Government and Public Administration Cluster
Naval Science III: Naval Orientation and Skills
Course Number 28.02600

Course Description:
The purpose of this course is to further the foundation in citizenship and leadership established in Naval Science One and Two and to provide classroom and practical application in Naval and Ship Organization. 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.

Course Standard 1

GPA-NSIIINOS-1
The following standard is included in all CTAE courses adopted for the Career Cluster/Pathways. Teachers should incorporate the elements of this standard into lesson plans during the course. The topics listed for each element of the standard may be addressed in differentiated instruction matching the content of each course. These elements may also be addressed with specific lessons from a variety of resources. This content is not to be treated as a unit or separate body of knowledge but rather integrated into class activities as applications of the concept.

Standard: Demonstrate employability skills required by business and industry.
The following elements should be integrated throughout the content of this course.

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<tr>
<th>Person-to-Person Etiquette</th>
<th>Telephone and Email Etiquette</th>
<th>Cell Phone and Internet Etiquette</th>
<th>Communicating At Work</th>
<th>Listening</th>
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</thead>
<tbody>
<tr>
<td>Interacting with Your Boss</td>
<td>Telephone Conversations</td>
<td>Using Blogs</td>
<td>Improving Communication Skills</td>
<td>Reasons, Benefits, and Barriers</td>
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<tr>
<td>Interacting with Subordinates</td>
<td>Barriers to Phone conversations</td>
<td>Using Social Media</td>
<td>Effective Oral Communication</td>
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<tr>
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<td>Making and Returning Calls</td>
<td>Effective Written Communication</td>
<td>Ways We Filter What We Hear</td>
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<tr>
<td>Interacting with Suppliers</td>
<td>Making Cold Calls</td>
<td>Effective Nonverbal Skills</td>
<td>Developing a Listening Attitude</td>
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</tr>
<tr>
<td>Handling Conference Calls</td>
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<td>Effective Word Use</td>
<td>Show You Are Listening</td>
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<tr>
<td>Handling Unsolicited Calls</td>
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<td>Giving and Receiving Feedback</td>
<td>Asking Questions</td>
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<td>Obtaining Feedback</td>
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<td>Getting Others to Listen</td>
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</table>

Nonverbal Communication

<table>
<thead>
<tr>
<th>Communicating Nonverbally</th>
<th>Written Communication</th>
<th>Speaking</th>
<th>Applications and Effective Résumés</th>
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</thead>
<tbody>
<tr>
<td>Communicating Nonverbally</td>
<td>Writing Documents</td>
<td>Using Language Carefully</td>
<td>Completing a Job Application</td>
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<tr>
<td>Reading Body Language and Mixed Messages</td>
<td>Constructive Criticism in Writing</td>
<td>One-on-One Conversations</td>
<td>Writing a Cover Letter</td>
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<tr>
<td>Matching Verbal and Nonverbal communication</td>
<td>Small Group Communication</td>
<td>Things to Include in a Résumé</td>
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</tr>
<tr>
<td>Improving Nonverbal Indicators</td>
<td>Large Group Communication</td>
<td>Selling Yourself in a Résumé</td>
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</tr>
<tr>
<td>Nonverbal Feedback</td>
<td>Making Speeches</td>
<td>Terms to Use in a Résumé</td>
<td></td>
</tr>
</tbody>
</table>
Georgia Department of Education

<table>
<thead>
<tr>
<th>Showing Confidence Nonverbally</th>
<th>Involving the Audience</th>
<th>Describing Your Job Strengths</th>
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<tbody>
<tr>
<td>Showing Assertiveness</td>
<td>Answering Questions</td>
<td>Organizing Your Résumé</td>
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<td></td>
<td>Visual and Media Aids</td>
<td>Writing an Electronic Résumé</td>
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<tr>
<td></td>
<td>Errors in Presentation</td>
<td>Dressing Up Your Résumé</td>
</tr>
</tbody>
</table>

1.2 Demonstrate creativity by asking challenging questions and applying innovative procedures and methods.

<table>
<thead>
<tr>
<th>Teamwork and Problem Solving</th>
<th>Meeting Etiquette</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thinking Creatively</td>
<td>Preparation and Participation in Meetings</td>
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<tr>
<td>Taking Risks</td>
<td>Conducting Two-Person or Large Group Meetings</td>
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<tr>
<td>Building Team Communication</td>
<td>Inviting and Introducing Speakers</td>
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<tr>
<td></td>
<td>Facilitating Discussions and Closing</td>
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<tr>
<td></td>
<td>Preparing Visual Aids</td>
</tr>
<tr>
<td></td>
<td>Virtual Meetings</td>
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</tbody>
</table>

1.3 Exhibit critical thinking and problem solving skills to locate, analyze and apply information in career planning and employment situations.

<table>
<thead>
<tr>
<th>Problem Solving</th>
<th>Customer Service</th>
<th>The Application Process</th>
<th>Interviewing Skills</th>
<th>Finding the Right Job</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transferable Job Skills</td>
<td>Gaining Trust and Interacting with Customers</td>
<td>Providing Information, Accuracy and Double Checking</td>
<td>Preparing for an Interview</td>
<td>Locating Jobs and Networking</td>
</tr>
<tr>
<td>Becoming a Problem Solver</td>
<td>Learning and Giving Customers What They Want</td>
<td>Online Application Process</td>
<td>Questions to Ask in an Interview</td>
<td>Job Shopping Online</td>
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<tr>
<td>Identifying a Problem</td>
<td>Keeping Customers Coming Back</td>
<td>Following Up After Submitting an Application</td>
<td>Things to Include in a Career Portfolio</td>
<td>Job Search Websites</td>
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<tr>
<td>Becoming a Critical Thinker</td>
<td>Seeing the Customer’s Point</td>
<td>Effective Résumés: Effective Résumés:</td>
<td>Traits Employers are Seeking</td>
<td>Participation in Job Fairs</td>
</tr>
<tr>
<td>Managing</td>
<td>Selling Yourself and the Company</td>
<td>Matching Your Talents to a Job</td>
<td>Considerations Before Taking a Job</td>
<td>Searching the Classified Ads</td>
</tr>
<tr>
<td>Handling Customer Complaints</td>
<td>When a Résumé Should be Used</td>
<td></td>
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<tr>
<td>Strategies for Customer Service</td>
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</tbody>
</table>

1.4 Model work readiness traits required for success in the workplace including integrity, honesty, accountability, punctuality, time management, and respect for diversity.

<table>
<thead>
<tr>
<th>Workplace Ethics</th>
<th>Personal Characteristics</th>
<th>Employer Expectations</th>
<th>Business Etiquette</th>
<th>Communicating at Work</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrating Good Work Ethic</td>
<td>Demonstrating a Good Attitude</td>
<td>Behaviors Employers Expect</td>
<td>Language and Behavior</td>
<td>Handling Anger</td>
</tr>
<tr>
<td>Behaving Appropriately</td>
<td>Gaining and Showing Respect</td>
<td>Objectionable Behaviors</td>
<td>Keeping Information Confidential</td>
<td>Dealing with Difficult Coworkers</td>
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<tr>
<td>Maintaining Honesty</td>
<td>Demonstrating Responsibility</td>
<td>Establishing Credibility</td>
<td>Avoiding Gossip</td>
<td>Dealing with a Difficult Boss</td>
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<tr>
<td>Playing Fair</td>
<td>Showing Dependability</td>
<td>Demonstrating Your Skills</td>
<td>Appropriate Work Email</td>
<td>Dealing with Difficult Customers</td>
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<tr>
<td>Using Ethical Language</td>
<td>Being Courteous</td>
<td>Building Work Relationships</td>
<td>Cell Phone Etiquette</td>
<td>Dealing with Conflict</td>
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<tr>
<td>Showing Responsibility</td>
<td>Gaining Coworkers’ Trust</td>
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<td>Appropriate Work Texting</td>
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<tr>
<td>Reducing Harassment</td>
<td>Persevering</td>
<td></td>
<td>Understanding Copyright</td>
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</tr>
</tbody>
</table>
Respecting Diversity  Handling Criticism  Social Networking
Making Truthfulness a Habit  Showing Professionalism
Leaving a Job Ethically

1.5 Apply the appropriate skill sets to be productive in a changing, technological, diverse workplace to be able to work independently and apply team work skills.

<table>
<thead>
<tr>
<th>Expected Work Traits</th>
<th>Teamwork</th>
<th>Time Management</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrating Responsibility</td>
<td>Teamwork Skills</td>
<td>Managing Time</td>
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<tr>
<td>Dealing with Information Overload</td>
<td>Reasons Companies Use Teams</td>
<td>Putting First Things First</td>
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<tr>
<td>Transferable Job Skills</td>
<td>Decisions Teams Make</td>
<td>Juggling Many Priorities</td>
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<tr>
<td>Managing Change</td>
<td>Team Responsibilities</td>
<td>Overcoming Procrastination</td>
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<tr>
<td>Adopting a New Technology</td>
<td>Problems That Affect Teams</td>
<td>Organizing Workspace and Tasks</td>
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<tr>
<td>Giving and Receiving Constructive Criticism</td>
<td>Expressing Yourself on a Team</td>
<td>Staying Organized</td>
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<td>Finding More Time</td>
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<td>Managing Projects</td>
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<td></td>
<td>Prioritizing Personal and Work Life</td>
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</tbody>
</table>

1.6 Present a professional image through appearance, behavior and language.

<table>
<thead>
<tr>
<th>On-the-Job Etiquette</th>
<th>Person-to-Person Etiquette</th>
<th>Communication Etiquette</th>
<th>Presenting Yourself</th>
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<td>Using Professional Manners</td>
<td>Meeting Business Acquaintances</td>
<td>Creating a Good Impression</td>
<td>Looking Professional</td>
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<tr>
<td>Introducing People</td>
<td>Meeting People for the First Time</td>
<td>Keeping Phone Calls Professional</td>
<td>Dressing for Success</td>
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<tr>
<td>Appropriate Dress</td>
<td>Showing Politeness</td>
<td>Proper Use of Work Email</td>
<td>Showing a Professional Attitude</td>
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<tr>
<td>Business Meal Functions</td>
<td>Proper Use of Cell Phone</td>
<td>Using Good Posture</td>
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<tr>
<td>Behavior at Work Parties</td>
<td>Proper Use in Texting</td>
<td>Presenting Yourself to Associates</td>
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<tr>
<td>Behavior at Conventions</td>
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<td>Accepting Criticism</td>
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<tr>
<td>International Etiquette</td>
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<td>Demonstrating Leadership</td>
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<tr>
<td>Cross-Cultural Etiquette</td>
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<tr>
<td>Working in a Cubicle</td>
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</tbody>
</table>

Support of CTAE Foundation Course Standards and Georgia Standards of Excellence L9-10RST 1-10 and L9-10WHST 1-10:
Georgia Standards of Excellence ELA/Literacy standards have been written specifically for technical subjects and have been adopted as part of the official standards for all CTAE courses.

Leadership

Course Standard 2

GPA-NSIIIINOS-2

Students will compare and contrast the different philosophies and challenges of leadership.

2.1 Describe the basis for effective leadership.
2.2 Explain the differences in philosophies of leadership.
2.3 Explain the importance of obedience.
2.4 Describe obedience in the military services.
2.5 Describe the legal and moral obligations of military leaders.
2.6 Summarize the challenge of leadership.
Course Standard 3

GPA-NSIIINOS-3

Students will investigate the qualities of an effective leader.

3.1 Differentiate between moral responsibility and legally enforceable laws.
3.2 Define loyalty.
3.3 Describe devotion to duty.
3.4 Describe professional knowledge and experience.
3.5 Explain the importance of self-confidence.
3.6 Describe the value of initiative and ingenuity in the military service.
3.7 Compare courage to moral courage.
3.8 Explain the importance of a leader’s ability to organize and to make decisions.
3.9 Describe the importance of leading by personal example.
3.10 Explain why mutual trust and confidence are important aspects of effective leadership.

Course Standard 4

GPA-NSIIINOS-4

Students will assess the challenge of leadership, as it relates to the performance evaluation of subordinates.

4.1 Define performance, ability, aptitude, and achievement.
4.2 Describe evaluation in the NJROTC.
4.3 Explain goal setting as it relates to self-evaluation.
4.4 Explain progress assessment as it relates to self-evaluation.
4.5 Describe the process of self-evaluation.

Course Standard 5

GPA-NSIIINOS-5

Student will explore the various methods of giving instructor and how they relate to the challenge of leadership.

5.1 Define learning theory.
5.2 List the major factors that influence learning.
5.3 Describe the conditions that tend to hinder learning.
5.4 Explain how to prepare a lesson plan, the site where instruction will occur, and yourself as the instructor.
5.5 List the commonly used techniques for delivery of instruction.
5.6 Describe the advantages and disadvantages of the lecture technique for presenting information.
5.7 Describe the main steps of the lecture procedures for delivering instruction.
5.8 Describe the advantages and disadvantages of the lecture with audiovisuals technique for presenting information.
5.9 Describe the main steps of the lecture with audiovisuals procedure for delivering instruction.
5.10 Describe the advantages and disadvantages of the demonstration technique for presenting information.
5.11 Describe the main steps of the demonstration procedure for delivering instruction.
5.12 Describe the advantages and disadvantages of the role-playing instructional technique.
5.13 Describe the advantages and disadvantages of the case study instructional technique.
5.14 Describe the advantages and disadvantages of the discussion instructional technique.
5.15 Describe the advantages and disadvantages of the cooperative learning instructional technique.

Ship Construction and Damage Control

Course Standard 6

GPA-NSIIINOS-6

Students will demonstrate knowledge of Navy ships, their construction, characteristics and naming.

6.1 Describe the eight major factors used in the construction of any U.S. Navy ship.
6.2 Identify nautical terms used in the U.S. Navy.
6.3 Define terms that characterize a ship’s structure.
6.4 Describe the decks and spaces of a U.S. Navy vessel.
6.5 Describe the superstructure of a U.S. Navy vessel.
6.6 Describe the watertight integrity of a Navy ship.
6.7 Explain the design and planning stages in ship construction for U.S. Navy ships.
6.8 Describe the launching of a U.S. vessel.
6.9 Describe the commissioning of a U.S. vessel.
6.10 Cite the three types of propulsion plants used in Navy vessels.
6.11 List the classifications and designations of U.S. Navy ships.

Course Standard 7
GPA-NSIIINOS-7
Students will expand their understanding and knowledge of damage control and firefighting onboard a vessel.
7.1 Describe the services provided by damage control.
7.2 Describe the functions and responsibilities of key personnel assigned to the damage control organization.
7.3 Describe the responsibilities of repair parties.
7.4 Explain the material condition of readiness.
7.5 Describe the methods and materials used by repair parties to make emergency repairs.
7.6 Describe the systems used to communicate throughout the damage control organization.
7.7 Describe the three physical requirements for a fire to occur and the four classes of fires.
7.8 Describe the procedures for fighting fires.

Deck Seamanship

Course Standard 8
GPA-NSIIINOS-8
Students will demonstrate of basic care, makeup and use of fiber lines and wire ropes as it relates to basic seamanship.
8.1 Cite the duties and responsibilities of deck personnel department.
8.2 Define marlinspike seamanship.
8.3 Describe the types and makeup of ropes and lines used in the Navy.
8.4 Describe the proper procedure for handling fiber rope.
8.5 Describe how to tie knots, bends, and hitches.
8.6 Cite the importance of securing at sea.

Course Standard 9
GPA-NSIIINOS-9
Students will exhibit an understanding of ground tackle and deck equipment used in basic seamanship.
9.1 Explain the terms associated with and the use of ground tackle.
9.2 Explain the terms associated with and the use of anchors.
9.3 Explain the terms associated with and the use of anchor chains and related equipment.
9.4 Describe the operation of an anchor windlass.
9.5 Explain the terms associated with and the procedures used in anchoring.
9.6 Explain the terms associated with and the use of deck and pier fittings used in mooring.
9.7 Explain the terms associated with and the procedures used for mooring lines to a pier.
9.8 Describe the equipment and the basic procedures used in towing.
9.9 Describe the equipment used and explain the terms associated with cargo handling.
9.10 Explain the procedures used during underway replenishment.
Course Standard 10

GPA-NSIIINOS-10
Students will exhibit an understanding of the various types of equipment and terminology used in small boat seamanship.

10.1 State the purpose of small boat seamanship.
10.2 Identify nomenclature that applies to small boat parts and structure.
10.3 Describe the upperworks of a small boat.
10.4 Identify types of small craft as they apply to the NJROTC program.
10.5 Describe the duties of a coxswain.
10.6 Describe the procedures for small boat handling.
10.7 Given a set of maneuvering problems related to small craft, use recognized concept to maneuver a boat in the classroom.
10.8 Describe boat etiquette as practiced by the United States Navy.

Navigation

Course Standard 11

GPA-NSIIINOS-11
Students will demonstrate a basic understanding of navigation and the significant instruments used in this science.

11.1 Define navigation.
11.2 Describe the terrestrial sphere as it relates to navigation.
11.3 Cite the significance of the great circle.
11.4 Define circular measurement.
11.5 Describe the relationship of meridians as they pertain to measurement.
11.6 Explain how latitude and longitude are used to locate places on a map.
11.7 Describe how nautical measurement are made at sea.
11.8 Describe true and relative bearing.
11.9 Explain the use of navigational charts.
11.10 Describe how Mercator projection is used by navigators.
11.11 Explain the purpose for the basic types of nautical charts.
11.12 Describe how courses, bearings and lines of position are plotted on a nautical chart.

Course Standard 12

GPA-NSIIINOS-12
Student will demonstrate a basic understanding of marine navigation and the significant instruments used in this science.

12.1 Describe the navigational systems used for marine navigation.
12.2 Describe the navigational equipment and other means used to pilot a ship.
12.3 Describe the process of plotting a fix as it relates to marine navigation.
12.4 Describe the navigational equipment and other means used in piloting a ship.
12.5 Describe the principal of celestial navigation.

Course Standard 13

GPA-NSIIINOS-13
Student will demonstrate a basic understanding of navigation as it relates to use of Aids to Navigation.

13.1 Specify three principal characteristics of navigational lights.
13.2 Explain the purpose of lighthouses and light towers.
13.3 Describe the types of buoys used along waterways.
13.4 Describe how day beacons and ranges are used as navigational aids.
13.5 Define the U.S. Intracoastal Waterway.
13.6 Describe the publication Nautical Chart Symbols, Abbreviations, and Terms, Chart No. 1.
Course Standard 14

GPA-NSIIINOS-14

Students will demonstrate an understanding become familiar with the tools and terminology of navigation and time and do basic navigational plotting.

14.1 Describe the basic timekeeping instruments used in the U.S. Navy.
14.2 Explain how time is indicated in the military services.
14.3 Describe the purpose of the ship’s bell system on board a Navy vessel.
14.4 Describe the arc theory in relation to measuring time.
14.5 Describe the various kinds of time.
14.6 Describe the aspects of the date/time group.

Rules of the Nautical Road and Maneuvering Board

Course Standard 15

GPA-NSIIINOS-15

Students will demonstrate knowledge of basic theory of the nautical rules of the road.

15.1 Describe the two main sets of nautical rules.
15.2 Explain the importance and purpose of nautical rules.
15.3 Describe the rules for shipboard lights and day shapes in inland and international waters.
15.4 Describe whistle, fog and distress signals used on marine vessels.
15.5 Describe the inland and international rules for steering and sailing vessels to avoid risk of collisions.

Course Standard 16

GPA-NSIIINOS-16

Students will demonstrate knowledge and be skilled in the many uses of the maneuvering board.

16.1 Describe the purpose and use of the maneuvering board.
16.2 Explain the relationship between relative motion and reference point.
16.3 Describe the major steps for plotting directions with the use of a maneuvering board.
16.4 Given a set of problems related to the Closest Point of Approach (CPA), apply the major concepts to maneuver a ship.
16.5 Describe the wind effect on maneuvering a ship.