

Navy JROTC III

NA7918 36 weeks

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Course Description

Suggested Grade Level: 11

Prerequisites: NA7916

This course broadens a student’s understanding of the principles of military leadership, citizenship, discipline, the concept and significance of teamwork, the intrinsic value of good order and discipline in the accomplishment of objectives, and the importance of sea power and national security. Students gain a more in-depth knowledge of naval ships, aircraft, and an introduction to marine navigation and seamanship. It includes instruction in sea power and national security, naval operations and support functions, military law, and international law and the sea. It provides an introduction to ship construction and damage control, shipboard organization and watch standing, and naval weaponry.

Note: Unless otherwise noted, content is taken from the *Naval Junior Reserve Officers Training Corps (JROTC) Cadet Field Manual (CFM)* (11th Edition, NAVEDTRA 37116-K) and *NJROTC Cadet Reference Manual (CRM)*. Instructors are asked to continue relying heavily on their branch-specific curriculum guides to complement this core set of competencies.

Task Essentials Table

For the indicated course(s):

- Tasks/competencies designated by plus icons (⊕) in the left-hand column(s) are essential
- Tasks/competencies designated by empty-circle icons (○) are optional

- Tasks/competencies designated by minus icons (⊖) are omitted
- Tasks marked with an asterisk (*) are sensitive.

| Task Number | NA7918 | Tasks/Competencies |
|--|--------|--|
| Exploring Navy JROTC | | |
| 39 | ⊕ | Describe the structure and the function of the U.S. Department of Defense. |
| 40 | ⊕ | Diagram the U.S. military chain of command and associated agencies. |
| Exploring Leadership | | |
| 41 | ⊕ | Identify benefits of membership in professional organizations. |
| 42 | ⊕ | Identify the challenge of leadership. |
| 43 | ⊕ | Demonstrate the qualities of an effective leader. |
| 44 | ⊕ | Evaluate leadership performance. |
| 45 | ⊕ | Compare contemporary leaders and their distinguishing characteristics. |
| 46 | ⊕ | Update leadership goals. |
| Applying Leadership Skills and Strategies | | |
| 47 | ⊕ | Demonstrate the importance of organization and decision-making. |
| 48 | ⊕ | Identify available resources to enable or restrict a solution. |
| 49 | ⊕ | Identify a local leadership opportunity. |
| 50 | ⊕ | Explain the relevance of equity issues. |
| Exploring Naval Knowledge | | |
| 51 | ⊕ | Describe U.S. Naval strategies. |
| 52 | ⊕ | Analyze the importance of naval sea power and national security. |
| 53 | ⊕ | Explain military law and how it relates to the Navy. |
| 54 | ⊕ | Explain military discipline and how it relates to the Navy. |
| 55 | ⊕ | Identify components of military and international law. |
| 56 | ⊕ | Describe the code of conduct for members of the U.S. Armed Forces. |
| Exploring Naval Skills | | |

| | | |
|--|---|---|
| 57 | + | Explore principles of shipboard construction and damage control. |
| 58 | + | Summarize shipboard organization and watchstanding procedures. |
| 59 | + | Analyze the skills related to basic and deck seamanship. |
| 60 | + | Demonstrate basic knowledge of marine navigation rules. |
| 61 | + | Categorize naval weapons and aircraft. |
| Developing Citizenship | | |
| 62 | + | Organize community service opportunities. |
| Examining the History and Technology of Warfare | | |
| 63 | + | Research the tactical history of a current U.S. military engagement. |
| 64 | + | Analyze the relationship between war and technological advancements. |
| 65 | + | Describe state-of-the-art technologies currently in use on the battlefield. |
| Using Technology | | |
| 66 | + | Instruct team members in basic computer knowledge. |
| 67 | + | Communicate the specific uses for technology and digital resources to team members. |
| 68 | + | Assist team members in creating digital files. |
| 69 | + | Instruct team members in personal responsibility for appropriate, legal, and ethical conduct. |
| 70 | + | Communicate to team members the concepts of confidentiality, security, and integrity related to computer use/systems. |
| Exploring Careers | | |
| 71 | + | Match personal interests to potential careers. |
| 72 | + | Research opportunities for postsecondary education. |
| 73 | + | Assess personal qualifications needed to serve in the military. |
| 74 | + | Research the immediate and long-term benefits of a specific career. |

Legend: + Essential ○ Non-essential - Omitted

Curriculum Framework

Exploring Navy JROTC

Task Number 39

Describe the structure and the function of the U.S. Department of Defense.

Definition

Description should include the following major offices under the secretary of defense:

- Office of the Secretary of Defense
- Deputy secretary of defense
- Undersecretary of defense for intelligence
- Undersecretary of defense for policy
- Undersecretary of defense for acquisition, technology, and logistics
- Undersecretary of defense for personnel and readiness
- Undersecretary of defense comptroller
- Director, program analysis and evaluation
- Assistant secretary of defense for networks and information integration
- Assistant secretary of defense for public affairs
- Washington headquarters services
- Office of the Assistant Secretary of Defense for Health Affairs
- Military departments
- Secretary of the Army
- Secretary of the Navy
- Secretary of the Air Force
- Joint Chiefs of Staff

Process/Skill Questions

- Which offices under the secretary of defense would be involved in purchasing defense systems?
- What is the purpose of the Joint Chiefs of Staff?

Task Number 40

Diagram the U.S. military chain of command and associated agencies.

Definition

Diagram should include the following:

- Commander in chief

- Secretary of defense
- National Security Council
- Department of Defense
- U.S. military branch departments: Navy, Army, and Air Force
- Unified commands
- Joint Chiefs of Staff
- Commandant of the Marine Corps
- Coast Guard and Merchant Marine
- Department of Homeland Security

Process/Skill Questions

- What is the role of the unified commands?
- What is the role of the National Security Council?

Exploring Leadership

Task Number 41

Identify benefits of membership in professional organizations.

Definition

Identification should include

- development of leadership and other life skills, including planning, goal setting, problem solving, decision making, and interpersonal communication
- development of professional relationships, mentoring, and support
- opportunities to gain workplace readiness skills
- access to professional opportunities, networking.

Process/Skill Questions

- Why would one join a professional military organization?
- What military professional organizations are involved in the NJROTC program?

Task Number 42

Identify the challenge of leadership.

Definition

Identification should include the

- philosophies of leadership
- importance of obedience
- basis for effective leadership
- legal and moral obligations for effective leaders.

Process/Skill Questions

- What rewards would foster cooperation from subordinates?
- How could a student's personal life affect his/her attendance?

Task Number 43

Demonstrate the qualities of an effective leader.

Definition

Demonstration should include

- differentiating between moral responsibility and laws
- describing professional knowledge and experience
- explaining the importance of a leader's ability to organize and make decisions
- describing the importance of leading by personal example.

Process/Skill Questions

- How often should a military leader accompany a subordinate to a scheduled court appearance?
- What effect would poor appearance have on subordinates?

Task Number 44

Evaluate leadership performance.

Definition

Evaluation should include self-evaluation and of subordinates based on

- ability
- aptitude
- achievement
- goal setting
- assessment of progress.

Process/Skill Questions

- How often should a leader evaluate his/her own actions?
- Why do goals need to be adjusted over time?

Task Number 45

Compare contemporary leaders and their distinguishing characteristics.

Definition

Comparison should include

- leader's name, position, and accomplishments
- leadership characteristics portrayed
- leader's impact.

Note: Students might benefit if they are provided names of various leaders (e.g., military, elected officials, community leaders).

Process/Skill Questions

- How does a current world leader compare to past leaders such as Hitler, Stalin, or Castro? Explain.
- How might recent U.S. presidents be evaluated?

Task Number 46

Update leadership goals.

Definition

Updating should include

- identifying leadership opportunities
- selecting leadership opportunities to which personal skills are well matched
- selecting leadership opportunities that are progressively challenging and require increasing amounts of responsibility
- assessing personal performance in each leadership opportunity.

Assessment should include

- identifying and adjusting immediate goals and strengthening or adding to them
- identifying and adjusting goals that need to be met
 - during and/or by the end of the school year
 - the end of the JROTC program
 - upon graduation from a secondary education program
 - for postsecondary opportunities.

Process/Skill Questions

- When should plans be adjusted?
- How does one assess one's own leadership performance?
- Why should leadership opportunities be challenging?

Applying Leadership Skills and Strategies

Task Number 47

Demonstrate the importance of organization and decision-making.

Definition

Demonstration should include

- establishing roles for team members
- communicating objectives
- brainstorming possible solutions
- narrowing solutions
- selecting the optimum solution to achieve objectives
- delegating specialized roles
- establishing deadlines and performance benchmarks
- setting priorities for given situations.

Process/Skill Questions

- How would a team work through the process of planning a solution to a project or problem?
- How does a leader determine team members' roles?

Task Number 48

Identify available resources to enable or restrict a solution.

Definition

Identification should include

- time
- materials
- references
- personnel.

Process/Skill Questions

- How can time restrict a solution?
- What resources could be available to help a leader?

Task Number 49

Identify a local leadership opportunity.

Definition

Identification should include leadership opportunities in

- the NJROTC unit
- school organizations
- community organizations.

Process/Skill Questions

- How can one become involved in one's unit?
- What opportunities are available in one's school organizations?
- What opportunities are available in one's community organizations?

Task Number 50

Explain the relevance of equity issues.

Definition

Explanation should include how equity laws and policies

- protect individual equality and rights in the military
- aid teamwork and individual contributions and success
- allow for the unbiased promotion of successful/skilled individuals
- reinforce democratic ideals.

Process/Skill Questions

- How do equity laws and policies reinforce democratic ideals?
- In what ways can equity laws and policies protect individual equality and rights?

Exploring Naval Knowledge

Task Number 51

Describe U.S. Naval strategies.

Definition

Description should include

- modern tactical naval innovation
- naval forces capabilities
- naval warfare
- naval tactical forces.

Process/Skill Questions

- What are naval tactical forces?
- What is naval warfare?

Task Number 52

Analyze the importance of naval sea power and national security.

Definition

Analysis should include

- importance of sea power as it relates to the United States
- importance of the oceans of the world
- strategic ocean areas
- mobility of sea power
- the purpose and function of the U.S. Merchant Marine
- importance of understanding oceanography.

Process/Skill Questions

- What is the role of the U.S. Merchant Marine?
- What are strategic ocean areas?

Task Number 53

Explain military law and how it relates to the Navy.

Definition

Explanation could include, but is not limited to, the

- history of law codes as they pertain to the Navy
- relationship between the U.S. Constitution and military law
- Navy regulations and their importance
- purpose of the Uniform Code of Military Justice (UCMJ)
- composition of articles within the UCMJ.

Task Number 54

Explain military discipline and how it relates to the Navy.

Definition

Explanation could include, but is not limited to, the

- procedures for applying discipline in the Navy
- procedures for initiating and preferring charges on enlisted personnel aboard a Navy ship or shore station
- process of apprehension, arrest, restriction, and confinement used in the Navy
- procedure for preliminary inquiry leading to captain's mast
- basic classes of naval disciplinary actions
- features of nonjudicial punishment
- three types of military courts-martial
- method for reviewing courts-martial
- relationship between civil jurisdiction and military justice
- methods used for disciplinary separations from the service.

Task Number 55

Identify components of military and international law.

Definition

Identification could include

- UCMJ, a federal law implemented by the *Manual for Courts-Martial*
- Judge Advocate General's (JAG) Corps, the legal branch of the United States Armed Forces
- nonjudicial punishment (NJP)
- international law
- military courts-martial.

Process/Skill Questions

- What is nonjudicial punishment (NJP)?
- How does one serve in JAG Corps?

Task Number 56

Describe the code of conduct for members of the U.S. Armed Forces.

Definition

Description should include the following:

- The code of conduct for members of the U.S. Armed Forces is a code of ethics.
- The code is comprised of six articles useful to prisoners of war (POWs).
- The code was established during President Dwight D. Eisenhower's presidency.

Process/Skill Questions

- What is the code of conduct?
- What are the six articles of the code?
- Why did President Eisenhower establish the code?

Exploring Naval Skills

Task Number 57

Explore principles of shipboard construction and damage control.

Definition

Exploration should include

- factors in construction
- nautical terms
- ship structure
- water-tight integrity
- propulsion plants
- classification and designation
- material readiness conditions
- classes of fire
- firefighting equipment
- personal protective equipment (PPE).

Process/Skill Questions

- What are the eight major factors in construction?
- What are the classes of fire?
- What firefighting equipment is required during shipboard construction?

Task Number 58

Summarize shipboard organization and watchstanding procedures.

Definition

Summarization should include

- administrative organization
- responsibilities of department heads and division officers
- publications
- watch structure (while in-port, and underway).

Process/Skill Questions

- What are the differences among watch structure, in-port, and underway?
- What is the administrative organization onboard a ship?

Task Number 59

Analyze the skills related to basic and deck seamanship.

Definition

Analysis should include

- duties and responsibilities of deck department personnel
- duties and responsibilities of the boatswain's mates
- boat nomenclature
- duties and responsibilities relating to use of deck equipment.

Process/Skill Questions

- What are five deck seamanship responsibilities?
- What are the general duties of a boatswain?

Task Number 60

Demonstrate basic knowledge of marine navigation rules.

Definition

Demonstration should include knowledge of

- meridians
- latitude and longitude

- nautical measurements
- use of nautical charts
- nautical plottings
- nautical rules
- aides to navigation
- shipboard lights and day shapes
- time and navigation
- whistle, fog, and distress signals.

Process/Skill Questions

- How does one use nautical charts?
 - What are the navigation rules and why are they called the "rules of the road"?
-

Task Number 61

Categorize naval weapons and aircraft.

Definition

Categorization should include

- evolution of naval weapons
- basic weapon terminology
- aircraft weapons systems
- shipboard weapons control systems
- chemical, biological, mine, and nuclear warfare.

Process/Skill Questions

- What are the differences among chemical, biological, mine, and nuclear warfare?
- What is *The Evolution of Naval Weapons*? Why is it important?

Developing Citizenship

Task Number 62

Organize community service opportunities.

Definition

Organization should include

- resources for community service
- roles within community service
- time and tasks required to perform community service
- benefits of community service.

Process/Skill Questions

- What are local resources in the community?
- How much time should one dedicate to community service?

Examining the History and Technology of Warfare

Task Number 63

Research the tactical history of a current U.S. military engagement.

Definition

Researching should include documenting sources and

- selecting an engagement (e.g., Iraq, Afghanistan, Somalia)
- determining the causes for and dates of U.S. operations
- identifying milestones, achievements, and setbacks
- identifying the current status, resolution, or outlook.

Process/Skill Questions

- Why are tactical milestones and setbacks important when studying military engagements?
- What types of resources should one use when researching a current military engagement?
- How does one document sources?

Task Number 64

Analyze the relationship between war and technological advancements.

Definition

Analysis should include identifying technologies that might include

- firearms
- surface ships
- submarines
- airplanes
- missiles/rocketry
- nuclear weapons
- targeting systems
- global positioning system (GPS)/geographic informational system (GIS)
- communication systems
- sonar
- radar
- military events that led to the use of specific technologies.

Analysis also should include the effect of technologies on military outcomes and the continuing effect of military technologies on society (e.g., communications, transportation).

Process/Skill Questions

- How is robotics increasing the Navy's proficiency in operations?
- How have targeting systems changed with the influence of technological advancements?

Task Number 65

Describe state-of-the-art technologies currently in use on the battlefield.

Definition

Description should include

- the name and components of the technology
- an outline of the technology's evolution
- the benefits of the technology
- the methods in which the technology is used.

Process/Skill Questions

- What are the most recent technological contributions that are used on the battlefield?
- How much reliance is there on technology on the battlefield?

Using Technology

Task Number 66

Instruct team members in basic computer knowledge.

Definition

Instruction should include

- inputting data
- managing files
- creating/managing back-up files.

Process/Skill Questions

- Why is it important to manage data properly?
- Why is it important to backup computer files?

Task Number 67

Communicate the specific uses for technology and digital resources to team members.

Definition

Communication should include instruction regarding which tools, software, and programs to use to accomplish projects.

Process/Skill Questions

- What factors would one consider when choosing software to use for a specific task?

Task Number 68

Assist team members in creating digital files.

Definition

Assistance should include

- creating a basic file (e.g., word processing, spreadsheets, database)
- saving a basic file (in the format in which it was created).

Process/Skill Questions

- What could be a possible disadvantage of creating a document using word processing software?

Task Number 69

Instruct team members in personal responsibility for appropriate, legal, and ethical conduct.

Definition

Instruction should include

- defining *fair use*
- identifying copyright laws relevant to student work
- defining *netiquette*
- identifying the use of digital resources and tools to avoid illegal activity.

Process/Skill Questions

- What are possible consequences of failing to use the proper etiquette when communicating digitally?
- What can individual computer users do to reduce the occurrence of illegal activity on the Internet?

Task Number 70

Communicate to team members the concepts of confidentiality, security, and integrity related to computer use/systems.

Definition

Communication should include

- identifying the differences between public and private information
- identifying ways to ensure that private online information is secure (e.g., using only approved protocol for data transmission, use of passwords)
- illustrating the necessity of verifying information
- demonstrating proper uses of social networking sites (e.g., understanding how use can be detrimental for future evaluations of student by colleges and employers).

Process/Skill Questions

- What could be the result of not verifying the sources of websites and incoming email?
- Why do employers regularly check the social media accounts of current and potential employees?
- What measures are put in place to ensure the confidentiality and security of private information on the Internet?

Exploring Careers

Task Number 71

Match personal interests to potential careers.

Definition

Matching should include

- taking a personality test
- taking a career interest survey
- determining interests, attitudes, behaviors, and aptitudes
- identifying career clusters that may relate to interests, attitudes, behaviors, and aptitudes
- narrowing the field of possibilities
- researching the pertinent information related to potential occupations.

Process/Skill Questions

- What are potential careers that relate to one's character, background, and/or interests?
- How can one determine career interests?
- Why is it important to match one's abilities, skills, and interests to an occupation or a career?

Task Number 72

Research opportunities for postsecondary education.

Definition

Research should focus on a single career path and include documentation of

- company and on-the-job training opportunities, including apprenticeships and internships
- community college system (two-year degree programs)
- four-year colleges or universities
- business or trade/technical schools
- online courses, degree programs, and certifications
- the military.

Process/Skill Questions

- How might one compare the benefits of a community college vs. a four-year college or university?
- Why would one choose to attend a trade school instead of college?
- How can the military assist one in accomplishing one's educational goals?

Task Number 73

Assess personal qualifications needed to serve in the military.

Definition

Assessment should include

- age requirement
- level of education completed and satisfactory academic performance
- physical and mental health.

Additional items may or may not affect admission into the military, including

- number of dependents under 18 years of age
- criminal record
- U.S. citizenship status (for officers).

Process/Skill Questions

- How does a criminal record affect one's chances of entering the military?
- What are the educational requirements for military enlistment?
- What are some of the factors that disqualify candidates from being able to join the military?

Task Number 74

Research the immediate and long-term benefits of a specific career.

Definition

Research should include documenting a specific occupation and related benefits, such as

- compensation
- tuition/retraining support
- career preparation
- world travel
- health coverage
- discounts on goods and services
- pension.

Process/Skill Questions

- What are the long-term financial benefits of a selected career?
- How does the pension plan work for a selected career?
- What type of travel is involved in a selected career path?

SOL Correlation by Task

| | | |
|----|--|---------------|
| 39 | Describe the structure and the function of the U.S. Department of Defense. | English: 11.5 |
|----|--|---------------|

| | | |
|----|---|--|
| 40 | Diagram the U.S. military chain of command and associated agencies. | English: 11.5, 11.8 |
| 41 | Identify benefits of membership in professional organizations. | English: 11.5 History and Social Science: VUS.1 |
| 42 | Identify the challenge of leadership. | English: 11.5 History and Social Science: VUS.4, VUS.6, VUS.7, VUS.11 |
| 43 | Demonstrate the qualities of an effective leader. | History and Social Science: VUS.1 |
| 44 | Evaluate leadership performance. | |
| 45 | Compare contemporary leaders and their distinguishing characteristics. | English: 11.5 History and Social Science: VUS.1 |
| 46 | Update leadership goals. | English: 11.5 |
| 47 | Demonstrate the importance of organization and decision-making. | English: 11.5 History and Social Science: VUS.1 |
| 48 | Identify available resources to enable or restrict a solution. | English: 11.5 History and Social Science: VUS.1 |
| 49 | Identify a local leadership opportunity. | English: 11.5 |
| 50 | Explain the relevance of equity issues. | English: 11.5 |
| 51 | Describe U.S. Naval strategies. | English: 11.5 |
| 52 | Analyze the importance of naval sea power and national security. | English: 11.5 |
| 53 | Explain military law and how it relates to the Navy. | English: 11.5 |
| 54 | Explain military discipline and how it relates to the Navy. | English: 11.5 |
| 55 | Identify components of military and international law. | English: 11.5, 11.8 |
| 56 | Describe the code of conduct for members of the U.S. Armed Forces. | English: 11.5, 11.8 |
| 57 | Explore principles of shipboard construction and damage control. | English: 11.8 |
| 58 | Summarize shipboard organization and watchstanding procedures. | English: 11.5 |
| 59 | Analyze the skills related to basic and deck seamanship. | English: 11.5 |
| 60 | Demonstrate basic knowledge of marine navigation rules. | |
| 61 | Categorize naval weapons and aircraft. | English: 11.5 |
| 62 | Organize community service opportunities. | English: 11.5 |
| 63 | Research the tactical history of a current U.S. military engagement. | English: 11.8 |
| 64 | Analyze the relationship between war and technological advancements. | English: 11.5 History and Social Science: VUS.14 |
| 65 | Describe state-of-the-art technologies currently in use on the battlefield. | English: 11.5 History and Social Science: VUS.13 |
| 66 | Instruct team members in basic computer knowledge. | English: 11.5 |

| | | |
|----|---|--|
| | | History and Social Science: VUS.13, VUS.14 Mathematics: COM.7, COM.10, COM.16 |
| 67 | Communicate the specific uses for technology and digital resources to team members. | English: 11.1 History and Social Science: VUS.13, VUS.14 |
| 68 | Assist team members in creating digital files. | English: 11.1 Mathematics: COM.7, COM.10, COM.16 |
| 69 | Instruct team members in personal responsibility for appropriate, legal, and ethical conduct. | English: 11.3 History and Social Science: VUS.13, VUS.14 |
| 70 | Communicate to team members the concepts of confidentiality, security, and integrity related to computer use/systems. | English: 11.1, 11.5 History and Social Science: VUS.13, VUS.14 |
| 71 | Match personal interests to potential careers. | English: 11.5 |
| 72 | Research opportunities for postsecondary education. | English: 11.8 |
| 73 | Assess personal qualifications needed to serve in the military. | English: 11.5 |
| 74 | Research the immediate and long-term benefits of a specific career. | English: 11.8 |

Appendix: Credentials, Course Sequences, and Career Cluster Information

Industry Credentials: Only apply to 36-week courses

- Armed Services Vocational Aptitude Battery Examination
- College and Work Readiness Assessment (CWRA+)
- National Career Readiness Certificate Assessment
- Workplace Readiness Skills for the Commonwealth Examination

Concentration sequences: *A combination of this course and those below, equivalent to two 36-week courses, is a concentration sequence. Students wishing to complete a specialization may take additional courses based on their career pathways. A program completer is a student who has met the requirements for a CTE concentration sequence and all other requirements for high school graduation or an approved alternative education program.*

- Navy JROTC I (NA7913/36 weeks)
- Navy JROTC II (NA7916/36 weeks)
- Navy JROTC IV (NA7919/36 weeks)

| Career Cluster: Education and Training | |
|---|--|
| Pathway | Occupations |
| Administration and Administrative Support | Instructional Coordinator Training and Development Manager |
| Professional Support Services | Instructional Developer |
| Teaching and Training | Coach, Secondary Level Instructional Coordinator Training Consultant/Training Specialist |

| Career Cluster: Government and Public Administration | |
|--|--|
| Pathway | Occupations |
| Foreign Service | Diplomatic Courier Foreign Service Worker Interpreter/Translator |
| Governance | Legislative Aide Legislator |
| National Security | Combat Specialty Officer Military Enlisted Personnel |

| Career Cluster: Government and Public Administration | |
|---|--|
| Pathway | Occupations |
| | Military Intelligence Specialist Military Officer Special Forces Personnel |
| Planning | Economic Development Coordinator Urban and Regional Planner |
| Public Management and Administration | Court Clerk Government Accountant/Auditor Postal Service Clerk Postmaster/Mail Superintendent |
| Regulation | Compliance Officer Environmental Compliance Inspector Private Detective, Investigator |
| Revenue and Taxation | Compliance Officer |

| Career Cluster: Law, Public Safety, Corrections and Security | |
|---|--|
| Pathway | Occupations |
| Correction Services | Corrections Officer Probation, Parole Officer |
| Emergency and Fire Management Services | Emergency Medical Technician, Paramedic Firefighter |
| Law Enforcement Services | Police Officer |
| Legal Services | Records Processing Assistant |
| Security and Protective Services | Private Detective, Investigator Security Officer |

| Career Cluster: Transportation, Distribution and Logistics | |
|--|---|
| Pathway | Occupations |
| Facility and Mobile Equipment Maintenance | Diesel Service Technician |
| Health, Safety and Environmental Management | Health, Safety, and Environment Manager |
| Logistics Planning and Management Services | Logistics Analyst Logistics Engineer Logistics Manager |
| Sales and Service | Dispatcher |
| Transportation Operations | Transportation Manager |
| Transportation Systems/Infrastructure Planning, Management and Regulation | Civil Engineer Civil Engineering Technician Transportation Manager |
| Warehousing and Distribution Center Operations | Traffic Engineer Transportation Manager |