MILITARY SCIENCE STANDARDS

This document was prepared by:

Office of Career Readiness, Adult Learning & Education Options
Nevada Department of Education
755 N. Roop Street, Suite 201
Carson City, NV 89701

www.doe.nv.gov

Adopted by the Nevada State Board of Education on
January 18, 2018

NEVADA STATE BOARD OF EDUCATION

Elaine Wynn.. President
Mark Newburn ....Vice President
Robert Blakely ....Member
David Carter...Member
Tonia Holmes-Sutton..Member
Dave Jensen...Member
Cathy McAdoo..Member
Dawn Miller ....Member
Felicia Ortiz...Member
Hunter Drost... Student Representative

NEVADA DEPARTMENT OF EDUCATION

Steve Canavero, Ph.D.
Superintendent of Public Instruction

Kristine Nelson, Director
Office of Career Readiness, Adult Learning & Education Options

VISION

All Nevadans ready for success in the 21st century

MISSION

To improve student achievement and educator effectiveness by ensuring opportunities, facilitating learning, and promoting excellence

Nevada Department of Education — Nevada Ready!

TABLE OF CONTENTS

ACKNOWLEDGEMENTS

INTRODUCTION

The standards in this document are designed to clearly state what the student should know and be able to do upon completion of an advanced high school Military Science program. These standards are designed for a three-credit course sequence that prepares the student for a technical assessment directly aligned to the standards.

These exit-level standards are designed for the student to complete all standards through their completion of a program of study. These standards are intended to guide curriculum objectives for a program of study.

The standards are organized as follows:

Content Standards are general statements that identify major areas of knowledge, understanding, and the skills students are expected to learn in key subject and career areas by the end of the program.

Performance Standards follow each content standard. Performance standards identify the more specific components of each content standard and define the expected abilities of students within each content standard.

Performance Indicators are very specific criteria statements for determining whether a student meets the performance standard. Performance indicators may also be used as learning outcomes, which teachers can identify as they plan their program learning objectives.

The crosswalk and alignment section of the document shows where the performance indicators support the Nevada Academic Content Standards in Science (based on the Next Generation Science Standards) and in English Language Arts and Mathematics (based on the Common Core State Standards). Where correlation with an academic content standard exists, students in the Military Science program perform learning activities that support, either directly or indirectly, achievement of the academic content standards that are listed.

All students are encouraged to participate in the career and technical student organization (CTSO) that relates to the Military Science program. CTSOs are co-curricular national associations that directly enforce learning in the CTE classroom through curriculum resources, competitive events, and leadership development. CTSOs provide students the ability to apply academic and technical knowledge, develop communication and teamwork skills, and cultivate leadership skills to ensure college and career readiness.

The Employability Skills for Career Readiness identify the "soft skills" needed to be successful in all careers, and must be taught as an integrated component of all CTE course sequences. These standards are available in a separate document.

The **Standards Reference Code** is only used to identify or align performance indicators listed in the standards to daily lesson plans, curriculum documents, or national standards.

Program Name: Military Science   Standards Reference Code: **MSCI**

Example: MSCI.2.3.4

Standards	Content Standard	Performance Standard	Performance Indicator
Military Science	2	3	4

CONTENT STANDARD 1.0 : UNDERSTAND THE FOUNDATIONS OF JUNIOR RESERVE OFFICERS' TRAINING CORPS (JROTC)

PERFORMANCE STANDARD 1.1 : EXPLORE DRILL AND CEREMONIES

    1.1.1   Describe basic drill movements

    1.1.2   Perform routine ceremonies

PERFORMANCE STANDARD 1.2 : UNDERSTAND CUSTOMS AND COURTESIES

    1.2.1   Explain the purpose of military customs

    1.2.2   Render proper military courtesies

PERFORMANCE STANDARD 1.3 : EXPLORE THE HISTORY OF JROTC

    1.3.1   Describe the origins of JROTC (National Defense Authorization Act {NDAA})

    1.3.2   Summarize JROTC's missions and goals

PERFORMANCE STANDARD 1.4 : EXPLORE CORE VALUES

    1.4.1   Describe core values

CONTENT STANDARD 2.0 :   EXPLORE THE FOUNDATION OF LEADERSHIP

PERFORMANCE STANDARD 2.1 :   UNDERSTAND FOLLOWERSHIP

2.1.1   Discuss the role of the follower

2.1.2   Identify motivational characteristics

2.1.3   Describe the importance of effective communication

PERFORMANCE STANDARD 2.2 :   DEFINE LEADERSHIP

2.2.1   Explain the elements of leadership

2.2.2   Discuss leadership characteristics

2.2.3   Describe the meaning of leadership

2.2.4   Explore team building concepts

2.2.5   Recognize personal strengths and weaknesses

PERFORMANCE STANDARD 2.3 :   OUTLINE PRINCIPLES OF LEADERSHIP

2.3.1   Describe principles of leadership

2.3.2   Explain leadership traits

2.3.3   Understand challenges associated with leadership

CONTENT STANDARD 3.0 : EXAMINE CITIZENSHIP

PERFORMANCE STANDARD 3.1 : IDENTIFY CIVICS

3.1.1   Define civic responsibilities

3.1.2   Discuss duties and responsibilities of citizenship

3.1.3   Define patriotism

3.1.4   Perform volunteer activities

PERFORMANCE STANDARD 3.2 : UNDERSTAND THE FOUNDATIONS OF THE UNITED STATES GOVERNMENT

3.2.1   Explain the United States Constitution

3.2.2   Describe the Bill of Rights and constitutional amendments

3.2.3   Discuss the Declaration of Independence

3.2.4   Identify the branches of government

PERFORMANCE STANDARD 3.3 : UNDERSTAND THE AMERICAN FLAG

3.3.1   Demonstrate flag etiquette

3.3.2   Discuss the history of the United States flag

3.3.3   Recite the Pledge of Allegiance of the United States of America

3.3.4   Demonstrate the proper courtesies to the national anthem and the United States flag

CONTENT STANDARD 4.0 :   PRACTICE WELLNESS, PHYSICAL FITNESS & FIRST AID

PERFORMANCE STANDARD 4.1 :   DEFINE WELLNESS

4.1.1   Evaluate the importance of healthy nutrition

4.1.2   Define stress management techniques

4.1.3   Identify the hazards of substance abuse

4.1.4   Discuss violence prevention

4.1.5   Recognize the importance of personal hygiene

4.1.6   Demonstrate professional personal appearance

PERFORMANCE STANDARD 4.2 :   EXPLORE PHYSICAL FITNESS

4.2.1   Demonstrate the components of a fitness program

4.2.2   Describe choosing the right exercise program

4.2.3   Understand the benefits of fitness

PERFORMANCE STANDARD 4.3 :   APPLY FIRST AID AND EMERGENCY RESPONSE

4.3.1   Demonstrate knowledge of basic first aid

4.3.2   Demonstrate knowledge of CPR and AED

CONTENT STANDARD 5.0 :   APPLY PERSONAL GROWTH

PERFORMANCE STANDARD 5.1 :   EXPLORE FOUNDATIONS FOR SUCCESS

5.1.1   Establish goal setting techniques

5.1.2   Improve writing skills

5.1.3   Demonstrate self-discipline and time management

5.1.4   Develop study skills

5.1.5   Discuss college preparation and career planning

CONTENT STANDARD 6.0 :   **UNDERSTAND BASIC LEADERSHIP**

PERFORMANCE STANDARD 6.1 :   **PREPARE FOR LEADERSHIP**

    6.1.1   Apply principles of leadership

    6.1.2   Explore leadership characteristics

    6.1.3   Describe the importance of leadership and teamwork

    6.1.4   Apply team building skills

    6.1.5   Implement self-assessment

    6.1.6   Compare and contrast leadership styles and attributes

    6.1.7   Discuss leadership theories

    6.1.8   Understand leadership roles and responsibilities

CONTENT STANDARD 7.0 : **EXPLORE MILITARY CAREERS**

PERFORMANCE STANDARD 7.1 : **UNDERSTAND CAREER OPPORTUNITIES**

7.1.1 Describe military opportunities for enlisted

7.1.2 Describe military opportunities for officers

CONTENT STANDARD 8.0 :   DEFINE MILITARY BRANCH CORE VALUES

PERFORMANCE STANDARD 8.1 :   UNDERSTAND GUIDING PRINCIPLES

8.1.1   Define core values

8.1.2   Understand core values

CONTENT STANDARD 9.0 : **EXPLORE ELEMENTS OF COMMUNICATIONS**

PERFORMANCE STANDARD 9.1 : **IDENTIFY COMMUNICATION METHODS**

9.1.1   Discuss the importance of public speaking

9.1.2   Understand active listening skills

9.1.3   Demonstrate effective oral and written communication

9.1.4   Compare and contrast various forms of electronic communication

CONTENT STANDARD 10.0 : EXPLORE INTERMEDIATE LEADERSHIP

PERFORMANCE STANDARD 10.1 : APPLY LEADERSHIP STRATEGIES AND TECHNIQUES

10.1.1   Utilize the elements of leadership

10.1.2   Critique leadership characteristics

10.1.3   Explain the importance of leadership

10.1.4   Conduct self-assessment

10.1.5   Identify problem solving processes

10.1.6   Apply critical thinking techniques

10.1.7   Build effective team dynamics

PERFORMANCE STANDARD 10.2 : RECOGNIZE DIVERSITY, RESPECT, AND TOLERANCE

10.2.1   Describe how to build respect

10.2.2   Discuss the values of tolerance and understanding

10.2.3   Understand differences and uniqueness

CONTENT STANDARD 11.0 : EXPLORE FINANCIAL PLANNING

PERFORMANCE STANDARD 11.1 :   DESCRIBE FINANCIAL PLANNING

11.1.1   Describe the budgeting process

11.1.2   Understand revolving debt

11.1.3   Discuss savings and banking procedures

CONTENT STANDARD 12.0 : PERFORM ADVANCED LEADERSHIP

PERFORMANCE STANDARD 12.1 :   **ANALYZE LEADERSHIP CONCEPTS**

12.1.1   Apply concepts of leadership

12.1.2   Implement management techniques

12.1.3   Develop interpersonal skills

CONTENT STANDARD 13.0 : EXPLORE THE UNITED STATES AIR FORCE

PERFORMANCE STANDARD 13.1 :   EXPLAIN AVIATION HISTORY

13.1.1   Know the historical facts and impacts of the early attempts to fly

13.1.2   Know the major historical contributors to the development of flight

13.1.3   Understand the contributions of the U.S. Air Force to modern aviation history

13.1.4   Identify the key events of space exploration

PERFORMANCE STANDARD 13.2 :   UNDERSTAND THE SCIENCE OF FLIGHT

13.2.1   Analyze the elements of flight

13.2.2   Evaluate how atmospheric conditions affect flight

13.2.3   Understand how flight affects the human body

13.2.4   Analyze flight navigation and purpose of aerial navigation aids

PERFORMANCE STANDARD 13.3 :   EXPLORE CULTURAL STUDIES AND GLOBAL AWARENESS

13.3.1   Explain how historic, geographic, religious, and ethnic factors have shaped the six major regions of the world

13.3.2   Understand how economic, political, and social factors impact cultures

13.3.3   Discuss how environmental resources influence global economic development

13.3.4   Describe how population density, famine, war, and immigration influence the world

13.3.5   Compare and contrast how the economic systems of communism and capitalism have shaped the six major regions of the world

13.3.6   Comprehend how cultural perspectives of time, space, context, authority, interpersonal relationships, and orientation to community affect interactions among people

PERFORMANCE STANDARD 13.4 :   EXPLORE SPACE

13.4.1   Know the history of astronomy and the specific characteristics of the Earth, Moon, solar system, and the planets

13.4.2   Comprehend the big picture of space exploration, including the history of spaceflight, organizations doing work in space, and the overall space environment

13.4.3   Understand the importance of entering space, characteristics of manned and unmanned spaceflight, and how humans are affected during spaceflight

13.4.4   Explain the key concepts for getting from the surface of the Earth into Earth's orbit and to other planets and back again

13.4.5   Know how spacecraft, rockets, and launch vehicles are designed and built

13.4.6   Identify the latest advances in space technology

PERFORMANCE STANDARD 13.5 :   PRACTICE MANAGEMENT OF THE CADET CORPS

13.5.1   Apply theories and techniques learned in previous leadership courses

13.5.2   Analyze how to develop leadership and management competency through participation

13.5.3   Examine strengthened organizational skills through active incorporation

13.5.4   Evaluate how to develop confidence in ability by exercising decision-making skills

13.5.5   Assess adherence to Air Force standards, discipline, and conduct

PERFORMANCE STANDARD 13.6 :   EXPLORE SURVIVAL

13.6.1   Know the elements of survival

13.6.2   Understand how medical procedures, clothing, and shelter can provide personal protection

13.6.3   Identify the necessities for maintaining life in a survival situation

13.6.4   Explain how to travel and prepare for recovery in a survival situation

PERFORMANCE STANDARD 13.7 :   PREPARE FOR FEDERAL AVIATION ADMINISTRATION GENERAL KNOWLEDGE EXAM

13.7.1   Comprehend the fundamentals of flight

13.7.2   Know aspects of flight operations

13.7.3   Understand the atmosphere and its effect on aircraft operations

13.7.4   Demonstrate the basics of navigation using charts and radio aids

13.7.5   Apply the principles of aeronautical decision-making and flight-related physiological factors

PERFORMANCE STANDARD 13.8 :   UNDERSTANDING AIR FORCE VALUES, MISSION, AND CHAIN OF COMMAND

13.8.1   Know the Air Force Core Values

13.8.2   Define the mission of the U.S. Air Force

13.8.3   Identify Air Force ranks (cadet and active duty)

PERFORMANCE STANDARD 13.9 :   UNDERSTAND REQUIREMENTS FOR THE PROPER WEAR OF THE AIR FORCE UNIFORM

13.9.1   Demonstrate proper wear and care of the Air Force uniform

13.9.2   Demonstrate proper grooming standards for cadets

CONTENT STANDARD 14.0 : EXPLORE THE UNITED STATES ARMY

PERFORMANCE STANDARD 14.1 : DEFINE ARMY VALUES

14.1.1   Identify seven Army values

14.1.2   Define seven Army values

PERFORMANCE STANDARD 14.2 : CONDUCT SERVICE LEARNING

14.2.1   Understand service learning

14.2.2   Participate in a component of service learning

PERFORMANCE STANDARD 14.3 : DEMONSTRATE THE PROPER WEAR OF ARMY UNIFORMS

14.3.1   Identify the three basic army uniforms for JROTC

14.3.2   Evaluate the appropriate occasions for each uniform

14.3.3   Describe the proper maintenance of the Army uniform

PERFORMANCE STANDARD 14.4 : CREATE PORTFOLIOS

14.4.1   Understand the purpose of a portfolio

14.4.2   Identify the types of goal setting

14.4.3   Identify the components of a resume

14.4.4   Produce a professional job application

PERFORMANCE STANDARD 14.5 : DEMONSTRATE ORIENTEERING

14.5.1   Understand basic orienteering

14.5.2   Demonstrate map and compass correlation

14.5.3   Practice land navigation

CONTENT STANDARD 15.0 : EXPLORE THE UNITED STATES MARINE CORPS JUNIOR RESERVE OFFICERS' TRAINING CORPS (MCJROTC)

PERFORMANCE STANDARD 15.1 : UNDERSTAND MCJROTC GENERAL MILITARY SUBJECTS

15.1.1   Understand the MCJROTC program and benefits

15.1.2   Explore the history of the United States Marine Corps

15.1.3   Explain the Marine Corps core values

15.1.4   Identify conflicts related to the history of the United States Marine Corps

15.1.5   Identify the Marine Corps chain of command

15.1.6   Identify the Navy and Marine Corps ranks and rates

15.1.7   Identify the Marine Corps uniforms and proper wear according to regulations

15.1.8   Discuss the history of drill

15.1.9   Define the purpose of drill

15.1.10   Conduct basic drill

15.1.11   Demonstrate an understanding of marksmanship and safety

15.1.12   Discuss the requirements for marksmanship qualification

15.1.13   Perform land navigation

15.1.14   Understand the Uniform Code of Military Justice (UCMJ)

15.1.15   Discuss the requirements for promotions and awards

PERFORMANCE STANDARD 15.2 : EXPLORE LEADERSHIP

15.2.1   Recite the fourteen leadership traits

15.2.2   Describe the meaning of each leadership trait

15.2.3   Recite the eleven principles of leadership

15.2.4   Demonstrate the leadership principles

15.2.5   Describe the three optimum leadership styles

15.2.6   Understand the difference in a leader from a manager

15.2.7   Understand promotion expectations and opportunities

PERFORMANCE STANDARD 15.3 : DEVELOP CITIZENSHIP

15.3.1   Define patriotism

15.3.2   Discuss great Americans and their contributions

15.3.3   Understand the importance of current events

PERFORMANCE STANDARD 15.4 :   **UNDERSTAND THE IMPORTANCE OF PERSONAL GROWTH AND RESPONSIBILITY**

15.4.1	Participate in the semi-annual physical fitness test (PFT)
15.4.2	Discuss the requirements to receive the PFT award
15.4.3	Explore the importance of inspections and evaluations
15.4.4	Plan and conduct a personnel inspection
15.4.5	Plan and conduct a special event

PERFORMANCE STANDARD 15.5 :   **DISCOVER PUBLIC SERVICE AND CAREER EXPLORATION OPPORTUNITIES**

15.5.1	Define public service and opportunities
15.5.2	Understand the purpose of the Armed Services Vocational Aptitude Battery (ASVAB)
15.5.3	Understand the qualifications required for serving in the military
15.5.4	Assess personal qualification to serve in the military
15.5.5	Research the benefits of a potential career
15.5.6	Discuss the importance of a complete job application
15.5.7	Discuss the importance of preparing for a job interview
15.5.8	Discuss behavior in the workplace / school
15.5.9	Develop a personal resume

PERFORMANCE STANDARD 15.6 :   **UNDERSTAND GENERAL CONCEPTS**

15.6.1	Understand nautical terms
15.6.2	Introduction to military maps
15.6.3	Utilization of a compass with maps

CONTENT STANDARD 16.0 : EXPLORE THE UNITED STATES NAVY

PERFORMANCE STANDARD 16.1 : INTRODUCTION TO NAVY SHIPS AND AIRCRAFT

16.1.1   Understand the mission of Navy ships and aircraft

16.1.2   Identify the types of Navy ships and aircraft and their characteristics

16.1.3   Demonstrate ship based customs, courtesies, and terminologies

16.1.4   Explain the mission of the United States Navy

PERFORMANCE STANDARD 16.2 : EXPLORE MARITIME HISTORY

16.2.1   Describe the importance of sea power in times of peace and war

16.2.2   Explain how sea power evolved and its influence on maritime history

16.2.3   Demonstrate an understanding of how sea power strongly impacts our nation's political and economic wellbeing

PERFORMANCE STANDARD 16.3 : EXPLORE NAUTICAL SCIENCE

16.3.1   Illustrate an understanding of maritime geography as it pertains to our national resources, land forms, climate, soil, and bodies of water

PERFORMANCE STANDARD 16.4 : UNDERSTAND REQUIREMENTS FOR THE PROPER WEAR OF THE NAVY UNIFORM

16.4.1   Demonstrate proper wear and care of the Navy uniform

16.4.2   Demonstrate proper grooming standards for cadets

PERFORMANCE STANDARD 16.5 : UNDERSTAND NAVY (CADET AND ACTIVE DUTY) CHAIN OF COMMAND AND RANK STRUCTURE

16.5.1   Recite the Navy Chain of Command

16.5.2   Recite the Navy General Orders

16.5.3   Identify Navy ranks (cadet and active duty)

CROSSWALKS AND ALIGNMENTS

CROSSWALKS (ACADEMIC STANDARDS)

The crosswalk of the Military Science Standards shows links to the Nevada Academic Content Standards in Science (based on the Next Generation Science Standards – Disciplinary Core Ideas Arrangement) and in English Language Arts and Mathematics (based on the Common Core State Standards). The crosswalk identifies the performance indicators in which the learning objectives in the Military Science program support academic learning. The performance indicators are grouped according to their content standard and are crosswalked to the Nevada Academic Content Standards in Science, English Language Arts, and Mathematics.

ALIGNMENTS (MATHEMATICAL PRACTICES)

In addition to correlation with the Nevada Academic Content Standards for Mathematics, many performance indicators support the Mathematical Practices. The following table illustrates the alignment of the Military Science Standards Performance Indicators and the Mathematical Practices. This alignment identifies the performance indicators in which the learning objectives in the Military Science program support academic learning.

ALIGNMENTS (SCIENCE AND ENGINEERING PRACTICES)

In addition to correlation with the Nevada Academic Content Standards for Science, many performance indicators support the Science and Engineering Practices. The following table illustrates the alignment of the Military Science Standards Performance Indicators and the Science and Engineering Practices. This alignment identifies the performance indicators in which the learning objectives in the Military Science program support academic learning.

CROSSWALKS (COMMON CAREER TECHNICAL CORE)

The crosswalk of the Military Science Standards shows links to the Common Career Technical Core. The crosswalk identifies the performance indicators in which the learning objectives in the Military Science program support the Common Career Technical Core. The Common Career Technical Core defines what students should know and be able to do after completing instruction in a program of study. The Military Science Standards are crosswalked to the Government and Public Administration Career Cluster™ and the National Security Career Pathway.

This Page was Intentionally Left Blank.

CROSSWALK OF MILITARY SCIENCE STANDARDS
AND THE NEVADA ACADEMIC CONTENT STANDARDS

CONTENT STANDARD 1.0: UNDERSTAND THE FOUNDATIONS OF JUNIOR RESERVE OFFICERS' TRAINING CORPS
(JROTC)

Performance Indicators	Nevada Academic Content Standards
1.1.1	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.8 Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information. **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
1.1.2	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
1.2.1	**English Language Arts: Language Standards** L.11-12.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
1.3.1	**English Language Arts: Speaking and Listening Standards** SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
1.3.2	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.2 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.

CONTENT STANDARD **2.0:** EXPLORE THE FOUNDATION OF LEADERSHIP

Performance Indicators	Nevada Academic Content Standards
2.1.1	**English Language Arts: Speaking and Listening Standards** SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
2.1.3	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
2.2.1	**English Language Arts: Language Standards** L.11-12.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. **English Language Arts: Speaking and Listening Standards** SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
2.2.4	**English Language Arts: Reading Standards for Informational Text** RI.11-12.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
2.2.5	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

CONTENT STANDARD 3.0:   EXAMINE CITIZENSHIP

Performance Indicators	Nevada Academic Content Standards
3.1.2	**Language Arts: Speaking and Listening Standards** SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
3.1.4	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
3.2.1	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
3.2.2	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.8 Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.
3.3.1	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.

CONTENT STANDARD **4.0**:   PRACTICE WELLNESS, PHYSICAL FITNESS & FIRST AID

Performance Indicators	Nevada Academic Content Standards
4.1.1	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
4.1.4	**English Language Arts: Speaking and Listening Standards** SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
4.1.5	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
4.1.6	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
4.2.2	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.8 Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.

Performance Indicators	Nevada Academic Content Standards
5.1.3	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
5.1.4	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
5.1.5	**English Language Arts: Speaking and Listening Standards** SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

CONTENT STANDARD 6.0:   UNDERSTAND BASIC LEADERSHIP

Performance Indicators	Nevada Academic Content Standards
6.1.2	**English Language Arts: Reading Standards for Informational Text** RI.11-12.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
6.1.3	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.8 Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.
6.1.6	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

CONTENT STANDARD 7.0: EXPLORE MILITARY CAREERS

Performance Indicators	Nevada Academic Content Standards
7.1.1	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.8 Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.
7.1.2	**Language Arts: Speaking and Listening Standards** SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

CONTENT STANDARD 9.0: EXPLORE ELEMENTS OF COMMUNICATIONS

Performance Indicators	Nevada Academic Content Standards
9.1.1	**English Language Arts: Speaking and Listening Standards** SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
9.1.3	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
9.1.4	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

CONTENT STANDARD 10.0:   EXPLORE INTERMEDIATE LEADERSHIP

Performance Indicators	Nevada Academic Content Standards
10.1.1	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
10.1.2	**English Language Arts: Speaking and Listening Standards** SL.11-12.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
10.1.3	**English Language Arts: Language Standards** L.11-12.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
10.2.1	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.8 Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.

CONTENT STANDARD 11.0:   EXPLORE FINANCIAL PLANNING

Performance Indicators	Nevada Academic Content Standards
11.1.1	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.8 Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.
11.1.3	**English Language Arts: Speaking and Listening Standards** SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

CONTENT STANDARD 12.0: PERFORM ADVANCED LEADERSHIP

Performance Indicators	Nevada Academic Content Standards
12.1.3	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.

CONTENT STANDARD 13.0: EXPLORE THE UNITED STATES AIR FORCE

Performance Indicators	Nevada Academic Content Standards
13.3.3	**English Language Arts: Speaking and Listening Standards** SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.
13.5.4	**English Language Arts: Reading Standards for Informational Text** RI.11-12.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
13.7.4	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.

CONTENT STANDARD 14.0:   EXPLORE THE UNITED STATES ARMY

Performance Indicators	Nevada Academic Content Standards
14.3.2	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
14.4.4	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
14.5.2	**English Language Arts: Speaking and Listening Standards** SL.11-12.1d Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

CONTENT STANDARD 15.0:   EXPLORE THE UNITED STATES MARINE CORPS JUNIOR RESERVE OFFICERS'
                                                    TRAINING CORPS (MCJROTC)

Performance Indicators	Nevada Academic Content Standards
15.1.2	**English Language Arts: Reading Standards for Informational Text** RI.11-12.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
15.1.3	**English Language Arts: Language Standards** L.11-12.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
15.1.8	**English Language Arts: Speaking and Listening Standards** SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
15.1.11	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
15.2.2	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.8 Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.
15.5.4	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
15.5.5	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

CONTENT STANDARD 16.0: EXPLORE THE UNITED STATES NAVY

Performance Indicators	Nevada Academic Content Standards
16.1.3	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
16.1.4	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
16.2.1	**English Language Arts: Speaking and Listening Standards** SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
16.4.1	**English Language Arts: Speaking and Listening Standards** SL.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 on page 54 for specific expectations.)

ALIGNMENT OF MILITARY SCIENCE STANDARDS
AND THE MATHEMATICAL PRACTICES

Mathematical Practices	Military Science Performance Indicators
1. Make sense of problems and persevere in solving them.	11.1.3
2. Reason abstractly and quantitatively.	4.1.1 13.7.1
3. Construct viable arguments and critique the reasoning of others.	4.1.1 13.7.5
4. Model with mathematics.	4.2.1 14.5.2
5. Use appropriate tools strategically.	11.1.1 - 11.1.3 15.6.3
6. Attend to precision.	13.2.1 15.1.13
7. Look for and make use of structure.	4.2.1 16.3.1
8. Look for and express regularity in repeated reasoning.	11.1.3

ALIGNMENT OF MILITARY SCIENCE STANDARDS
AND THE SCIENCE AND ENGINEERING PRACTICES

Science and Engineering Practices	Military Science Performance Indicators
1. Asking questions (for science) and defining problems (for engineering).	10.1.5 14.5.1 15.6.3
2. Developing and using models.	1.1.2 4.2.2 13.2.4
3. Planning and carrying out investigations.	10.1.6 16.3.1
4. Analyzing and interpreting data.	4.2.3
5. Using mathematics and computational thinking.	13.2.2
6. Constructing explanations (for science) and designing solutions (for engineering).	13.4.5, 13.6.2
7. Engaging in argument from evidence.	4.2.1 10.1.5
8. Obtaining, evaluating, and communicating information.	9.1.3 13.3.3

CROSSWALKS OF MILITARY SCIENCE STANDARDS
AND THE COMMON CAREER TECHNICAL CORE

Government & Public Administration Career Cluster™ (GV)	Performance Indicators
1. Explain the purpose and functions of government and public administration and the application of democratic principles in the process of governmental and administrative policymaking.	3.2.1 - 3.2.4; 15.1.1
2. Analyze the systemic relationships of government and public administration agencies.	3.2.4; 6.1.8
3. Describe health, safety and environmental management systems, as well as policies and procedures in government and public administration agencies.	3.1.2
4. Describe the implementation of plans and policies to respond to public health, safety and environmental needs in government and public administration agencies.	2.2.1; 4.3.1
5. Describe career opportunities and the means to achieve those opportunities in each of the Government & Public Administration Career Pathways.	5.1.5; 7.1.1, 7.1.2
6. Explain the administration of human, financial, material and information resources in government and public administration agencies.	11.1.1; 15.1.2

National Security Career Pathway (GV-SEC)	Performance Indicators
1. Instruct persons who will perform tasks relating to national homeland security.	10.1.1; 12.1.2; 15.5.3
2. Describe the appropriate duties, responsibilities and authority of a national security agency's personnel at all levels.	3.2.4; 6.1.1
3. Describe the leadership characteristics necessary to ensure compliance with rules of engagement and applicable ethical standards.	2.2.2; 10.1.1, 10.1.7 15.1.3
4. Collect and analyze information from within and outside the United States to assess threats and opportunities regarding national security.	13.3.3, 13.3.4
5. Develop strategies to defend against and respond to the effects of chemical, biological, radiological, nuclear (CBRN) or other emergent events.	13.3.4