC.1.2 Reading Informational Texts. Students read, understand, and respond to informational text - with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence. ELA.CC.1.4 Writing. Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. ELA.CC.1.5 Speaking and Listening. Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.</p>
<p><u>Essential Questions:</u></p> <ol style="list-style-type: none"> 1. Who is the most positive person you know? 2. What is something you learned in this lesson that you didn't already know and how can you apply it in your life? 3. Which is more important to have, luck or a good work 	<p><u>Understandings:</u> Students will know what...</p> <ul style="list-style-type: none"> ● It takes to interpret events and experiences. ● The importance of a positive outlook on life. ● It means how perspective mold your understanding of life. ● The way perspectives mold your purpose, passions, and practices.

<p>ethic?</p> <p>4. What is something you have learned about yourself during this lesson?</p>	<ul style="list-style-type: none"> ● The difference is between positive and negative attitudes. ● Defense mechanisms are. ● The strategies are for expressing emotions..
<p><u>Knowledge:</u></p>	<p><u>Do/Skills:</u></p> <p>Students will be able to...</p> <ul style="list-style-type: none"> ● Explain how to interpret events and experiences. ● Discuss the importance of a positive outlook on life. ● Describe how perspective molds your understanding of life. ● Explain how perspective molds your purposes, passions, and practices. ● Identify positive and negative attitudes. ● Discuss defense mechanisms. ● List strategies for expressing emotions.
<p><u>Vocabulary:</u></p> <p>Potential Maturity Personality Perspective Affiliation Need Defense Mechanism</p>	<p><u>Core Resources:</u></p> <p>Textbook PowerPoint Schoology Classroom Page</p>
<p><u>Common Assessment(s):</u></p> <p>Unit Exam Graded Lesson Questions</p>	<p><u>Supplemental Resources:</u></p> <p>Naval Training Service Command Echo360/Turning Point Technologies</p>

<u>Grade, Subject/Course:</u> Naval Science I	
<u>Unit:</u> Citizenship and Responsibility	___X___ Essential ___ ___ Important ___ ___ Compact
<u>Big Idea:</u> Understand what it means to be a citizen of the United States, a representative democracy.	
<u>PA Core Content Standards/Anchors (or National Standards):</u> N/A	<u>Interdisciplinary Standards (if applicable):</u> ELA.CC.1.2 Reading Informational Texts. Students read, understand, and respond to informational text - with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence. ELA.CC.1.4 Writing. Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. ELA.CC.1.5 Speaking and Listening. Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions. Academic Standards for Civics and Government. 5.1 Principles and Documents of Government. 5.2 Rights and Responsibilities of Citizenship.
<u>Essential Questions:</u> <ol style="list-style-type: none"> 1. What are the qualities of a good citizen? 2. What characteristics of a good citizen do you think are the most challenging to achieve? 3. How would our country be different if it was ruled by a king or a dictator? 4. In what ways did Cinicinnatus act as a role model for our Founding Fathers? 	<u>Understandings:</u> Students will know what... <ul style="list-style-type: none"> ● Is meant by authority and laws. ● Their role is as a citizen and their rights and responsibilities. ● The role of the government is.

<p><u>Knowledge:</u></p>	<p><u>Do/Skills:</u> Students will be able to...</p> <ul style="list-style-type: none"> ● Explain authority and laws. ● Define your role as a citizen—your rights and responsibilities. ● Discuss the role of government. 														
<p><u>Vocabulary:</u></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">Citizen</td> <td style="width: 50%;">Civic virtue</td> </tr> <tr> <td>Citizenship</td> <td>Established Religion</td> </tr> <tr> <td>Law</td> <td>Judeo Christian</td> </tr> <tr> <td>Constituted Authority</td> <td>Private Morality</td> </tr> <tr> <td>Spirit of Association</td> <td>Seperation of Power</td> </tr> <tr> <td>Providence</td> <td></td> </tr> <tr> <td>Classical Republicanism</td> <td></td> </tr> </table>	Citizen	Civic virtue	Citizenship	Established Religion	Law	Judeo Christian	Constituted Authority	Private Morality	Spirit of Association	Seperation of Power	Providence		Classical Republicanism		<p><u>Core Resources:</u></p> <p>Textbook</p> <p>PowerPoint</p> <p>Schoology Classroom Page</p>
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<p><u>Common Assessment(s):</u></p> <p>Unit Exam</p> <p>Graded Lesson Questions</p>	<p><u>Supplemental Resources:</u></p> <p>Naval Training Service Command</p> <p>Echo360/Turning Point Technologies</p>														

<p><u>Grade, Subject/Course:</u> Naval Science I</p>	
<p><u>Unit:</u> Foundations of U.S. Government</p>	<p style="text-align: center;">___X___ Essential ___ ___ Important ___ ___ Compact</p>
<p><u>Big Idea:</u> Understand the Declaration of Independence and the Constitution, with the Bill of Rights and the other amendments.</p>	

<p><u>PA Core Content Standards/Anchors (or National Standards):</u></p> <p>N/A</p>	<p><u>Interdisciplinary Standards (if applicable):</u></p> <p>ELA.CC.1.2 Reading Informational Texts. Students read, understand, and respond to informational text - with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.</p> <p>ELA.CC.1.4 Writing. Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</p> <p>ELA.CC.1.5 Speaking and Listening. Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.</p> <p>Academic Standards for Civics and Government. 5.1 Principles and Documents of Government. 5.2 Rights and Responsibilities of Citizenship.</p>
<p><u>Essential Questions:</u></p> <ol style="list-style-type: none"> 1. Why do you think the early colonial citizens wanted to be independent of England? 2. What are some examples of checks and balances in the Constitution? 3. What were the factors that led to the need and desire for a national constitutional document? 4. How is the second amendment relevant to current national discussions about gun control? 5. How is the Constitution different from the Bill of Rights in terms of its effect on citizens? 6. Why do you think the concept of enumeration was included as an amendment? 	<p><u>Understandings:</u></p> <p>Students will know what...</p> <ul style="list-style-type: none"> ● The importance of the Declaration of Independence is. ● The United States Constitution means. ● The Bill of Rights is. ● The other constitutional amendments are.

<p><u>Knowledge:</u></p>	<p><u>Do/Skills:</u> Students will be able to...</p> <ul style="list-style-type: none"> ● Discuss the Declaration of Independence. ● Explain the United States Constitution. ● Describe the Bill of Rights. ● Review the other constitutional amendments. 														
<p><u>Vocabulary:</u></p> <table border="0"> <tr> <td>Preamble</td> <td>Autonomy</td> </tr> <tr> <td>Divine Right</td> <td>Ratify</td> </tr> <tr> <td>Unalienable</td> <td>Amendment</td> </tr> <tr> <td>Constitutional Convention</td> <td>Quartering</td> </tr> <tr> <td>Levy</td> <td>Indictment</td> </tr> <tr> <td>Veto</td> <td>Enumerate</td> </tr> <tr> <td>Posterity</td> <td></td> </tr> </table>	Preamble	Autonomy	Divine Right	Ratify	Unalienable	Amendment	Constitutional Convention	Quartering	Levy	Indictment	Veto	Enumerate	Posterity		<p><u>Core Resources:</u></p> <p>Textbook</p> <p>PowerPoint</p> <p>Schoology Classroom Page</p>
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<p><u>Common Assessment(s):</u></p> <p>Unit Exam</p> <p>Graded Lesson Questions</p>	<p><u>Supplemental Resources:</u></p> <p>Naval Training Service Command</p> <p>Echo360/Turning Point Technologies</p>														

<p><u>Grade, Subject/Course:</u> Naval Science I</p>	
<p><u>Unit:</u> National Defense</p>	<p><input checked="" type="checkbox"/> Essential <input type="checkbox"/> Important <input type="checkbox"/> Compact</p>
<p><u>Big Idea:</u> Understand how the US armed forces are organized under the control of elected and appointed civilian leaders.</p>	

<p><u>PA Core Content Standards/Anchors (or National Standards):</u></p> <p>N/A</p>	<p><u>Interdisciplinary Standards (if applicable):</u></p> <p>ELA.CC.1.2 Reading Informational Texts. Students read, understand, and respond to informational text - with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.</p> <p>ELA.CC.1.4 Writing. Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</p> <p>ELA.CC.1.5 Speaking and Listening. Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.</p>
<p><u>Essential Questions:</u></p> <ol style="list-style-type: none"> 1. What is the function of our country's National Security Council? 2. What is the mission of the US Navy? 3. Why is it significant that those who lead our armed forces are elected officials? 4. Explain the difference between operating forces and the shore establishment. 	<p><u>Understandings:</u></p> <p>Students will know what...</p> <ul style="list-style-type: none"> ● The defense structure of the United States is. ● The organization of the US Navy is. ● The roles of the US Army and Air Force are.
<p><u>Knowledge:</u></p>	<p><u>Do/Skills:</u></p> <p>Students will be able to...</p> <ul style="list-style-type: none"> ● Explain the defense structure of the United States. ● Describe the organization of the US Navy. ● Discuss the roles of the US Army and Air Force.

<p><u>Vocabulary:</u> Appropriate Chain of Command National Security Council Operating Forces Shore Establishment Joint Chief of Staff Port Security Navigational Aid</p>	<p><u>Core Resources:</u> Textbook PowerPoint Schoology Classroom Page</p>
<p><u>Common Assessment(s):</u> Unit Exam Graded Lesson Questions</p>	<p><u>Supplemental Resources:</u> Naval Training Service Command Echo360/Turning Point Technologies</p>

<p><u>Grade, Subject/Course:</u> Naval Science I</p>	
<p><u>Unit:</u> Navy Ships</p>	<p><u> X </u> Essential <u> </u> Important <u> </u> Compact</p>
<p><u>Big Idea:</u> In this chapter, you will learn the mission and types of Navy ships. You will also learn ship terminology and customs and courtesies followed on board a ship or boat.</p>	
<p><u>PA Core Content Standards/Anchors (or National Standards):</u> N/A</p>	<p><u>Interdisciplinary Standards (if applicable):</u> ELA.CC.1.2 Reading Informational Texts. Students read, understand, and respond to informational text - with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence. ELA.CC.1.5 Speaking and Listening. Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.</p>

<p><u>Essential Questions:</u></p> <ol style="list-style-type: none"> 1. What is something you already know about ships or boats (terminology, parts, etc.)? 2. What are the reasons that submarines are very valuable to our nation's defense? 3. Does being on a submarine appeal to you? 4. What is something you learned in this lesson that you did not already know? 5. What is a function that supports war operations at sea that are NOT directly related to combat? 6. What are the steps in the process of boarding a ship while in uniform? 	<p><u>Understandings:</u></p> <p>Students will know what...</p> <ul style="list-style-type: none"> ● The mission of the Navy ships are. ● The different ship terminology is. ● Types of Navy ships there are. ● Shipboard customs and courtesies the Navy has.
<p><u>Knowledge:</u></p>	<p><u>Do/Skills:</u></p> <p>Students will be able to...</p> <ul style="list-style-type: none"> ● Explain the mission of Navy ships. ● Explain ship terminology. ● List types of Navy ships. ● Describe shipboard customs and courtesies.
<p><u>Vocabulary:</u></p> <p>Strategy Stability Deterrence Strategic Tactical Humanitarian Displacement Knot</p>	<p><u>Core Resources:</u></p> <p>Textbook PowerPoint Schoology Classroom Page</p>

<p><u>Common Assessment(s):</u> Unit Exam Graded Lesson Questions</p>	<p><u>Supplemental Resources:</u> Naval Training Service Command Echo360/Turning Point Technologies</p>
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<p><u>Grade, Subject/Course:</u> Naval Science I</p>	
<p><u>Unit:</u> Naval Aviation</p>	<p><u> X </u> Essential <u> </u> Important <u> </u> Compact</p>
<p><u>Big Idea:</u> Understand the background of US Navy aviation and learn about Navy aircraft in use today.</p>	
<p><u>PA Core Content Standards/Anchors (or National Standards):</u></p>	<p><u>Interdisciplinary Standards (if applicable):</u></p> <p>ELA.CC.1.2 Reading Informational Texts. Students read, understand, and respond to informational text - with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.</p> <p>ELA.CC.1.4 Writing. Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</p> <p>ELA.CC.1.5 Speaking and Listening. Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.</p>
<p><u>Essential Questions:</u></p> <ol style="list-style-type: none"> 1. What ways do aircraft carriers support warfare? 2. What was significant about the Battle of the Coral Sea? 3. In what situation would a “combination helicopter/airplane” might be useful? 4. What is something that is different AND what is something that is similar between planes and 	<p><u>Understandings:</u></p> <p>Students will know what...</p> <ul style="list-style-type: none"> • The background of naval aviation is. • Types of naval aviation and their missions.

helicopters?											
<p><u>Knowledge:</u></p>	<p><u>Do/Skills:</u> Students will be able to...</p> <ul style="list-style-type: none"> ● Explain the background of naval aviation. ● Describe naval aviation and missions. 										
<p><u>Vocabulary:</u></p> <table border="0"> <tr> <td>Pontoon</td> <td>Logistics</td> </tr> <tr> <td>Man of War</td> <td>VTOL</td> </tr> <tr> <td>Drone</td> <td>Rotor</td> </tr> <tr> <td>Modification</td> <td>Nacelle</td> </tr> <tr> <td>Surveillance</td> <td></td> </tr> </table>	Pontoon	Logistics	Man of War	VTOL	Drone	Rotor	Modification	Nacelle	Surveillance		<p><u>Core Resources:</u></p> <p>Textbook</p> <p>PowerPoint</p> <p>Schoology Classroom Page</p>
Pontoon	Logistics										
Man of War	VTOL										
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Surveillance											
<p><u>Common Assessment(s):</u></p> <p>Unit Exam</p> <p>Graded Lesson Questions</p>	<p><u>Supplemental Resources:</u></p> <p>Naval Training Service Command</p> <p>Echo360/Turning Point Technologies</p>										

<p><u>Grade, Subject/Course:</u> Naval Science I</p>	
<p><u>Unit:</u> Choosing the Right Exercise Program for You</p>	<p><u> X </u> Essential <u> </u> Important <u> </u> Compact</p>
<p><u>Big Idea:</u> Develop a personal exercise program.</p>	

<p><u>PA Core Content Standards/Anchors (or National Standards):</u></p> <p>N/A</p>	<p><u>Interdisciplinary Standards (if applicable):</u></p> <p>ELA.CC.1.2 Reading Informational Texts. Students read, understand, and respond to informational text - with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.</p> <p>ELA.CC.1.4 Writing. Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</p> <p>ELA.CC.1.5 Speaking and Listening. Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.</p> <p>Academic Standards for Health, Safety and Physical Education. 10.2 Healthful Living. 10.4 Physical Activity.</p>
<p><u>Essential Questions:</u></p> <ol style="list-style-type: none"> 1. What ways do you motivate yourself to exercise regularly? 2. Which of the psychological or social benefits of exercise might perhaps improve your grades? 3. What do you think the fitness level is of US youth, generally? 4. How can the FIT Principle guide your personal exercise program? 5. Why is it important to build recovery days into your fitness program? 6. What is the process for determining your target heart rate range? 	<p><u>Understandings:</u></p> <p>Students will know what...</p> <ul style="list-style-type: none"> ● Exercises are aerobic, anaerobic, isometric and isotonic. ● The benefits of aerobic, anaerobic, isometric and isotonic exercise are. ● The benefits of regular exercise is. ● The essential components of a good exercise program are.

<p><u>Knowledge:</u></p>	<p><u>Do/Skills:</u> Students will be able to...</p> <ul style="list-style-type: none"> ● Classify exercises as aerobic, anaerobic, isometric, and isotonic. ● Compare the benefits of aerobic, anaerobic, isometric, and isotonic exercise. ● Identify the benefits of regular exercise. ● Determine the essential components of a good exercise program.
<p><u>Vocabulary:</u></p> <p>Tone Obesity Aerobic Calisthenics Anaerobic Cardiorespiratory Isometric Isotonic Isokinetic</p>	<p><u>Core Resources:</u></p> <p>Textbook PowerPoint Schoology Classroom Page</p>
<p><u>Common Assessment(s):</u> Unit Exam Graded Lesson Questions</p>	<p><u>Supplemental Resources:</u></p> <p>Naval Training Service Command Echo360/Turning Point Technologies</p>

<p><u>Grade, Subject/Course:</u> Naval Science I</p>	
<p><u>Unit:</u> Evaluating Your Physical Fitness</p>	<p><u> X </u> Essential <u> </u> Important <u> </u> Compact</p>
<p><u>Big Idea:</u> Understand the basic physical exercises paramount for success in NJROTC.</p>	

<p><u>PA Core Content Standards/Anchors (or National Standards):</u></p> <p>N/A</p>	<p><u>Interdisciplinary Standards (if applicable):</u></p> <p>ELA.CC.1.2 Reading Informational Texts. Students read, understand, and respond to informational text - with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.</p> <p>ELA.CC.1.5 Speaking and Listening. Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.</p> <p>Academic Standards for Health, Safety and Physical Education. 10.2 Healthful Living. 10.4 Physical Activity.</p>
<p><u>Essential Questions:</u></p> <ol style="list-style-type: none"> 1. What is something you already know about stretching? 2. What are the benefits that a person gets from being physically fit? 	<p><u>Understandings:</u></p> <p>Students will know what...</p> <ul style="list-style-type: none"> ● The importance of stretching is to building healthy skills. ● The proper techniques are for the three basic physical fitness exercises evaluated in NJROTC. ● The Presidential Physical Fitness Award is. ● The events are in the Presidential Physical Fitness Award.
<p><u>Knowledge:</u></p>	<p><u>Do/Skills:</u></p> <p>Students will be able to...</p> <ul style="list-style-type: none"> ● Explain why stretching is important to building healthy skills. ● Describe the proper techniques for the three basic physical fitness exercises evaluated in NJROTC. ● Describe the Presidential Physical Fitness Award. ● Identify the events in the Presidential Physical Fitness Award.

<p><u>Vocabulary:</u> Curl-ups Presidential Physical Fitness Award Pull-ups V-sit reach Shuttle Run Flexed-arm hang</p>	<p><u>Core Resources:</u> Textbook PowerPoint Schoology Classroom Page</p>
<p><u>Common Assessment(s):</u> Unit Exam Graded Lesson Questions</p>	<p><u>Supplemental Resources:</u> Naval Training Service Command Echo360/Turning Point Technologies</p>

<p><u>Grade, Subject/Course:</u> Naval Science I</p>	
<p><u>Unit:</u> You Are What You Eat</p>	<p><input checked="" type="checkbox"/> Essential <input type="checkbox"/> Important <input type="checkbox"/> Compact</p>
<p><u>Big Idea:</u> Evaluate how diet impacts life.</p>	
<p><u>PA Core Content Standards/Anchors (or National Standards):</u></p>	<p><u>Interdisciplinary Standards (if applicable):</u></p> <p>ELA.CC.1.2 Reading Informational Texts. Students read, understand, and respond to informational text - with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.</p> <p>ELA.CC.1.4 Writing. Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</p>

	<p>ELA.CC.1.5 Speaking and Listening. Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.</p> <p>Academic Standards for Health, Safety and Physical Education. 10.1 Concepts of Health. 10.2 Healthful Living. 10.4 Physical Activity.</p>														
<p><u>Essential Questions:</u></p> <ol style="list-style-type: none"> 1. What strategies might you use to manage your weight in a healthy way? 2. How would someone with a slow metabolism plan his/her meals with this in mind? 	<p><u>Understandings:</u> Students will know what...</p> <ul style="list-style-type: none"> ● The difference is between calories consumed vs calories used and how it affects body weight. ● The daily required food portions are. ● The sources and benefits are of fiber in the diet. ● The importance of water is. ● The possible effects are of a diet high in fat and cholesterol. ● The effects of salt, sugar and caffeine are and why they should be used in moderation. 														
<p><u>Knowledge:</u></p>	<p><u>Do/Skills:</u> Students will be able to...</p> <ul style="list-style-type: none"> ● Explain how calories consumed vs calories used affects body weight. ● Identify daily required food portions. ● Identify sources and benefits of fiber in the diet. ● Describe the importance of water. ● Describe the possible effects of a diet high in fat and cholesterol. ● Explain why salt, sugar and caffeine should be used in moderation. 														
<p><u>Vocabulary:</u></p> <table border="0"> <tr> <td>Nutrients</td> <td>Minerals</td> </tr> <tr> <td>Fats</td> <td>Carbohydrates</td> </tr> <tr> <td>Deficient</td> <td>Protein</td> </tr> <tr> <td>Calories</td> <td>Osteoporosis</td> </tr> <tr> <td>Metabolism</td> <td>Fiber</td> </tr> <tr> <td>Vitamins</td> <td>Diabetes</td> </tr> <tr> <td>Stimulant</td> <td></td> </tr> </table>	Nutrients	Minerals	Fats	Carbohydrates	Deficient	Protein	Calories	Osteoporosis	Metabolism	Fiber	Vitamins	Diabetes	Stimulant		<p><u>Core Resources:</u></p> <p>Textbook</p> <p>PowerPoint</p> <p>Schoology Classroom Page</p>
Nutrients	Minerals														
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<p><u>Common Assessment(s):</u> Unit Exam Graded Lesson Questions</p>	<p><u>Supplemental Resources:</u> Naval Training Service Command Echo360/Turning Point Technologies</p>
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<p><u>Grade, Subject/Course:</u> Naval Science I</p>	
<p><u>Unit:</u> You Are What You Eat</p>	<p><u> X </u> Essential <u> </u> Important <u> </u> Compact</p>
<p><u>Big Idea:</u> Analyze how well you meet nutrient guidelines.</p>	
<p><u>PA Core Content Standards/Anchors (or National Standards):</u> N/A</p>	<p><u>Interdisciplinary Standards (if applicable):</u> ELA.CC.1.2 Reading Informational Texts. Students read, understand, and respond to informational text - with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence. ELA.CC.1.4 Writing. Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. ELA.CC.1.5 Speaking and Listening. Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions. Academic Standards for Health, Safety and Physical Education. 10.1 Concepts of Health. 10.2 Healthful Living.</p>
<p><u>Essential Questions:</u></p> <ol style="list-style-type: none"> 1. What health issues do you think are responsible for the most deaths in the United States? 2. What are the roles that proteins play in nutrition? 	<p><u>Understandings:</u> Students will know what...</p> <ul style="list-style-type: none"> ● The six nutrients your body requires. ● The difference is between simple and complex carbohydrates.

	<ul style="list-style-type: none"> ● The role fat and cholesterol play in body functioning. ● Saturated and unsaturated fats are. ● The ways are to reduce cholesterol levels. ● The functions of vitamins, carbohydrates, fats and proteins are. ● The food sources of vitamins and minerals are.
<p><u>Knowledge:</u></p>	<p><u>Do/Skills:</u> Students will be able to...</p> <ul style="list-style-type: none"> ● Explain the six nutrients your body requires. ● Explain the difference between simple and complex carbohydrates. ● Describe the role fat and cholesterol play in body functioning. ● Compare saturated and unsaturated fats. ● Describe ways to reduce cholesterol levels. ● Compare the functions of vitamins, carbohydrates, fats, and proteins. ● Identify food sources of vitamins and minerals.
<p><u>Vocabulary:</u> Simple Carbohydrates Complex Carbohydrates Fat Soluble Vitamin Monounsaturated Fats Polyunsaturated Fats Saturated Fats Amino Acids Water Soluble Vitamin Referenced Daily Intake (RDI)</p>	<p><u>Core Resources:</u> Textbook PowerPoint Schoology Classroom Page</p>
<p><u>Common Assessment(s):</u> Unit Exam Graded Lesson Questions</p>	<p><u>Supplemental Resources:</u> Naval Training Service Command Echo360/Turning Point Technologies</p>

<u>Grade, Subject/Course:</u> Naval Science I	
<u>Unit:</u> Dietary Guidelines	___X___ Essential ___ ___ Important ___ ___ Compact
<u>Big Idea:</u> Relate the National Academy of Sciences dietary guidelines to your personal diet.	
<u>PA Core Content Standards/Anchors (or National Standards):</u> N/A	<u>Interdisciplinary Standards (if applicable):</u> ELA.CC.1.2 Reading Informational Texts. Students read, understand, and respond to informational text - with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence. ELA.CC.1.4 Writing. Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. ELA.CC.1.5 Speaking and Listening. Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions. Academic Standards for Health, Safety and Physical Education. 10.1 Concepts of Health.
<u>Essential Questions:</u> <ol style="list-style-type: none"> 1. What reasons do you think eating disorders are so prevalent in today's society? 2. How do food intake and physical activity offset each other? 	<u>Understandings:</u> Students will know what... <ul style="list-style-type: none"> ● The nine National Academy of Sciences dietary goals are. ● The factors that affect the nutritional requirements of individuals at various life stages. ● The signs and symptoms are of anorexia nervosa and bulimia. ● Some varying viewpoints are on vitamin and mineral supplement usage. ● It takes to calculate their personal blueprint.

<p><u>Knowledge:</u></p>	<p><u>Do/Skills:</u> Students will be able to...</p> <ul style="list-style-type: none"> ● Identify the nine National Academy of Sciences dietary goals. ● Identify factors that affect the nutritional requirements of individuals at various life stages. ● Identify signs and symptoms of anorexia nervosa and bulimia. ● Examine varying viewpoints on vitamin and mineral supplement usage. ● Calculate your personal blueprint.
<p><u>Vocabulary:</u> Anorexia Nervosa Bulimia Amenorrhea Episodic Diuretics Esophageal Electrolyte</p>	<p><u>Core Resources:</u> Textbook PowerPoint Schoology Classroom Page</p>
<p><u>Common Assessment(s):</u> Unit Exam Graded Lesson Questions</p>	<p><u>Supplemental Resources:</u> Naval Training Service Command Echo360/Turning Point Technologies</p>

<p><u>Grade, Subject/Course:</u> Naval Science I</p>	
<p><u>Unit:</u> Controlling Fat</p>	<p><u> X </u> Essential <u> </u> Important <u> </u> Compact</p>
<p><u>Big Idea:</u> Estimate your body fat content.</p>	

<p><u>PA Core Content Standards/Anchors (or National Standards):</u></p> <p>N/A</p>	<p><u>Interdisciplinary Standards (if applicable):</u></p> <p>ELA.CC.1.2 Reading Informational Texts. Students read, understand, and respond to informational text - with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.</p> <p>ELA.CC.1.4 Writing. Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</p> <p>ELA.CC.1.5 Speaking and Listening. Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.</p> <p>Academic Standards for Health, Safety and Physical Education. 10.1 Concepts of Health. 10.2 Healthful Living</p>
<p><u>Essential Questions:</u></p> <ol style="list-style-type: none"> 1. What are factors that will affect a person’s body composition? 2. Why is it important to take care of your health as a young person? 3. What fad diets or other crazy ways do people try to lose weight? 4. Your best friend never eats breakfast. Using what you have learned, how would you convince him that he should change that habit? 5. What ways do advertisers make unhealthy food more appealing to consumers? 6. What are your favorite foods that not only taste good, but are nutritious and easy to make? 	<p><u>Understandings:</u></p> <p>Students will know what...</p> <ul style="list-style-type: none"> ● The risks of obesity are. ● Tendencies encourage fat accumulation. ● The current and desired state for a healthy lifestyle are. ● Steps that can lead to a lean body fat content. ● The relationship is to food intake and physical activity is to weight control.

<p><u>Knowledge:</u></p>	<p><u>Do/Skills:</u> Students will be able to...</p> <ul style="list-style-type: none"> ● Identify the risks of obesity. ● Explore tendencies that encourage fat accumulation. ● Define current and desired state for healthy lifestyle. ● Identify steps that can lead to a lean body fat content. ● Relate food intake and physical activity to weight control.
<p><u>Vocabulary:</u> Essential Fat Storage Fat Basal Metabolic Rate (BMR)</p>	<p><u>Core Resources:</u> Textbook PowerPoint Schoology Classroom Page</p>
<p><u>Common Assessment(s):</u> Unit Exam Graded Lesson Questions</p>	<p><u>Supplemental Resources:</u> Naval Training Service Command Echo360/Turning Point Technologies</p>

<p><u>Grade, Subject/Course:</u> Naval Science I</p>	
<p><u>Unit:</u> Taking Care of Yourself</p>	<p><u> X </u> Essential <u> </u> Important <u> </u> Compact</p>
<p><u>Big Idea:</u> Analyze the impact sanitation and hygiene have on health.</p>	

<p><u>PA Core Content Standards/Anchors (or National Standards):</u></p>	<p><u>Interdisciplinary Standards (if applicable):</u></p> <p>ELA.CC.1.2 Reading Informational Texts. Students read, understand, and respond to informational text - with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.</p> <p>ELA.CC.1.4 Writing. Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</p> <p>ELA.CC.1.5 Speaking and Listening. Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.</p> <p>Academic Standards for Health, Safety and Physical Education. 10.1 Concepts of Health. 10.2 Healthful Living</p>
<p><u>Essential Questions:</u></p> <ol style="list-style-type: none"> 1. Why do you think there is or is not any correlation between physical fitness and hygiene? 2. What are the results of poor sanitation? 	<p><u>Understandings:</u></p> <p>Students will know what...</p> <ul style="list-style-type: none"> ● The benefits of maintaining good hygiene habits are. ● The ways are to keep clean in field conditions. ● The correlation is between physical fitness and hygiene. ● The results are of poor sanitation. ● The detailed procedures are for disinfecting water. ● The ways are to guard against food poisoning and the spread of germs through waste.
<p><u>Knowledge:</u></p>	<p><u>Do/Skills:</u></p> <p>Students will be able to...</p> <ul style="list-style-type: none"> ● Recognize the benefits of maintaining good hygiene habits. ● Explain how to keep clean in field conditions. ● Explain the correlation between physical fitness and hygiene. ● Identify possible results of poor sanitation. ● Detail procedures of disinfecting water. ● Explain how to guard against food poisoning and the spread of germs through waste.

<p><u>Vocabulary:</u></p> <p>Essential Fat Iodine Hygiene Ampule Sanitation Chlorine Personal Hygiene Galvanized Dysentery Bivouac Purified Lice Disinfect</p>	<p><u>Core Resources:</u></p> <p>Textbook PowerPoint Schoology Classroom Page</p>
<p><u>Common Assessment(s):</u></p> <p>Unit Exam Graded Lesson Questions</p>	<p><u>Supplemental Resources:</u></p> <p>Naval Training Service Command Echo360/Turning Point Technologies</p>

<p><u>Grade, Subject/Course:</u> Naval Science I</p>	
<p><u>Unit:</u> Understanding and Controlling Stress</p>	<p><u> X </u> Essential <u> </u> Important <u> </u> Compact</p>
<p><u>Big Idea:</u> Assess how stress impacts your life.</p>	
<p><u>PA Core Content Standards/Anchors (or National Standards):</u></p> <p>N/A</p>	<p><u>Interdisciplinary Standards (if applicable):</u></p> <p>ELA.CC.1.2 Reading Informational Texts. Students read, understand, and respond to informational text - with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.</p> <p>ELA.CC.1.4 Writing. Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</p> <p>ELA.CC.1.5 Speaking and Listening. Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in</p>

	<p>group discussions.</p> <p>Academic Standards for Health, Safety and Physical Education. 10.1 Concepts of Health. 10.2 Healthful Living</p>
<p><u>Essential Questions:</u></p> <ol style="list-style-type: none"> 1. What are the main reasons that you feel stressed? 2. What is a reason that stress isn't necessarily a bad thing in our lives? 	<p><u>Understandings:</u></p> <p>Students will know what...</p> <ul style="list-style-type: none"> • The difference between stress and anxiety in overall health. • The physical and psychological effects of stress are. • Preventions of stress overload are to include relaxation and anger management techniques. • The leadership strategies are that promote healthy stress levels within a group. • The positive ways are to deal with depression and anxiety.
<p><u>Knowledge:</u></p>	<p><u>Do/Skills:</u></p> <p>Students will be able to...</p> <ul style="list-style-type: none"> • Differentiate between stress and anxiety in overall health. • Identify the physical and psychological effects of stress. • Practice prevention of stress overload including relaxation and anger management techniques. • Identify leadership strategies that promote healthy stress levels within a group. • Explore positive ways to deal with depression and anxiety.
<p><u>Vocabulary:</u></p> <p>Dilated Fight-or-Flight Response Migraine Anxiety Depression Meditation Visualization</p> <p>Manic-Depressive Illness Generalized</p>	<p><u>Core Resources:</u></p> <p>Textbook</p> <p>PowerPoint</p> <p>Schoology Classroom Page</p>

<p><u>Common Assessment(s):</u> Unit Exam Graded Lesson Questions</p>	<p><u>Supplemental Resources:</u> Naval Training Service Command Echo360/Turning Point Technologies</p>
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<p><u>Grade, Subject/Course:</u> Naval Science I</p>	
<p><u>Unit:</u> Drug Awareness</p>	<p><u> X </u> Essential <u> </u> Important <u> </u> Compact</p>
<p><u>Big Idea:</u> Assess the effects of drug and substance abuse on life today.</p>	
<p><u>PA Core Content Standards/Anchors (or National Standards):</u> N/A</p>	<p><u>Interdisciplinary Standards (if applicable):</u> ELA.CC.1.2 Reading Informational Texts. Students read, understand, and respond to informational text - with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence. ELA.CC.1.4 Writing. Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. ELA.CC.1.5 Speaking and Listening. Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions. Academic Standards for Health, Safety and Physical Education. 10.1 Concepts of Health. 10.2 Healthful Living</p>
<p><u>Essential Questions:</u> 1. What is something you can do that would likely result in you remaining drug-free?</p>	<p><u>Understandings:</u> Students will know what... <ul style="list-style-type: none"> ● The commonly abused substances are. </p>

<ol style="list-style-type: none"> 2. What is the difference between drug use, misuse and abuse? 3. What do you think the difference is between physical and psychological dependence on a substance? 4. Why would using marijuana might be especially dangerous for young people? 5. Why do you think some teenagers want to smoke cigarettes? 6. Is there any “safe” cigarette? Why or why not? 	<ul style="list-style-type: none"> ● The differences are among drug use, misuse, and abuse. ● The reasons are why people might use, misuse, or abuse alcohol or drugs. ● The risks are associated with alcohol and various drugs. ● Effects alcohol and drug use, misuse, and abuse have on daily life. 																
<p><u>Knowledge:</u></p>	<p><u>Do/Skills:</u> Students will be able to...</p> <ul style="list-style-type: none"> ● Identify commonly abused substances. ● Recognize the differences among drug use, misuse, and abuse. ● Explain reasons why people might use, misuse, or abuse alcohol or drugs. ● Identify the risks associated with alcohol and various drugs. ● Explain the effects of alcohol and drug use, misuse, and abuse on daily life. 																
<p><u>Vocabulary:</u></p> <table border="0"> <tr> <td>Drugs</td> <td>Gateway</td> </tr> <tr> <td>Misuse</td> <td>Intoxicated</td> </tr> <tr> <td>Abuse</td> <td>Dependency</td> </tr> <tr> <td>Substance</td> <td>Stimulants</td> </tr> <tr> <td>Controlled Substance</td> <td>Narcotic</td> </tr> <tr> <td>Addiction</td> <td>Hallucinogen</td> </tr> <tr> <td>Ferment</td> <td>Inhalants</td> </tr> <tr> <td>Distilled</td> <td>Nicotine</td> </tr> </table>	Drugs	Gateway	Misuse	Intoxicated	Abuse	Dependency	Substance	Stimulants	Controlled Substance	Narcotic	Addiction	Hallucinogen	Ferment	Inhalants	Distilled	Nicotine	<p><u>Core Resources:</u></p> <p>Textbook</p> <p>PowerPoint</p> <p>Schoology Classroom Page</p>
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Grade, Subject/Course: Naval Science I	
Unit: First Aid for Emergency and Nonemergency Situations	___X___ Essential ___ ___ Important ___ ___ Compact
Big Idea: Determine first aid procedures and apply them as needed.	
PA Core Content Standards/Anchors (or National Standards):	<p>Interdisciplinary Standards (if applicable):</p> <p>ELA.CC.1.2 Reading Informational Texts. Students read, understand, and respond to informational text - with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.</p> <p>ELA.CC.1.4 Writing. Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</p> <p>ELA.CC.1.5 Speaking and Listening. Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.</p> <p>Academic Standards for Health, Safety and Physical Education. 10.3 Safety and Injury Prevention.</p>
<p>Essential Questions:</p> <ol style="list-style-type: none"> 1. What reasons do you think people might hesitate to give first aid to strangers in an emergency? 2. What are the differences in procedures for rescue breathing with children vs. adults? 3. Why do you think that some people might think learning to use an AED is easier than learning CPR? 4. What items are commonly found in a home that could cause chemical burns to your skin? 5. What is the process you would follow if you encounter a person who appears to have been electrocuted? 6. What should you do first if you are alone and see smoke coming from a house where you know there are probably people inside? 	<p>Understandings:</p> <p>Students will know what...</p> <ul style="list-style-type: none"> ● It takes to assess first aid situations. ● Life-saving skills are and demonstrate them in emergencies. ● First aid procedures are for a bleeding victim. ● First aid treatment is for shock, fractures, strains and sprains and be able to demonstrate them. ● First aid treatment for burns, wounds, bruises and poisoning and be able to demonstrate them. ● First aid treatment for heat- and cold-related injuries and be able to demonstrate them. ● First aid treatment for bites, stings and poisonous hazards and be able to demonstrate them.

<p>7. How would you provide different treatment if your oral poison victim was responsive vs. nonresponsive?</p> <p>8. What factors do you think may affect the loss of body heat in cold weather?</p> <p>9. How would you treat hypothermia?</p> <p>10. What are some poisonous snakes found in the United States?</p> <p>11. What are symptoms of an allergic reaction to an insect bite or sting?</p>																																							
<p><u>Knowledge:</u></p>	<p><u>Do/Skills:</u></p> <p>Students will be able to...</p> <ul style="list-style-type: none"> ● Assess first aid situations. ● Demonstrate life-saving skills in emergencies. ● Determine first aid procedures for a bleeding victim. ● Give first aid treatment for shock, fractures, strains, and sprains. ● Give first aid treatment for burns, wounds, bruises, and poisoning. ● Give first aid treatment for heat- and cold-related injuries. ● Give first aid treatment for bites, stings, and poisonous hazards. 																																						
<p><u>Vocabulary:</u></p> <table border="0"> <tr> <td>Pressure Point</td> <td>Incision</td> </tr> <tr> <td>Trauma</td> <td>Laceration</td> </tr> <tr> <td>Clammy</td> <td>Amputation</td> </tr> <tr> <td>Closed (simple) Fracture</td> <td>Avulsion</td> </tr> <tr> <td>Open (compound) Fracture</td> <td>Dehydration</td> </tr> <tr> <td>Splint</td> <td>Ventilation</td> </tr> <tr> <td>Dislocation</td> <td>Heat Cramps</td> </tr> <tr> <td>Sprain</td> <td>Heat Exhaustion</td> </tr> <tr> <td>Ligament</td> <td>Heatstroke</td> </tr> <tr> <td>Strain</td> <td>Frostbite</td> </tr> <tr> <td>Mottled</td> <td>Hypothermia</td> </tr> <tr> <td>Compresses</td> <td>Superficial</td> </tr> <tr> <td>Caustic</td> <td>Subcutaneous</td> </tr> <tr> <td>Acids</td> <td>Insulate</td> </tr> <tr> <td>Bases</td> <td>Venom</td> </tr> <tr> <td>Alkalis</td> <td>Tetanus (lockjaw)</td> </tr> <tr> <td>Systemic</td> <td>Antivenin</td> </tr> <tr> <td>Neutralize</td> <td>Rabies</td> </tr> <tr> <td>Solvents</td> <td>Allergic Reaction</td> </tr> </table>	Pressure Point	Incision	Trauma	Laceration	Clammy	Amputation	Closed (simple) Fracture	Avulsion	Open (compound) Fracture	Dehydration	Splint	Ventilation	Dislocation	Heat Cramps	Sprain	Heat Exhaustion	Ligament	Heatstroke	Strain	Frostbite	Mottled	Hypothermia	Compresses	Superficial	Caustic	Subcutaneous	Acids	Insulate	Bases	Venom	Alkalis	Tetanus (lockjaw)	Systemic	Antivenin	Neutralize	Rabies	Solvents	Allergic Reaction	<p><u>Core Resources:</u></p> <p>Textbook</p> <p>PowerPoint</p> <p>Schoology Classroom Page</p>
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Abrasion	
<u>Common Assessment(s):</u> Unit Exam Graded Lesson Questions	<u>Supplemental Resources:</u> Naval Training Service Command Echo360/Turning Point Technologies

<u>Grade, Subject/Course:</u> Naval Science I	
<u>Unit:</u> Geography, Map Skills, and Environmental Awareness	<input checked="" type="checkbox"/> Essential <input type="checkbox"/> Important <input type="checkbox"/> Compact
<u>Big Idea:</u> Understand the principles and tools of map reading and land navigation.	
<u>PA Core Content Standards/Anchors (or National Standards):</u> N/A	<u>Interdisciplinary Standards (if applicable):</u> ELA.CC.1.2 Reading Informational Texts. Students read, understand, and respond to informational text - with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence. ELA.CC.1.4 Writing. Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content. ELA.CC.1.5 Speaking and Listening. Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.
<u>Essential Questions:</u> <ol style="list-style-type: none"> 1. What are things that you already know about Asia? 2. What are the conditions on the continent of Antarctica, and how it might support life? 3. What are some professions that use maps as a critical 	<u>Understandings:</u> Students will know what... <ul style="list-style-type: none"> • The components are of a globe. • The characteristics of a topographic map are. • The Grid Reference System and how to locate points anywhere in the

<p>tool in their job?</p> <ol style="list-style-type: none"> 4. How do coordinates of longitude and latitude define a location? 5. What are some situations in which it might be helpful to use a topographic map vs. a road map? 6. How do you use your hand to visualize eight of the terrain features reviewed in this lesson? 7. How might terrain variations affect your ability to judge distance and direction? 8. What ways might you determine distance in the field, if you didn't have any tools readily available? 9. How do you measure curved-line distance on a topographic map using the map scale? 10. What does the declination diagram on a map indicate? 11. What do you know about orienteering competitions, including how they are run and scored? 12. What are the five movement techniques in orienteering? 	<p>world.</p> <ul style="list-style-type: none"> ● The terrain features are on a map and how they can use them to determine your location. ● It takes to measure distance using a map. ● It takes to calculate direction on a topographic map. ● A compass and grids are and how to use them to locate a position on a topographical map. ● It takes to apply map reading and land navigation skills to determine location. ● Map-reading skills are and how they relate to orienteering. 																		
<p><u>Knowledge:</u></p>	<p><u>Do/Skills:</u></p> <p>Students will be able to...</p> <ul style="list-style-type: none"> ● Identify the components of a globe. ● Explain the characteristics of topographic maps. ● Use the Grid Reference System to locate points anywhere in the world. ● Use terrain features to orient a map and determine your location. ● Measure distance using maps. ● Calculate direction on topographic maps. ● Use a compass and grid to locate a position on a topographical map. ● Apply map reading and land navigation skills to determine location. ● Relate map-reading skills to orienteering. 																		
<p><u>Vocabulary:</u></p> <table border="0"> <tr> <td>Statute Mile</td> <td>Concave</td> </tr> <tr> <td>Nautical Mile</td> <td>Convex</td> </tr> <tr> <td>Grid Zone</td> <td>Representative Fraction (RF)</td> </tr> <tr> <td>Bench Mark</td> <td>Center of Mass</td> </tr> <tr> <td>Grid Coordinate</td> <td>Azimuth</td> </tr> <tr> <td>Superimpose</td> <td>Back Azimuth</td> </tr> <tr> <td>Grid Lines</td> <td>Magnetic Azimuth</td> </tr> <tr> <td>Grid Square</td> <td>Grid Azimuth</td> </tr> <tr> <td>Mean Sea Level</td> <td>Mil</td> </tr> </table>	Statute Mile	Concave	Nautical Mile	Convex	Grid Zone	Representative Fraction (RF)	Bench Mark	Center of Mass	Grid Coordinate	Azimuth	Superimpose	Back Azimuth	Grid Lines	Magnetic Azimuth	Grid Square	Grid Azimuth	Mean Sea Level	Mil	<p><u>Core Resources:</u></p> <p>Textbook</p> <p>PowerPoint</p> <p>Schoology Classroom Page</p>
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<u>Common Assessment(s):</u> Unit Exam Graded Lesson Questions	<u>Supplemental Resources:</u> Naval Training Service Command Echo360/Turning Point Technologies

<u>Grade, Subject/Course:</u> Naval Science I	
<u>Unit:</u> Fundamentals of Survival	<input checked="" type="checkbox"/> Essential <input type="checkbox"/> Important <input type="checkbox"/> Compact
<u>Big Idea:</u> Understand the basics of survival in several different environments.	
<u>PA Core Content Standards/Anchors (or National Standards):</u> N/A	<u>Interdisciplinary Standards (if applicable):</u> ELA.CC.1.2 Reading Informational Texts. Students read, understand, and respond to informational text - with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence. ELA.CC.1.4 Writing. Students write for different purposes and audiences.

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<p><u>Essential Questions:</u></p> <ol style="list-style-type: none"> 1. What are some things that you think are the most crucial things you need to survive in the wilderness? 2. What is the process for starting a fire and keeping it going for survival in the wilderness? 	<p><u>Understandings:</u></p> <p>Students will know what...</p> <ul style="list-style-type: none"> ● The fundamentals of survival are. ● It takes to survive in a tropical area. ● It takes to survive in a cold area. ● It takes to survive in water.
<p><u>Knowledge:</u></p>	<p><u>Do/Skills:</u></p> <p>Students will be able to...</p> <ul style="list-style-type: none"> ● Explain the fundamentals of survival. ● Describe how to survive in tropical areas. ● Describe how to survive in cold areas. ● Describe how to survive in water.
<p><u>Vocabulary:</u></p> <p>Mnemonic Vanquish Improvise Turbid Carbohydrates Tinder Ignite</p> <p>Kindling Combustible Conifer Plankton</p>	<p><u>Core Resources:</u></p> <p>Textbook</p> <p>PowerPoint</p> <p>Schoology Classroom Page</p>

Common Assessment(s):

Unit Exam

Graded Lesson Questions

Supplemental Resources:

Naval Training Service Command

Echo360/Turning Point Technologies