

***MILITARY SCIENCE - NAVY  
CURRICULUM FRAMEWORK***



This document was prepared by:

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**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*



## INTRODUCTION

The Nevada CTE Curriculum Frameworks are a resource for Nevada’s public and charter schools to design, implement, and assess their CTE programs and curriculum. The content standards identified in this document are listed as a model for the development of local district programs and curriculum. They represent rigorous and relevant expectations for student performance, knowledge, and skill attainment which have been validated by industry representatives.

The intent of this document is to provide a resource to districts as they develop and implement CTE programs and curricula.

This program ensures the following thresholds are met:

- The CTE course and course sequence teaches the knowledge and skills required by industry through applied learning methodology and, where appropriate, work-based learning experiences that prepare students for careers in high-wage, high-skill and/or high-demand fields. Regional and state economic development priorities shall play an important role in determining program approval. Some courses also provide instruction focused on personal development.
- The CTE course and course sequence includes leadership and employability skills as an integral part of the curriculum.
- The CTE course and course sequence is part of a rigorous program of study and includes sufficient technical challenge to meet state and/or industry-standards.

The CTE program components include the following items:

- Program of Study
- State Skill Standards
- Employability Skills for Career Readiness Standards
- Career Technical Student Organizations (CTSOs)
- Curriculum Framework
- CTE Assessments:
  - Workplace Readiness Skills Assessment
  - End-of-Program Technical Assessment
- Certificate of Skill Attainment
- CTE Endorsement on a High School Diploma
- CTE College Credit

\* Revised 8/29/2018 – Updated Program Length to be 3 Levels – Updated Core Course Levels

**NEVADA DEPARTMENT OF EDUCATION**  
**CURRICULUM FRAMEWORK FOR**  
**MILITARY SCIENCE - NAVY**

**PROGRAM INFORMATION**

**Program Title:** Military Science  
**State Skill Standards:** Military Science  
**Standards Reference Code:** MSCI  
**Career Cluster:** Government and Public Administration  
**Career Pathway:** National Security  
**Program Length:** 3 Levels (L1, L2, L3C)\*  
**Program Assessments:** Military Science  
**Workplace Readiness Skills**  
**CTSO:** hosa: future health professionals, SkillsUSA  
**Grade Level:** 9-12  
**Industry Certifications:** See Nevada's Approved Certification Listing

**PROGRAM PURPOSE**

The purpose of this program is to prepare students for postsecondary education and employment in the Military Science industry.

The program includes the following state standards:

- Nevada CTE Skill Standards: Military Science
- Employability Skills for Career Readiness
- Nevada Academic Content Standards (alignment shown in the Nevada CTE Skill Standards):
  - Science (based on the Next Generation Science Standards)
  - English Language Arts (based on the Common Core State Standards)
  - Mathematics (based on the Common Core State Standards)
- Common Career Technical Core (alignment shown in the Nevada CTE Skill Standards)

**CAREER CLUSTERS**

The National Career Clusters™ Framework provides a vital structure for organizing and delivering quality CTE programs through learning and comprehensive programs of study (POS). In total, there are 16 Career Clusters in the National Career Clusters™ Framework, representing more than 79 Career Pathways to help students navigate their way to greater success in college and career. As an organizing tool for curriculum design and instruction, Career Clusters™ provide the essential knowledge and skills for the 16 Career Clusters™ and their Career Pathways.\*

\*Cite: National Association of State Directors of Career Technical Education Consortium. (2012). Retrieved from <http://www.careertech.org/career-clusters/glance/careerclusters.html>

**PROGRAM OF STUDY**

The program of study illustrates the sequence of academic and career and technical education coursework that is necessary for the student to successfully transition into postsecondary educational opportunities and employment in their chosen career path. (NAC 389.803)

**PROGRAM STRUCTURE**

The core course sequencing provided in the following table serves as a guide to schools for their programs of study. Each course is listed in the order in which it should be taught and has a designated level. Complete program sequences are essential for the successful delivery of all state standards in each program area.

**MILITARY SCIENCE**  
**Core Course Sequence**

<b>COURSE NAME</b>	<b>LEVEL</b>
Military Science I	L1
Military Science II	L2
Military Science III	L3C
Military Science IV*	AS

\*Complementary Courses

**STATE SKILL STANDARDS**

The state skill standards are designed to clearly state what the student should know and be able to do upon completion of an advanced high school career and technical education (CTE) program. The standards are designed for the student to complete all standards through their completion of a program of study. The standards are designed to prepare the student for the end-of-program technical assessment directly aligned to the standards. (Paragraph (a) of Subsection 1 of NAC 389.800)

**EMPLOYABILITY SKILLS FOR CAREER READINESS STANDARDS**

Employability skills, often referred to as “soft skills,” have for many years been a recognizable component of the standards and curriculum in career and technical education programs. The twenty-one standards are organized into three areas: (1) Personal Qualities and People Skills; (2) Professional Knowledge and Skills; and (3) Technology Knowledge and Skills. The standards are designed to ensure students graduate high school properly prepared with skills employers prioritize as the most important. Instruction on all twenty-one standards must be part of each course of the CTE program. (Paragraph (d) of Subsection 1 of NAC 389.800)

**CURRICULUM FRAMEWORK**

The Nevada CTE Curriculum Frameworks are organized utilizing the recommended course sequencing listed in the program of study and the CTE Course Catalog. The framework identifies the recommended content standards, performance standards, and performance indicators that should be taught in each course.

**CAREER AND TECHNICAL STUDENT ORGANIZATIONS (CTSOS)**

To further the development of leadership and technical skills, students must have opportunities to participate in one or more of the Career and Technical Student Organizations (CTSOS). CTSOs develop character, citizenship, and the technical, leadership and teamwork skills essential for the workforce and their further education. Their activities are considered a part of the instructional day when they are directly related to the competencies and objectives in the course. (Paragraph (a) of Subsection 3 of NAC 389.800)

**WORKPLACE READINESS SKILLS ASSESSMENT**

The Workplace Readiness Skills Assessment has been developed to align with the Nevada CTE Employability Skills for Career Readiness Standards. This assessment provides a measurement of student employability skills attainment. Students who complete a program will be assessed on their skill attainment during the completion level course. Completion level courses are identified by the letter “C”. (e.g., Level = L3C) (Paragraph (d) of Subsection 1 of NAC 389.800)

**END-OF-PROGRAM TECHNICAL ASSESSMENT**

An end-of-program technical assessment has been developed to align with the Nevada CTE Skill Standards for this program. This assessment provides a measurement of student technical skill attainment. Students who complete a program will be assessed on their skill attainment during the completion level course. Completion level courses are identified by the letter “C”. (e.g., Level = L3C) (Paragraph (e) of Subsection 1 of NAC 389.800)

**CERTIFICATE OF SKILL ATTAINMENT**

Each student who completes a course of study must be awarded a certificate which states that they have attained specific skills in the industry being studied and meets the following criteria: A student must maintain a 3.0 grade point average in their approved course of study, pass the Workplace Readiness Skills Assessment, and pass the end-of-program technical assessment. (Subsection 4 of NAC 389.800)

**CTE ENDORSEMENT ON A HIGH SCHOOL DIPLOMA**

A student qualifies for a CTE endorsement on their high school diploma after successfully completing the following criteria: 1) completion of a CTE course of study in a program area, 2) completion of academic requirements governing receipt of a standard diploma, and 3) meet all requirements for the issuance of the Certificate of Skill Attainment. (NAC 389.815)

**CTE COLLEGE CREDIT**

CTE College Credit is awarded to students based on articulation agreements established by each college for the CTE program, where the colleges will determine the credit value of a full high school CTE program based on course alignment. An articulation agreement will be established for each CTE program designating the number of articulated credits each college will award to students who complete the program.

CTE College Credit is awarded to students who: (1) complete the CTE course sequence with a grade-point average of 3.0 or higher; (2) pass the state end-of-program technical assessment for the program; and (3) pass the Workplace Readiness Assessment for employability skills.

Pre-existing articulation agreements will be recognized until new agreements are established according to current state policy and the criteria shown above.

Please refer to the local high school's course catalog or contact the local high school counselor for more information. (Paragraph (b) of Subsection 3 of NAC 389.800)

**ACADEMIC CREDIT FOR CTE COURSEWORK**

Career and technical education courses meet the credit requirements for high school graduation (1 unit of arts and humanities or career and technical education). Some career and technical education courses meet academic credit for high school graduation. Please refer to the local high school's course catalog or contact the local high school counselor for more information. (NAC 389.672)

**CORE COURSE:****RECOMMENDED STUDENT PERFORMANCE STANDARDS****COURSE INFORMATION:**

**COURSE TITLE:** Military Science I  
**ABBR. NAME:** MIL SCI I  
**CREDITS:** 1  
**LEVEL:** L1  
**CIP CODE:** 28.0503  
**PREREQUISITE:** None  
**CTSO:** hosa: future health professionals, SkillsUSA

**COURSE DESCRIPTION:**

This course introduces students to the fundamentals of Military Science. Areas of emphasis include introduction to JROTC, foundation of leadership, citizenship, wellness, physical fitness, and first aid. Students will also gain experience in specific branch topics related to their program. (Air Force, Army, Marine Corps Junior Reserve Officers' Training Corps (MCJROTC), or Navy.)

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

Performance Standard 1.1 : Explore Drill and Ceremonies

*Performance Indicators :* 1.1.1-1.1.2

Performance Standard 1.2 : Understand Customs and Courtesies

*Performance Indicators :* 1.2.1-1.2.2

Performance Standard 1.3 : Explore the History of JROTC

*Performance Indicators :* 1.3.1-1.3.2

Performance Standard 1.4 : Explore Core Values

*Performance Indicators :* 1.4.1

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

Performance Standard 2.1 : Understand Followership

*Performance Indicators :* 2.1.1-2.1.3

Performance Standard 2.2 : Define Leadership

*Performance Indicators :* 2.2.1-2.2.5

Performance Standard 2.3 : Outline Principles of Leadership

*Performance Indicators :* 2.3.1-2.3.3

**CONTENT STANDARD 3.0 : EXAMINE CITIZENSHIP**

Performance Standard 3.1 : Identify Civics

*Performance Indicators :* 3.1.1-3.1.4

Performance Standard 3.2 : Understand the Foundations of the United States Government

*Performance Indicators :* 3.2.1-3.2.4

Performance Standard 3.3 : Understand the American Flag

*Performance Indicators :* 3.3.1-3.3.4

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**CONTENT STANDARD 16.0 : EXPLORE THE UNITED STATES NAVY**

Performance Standard 16.4 : Understand Requirements for the Proper Wear of the Navy Uniform

*Performance Indicators* : 16.4.1-16.4.2

Performance Standard 16.5 : Understand Navy (Cadet and Active Duty) Chain of Command and Rank Structure

*Performance Indicators* : 16.5.1-16.5.3**EMPLOYABILITY SKILLS FOR CAREER READINESS STANDARDS:****CONTENT STANDARD 1.0 : DEMONSTRATE EMPLOYABILITY SKILLS FOR CAREER READINESS**

Performance Standard 1.1 : Demonstrate Personal Qualities and People Skills

*Performance Indicators* : 1.1.1-1.1.7

Performance Standard 1.2 : Demonstrate Professional Knowledge and Skills

*Performance Indicators* : 1.2.1-1.2.10

Performance Standard 1.3 : Demonstrate Technology Knowledge and Skills

*Performance Indicators* : 1.3.1-1.3.4**ALIGNMENT TO THE NEVADA ACADEMIC CONTENT STANDARDS\*:**

**English Language Arts:** Reading Standards for Literacy in Science and Technical Subjects  
Writing Standards for Literacy in Science and Technical Subjects  
Speaking and Listening

**Mathematics:** Mathematical Practices  
Geometry-Congruence  
Geometry-Circles

**Science:** Nature of Science  
Physical Science  
Life Science  
Earth and Space

\* Refer to the Military Science Standards for alignment by performance indicator.

**CORE COURSE:****RECOMMENDED STUDENT PERFORMANCE STANDARDS****COURSE INFORMATION:**

**COURSE TITLE:** Military Science II  
**ABBR. NAME:** MIL SCI II  
**CREDITS:** 1  
**LEVEL:** L2  
**CIP CODE:** 28.0503  
**PREREQUISITE:** Military Science I  
**CTSO:** hosa: future health professionals, SkillsUSA

**COURSE DESCRIPTION:**

This course is a continuation of Military Science I. This course provides military science students the ability to further their skills and knowledge levels. Areas of emphasis include personal growth, basic leadership, military careers, military branch core values, and communications. Students will also gain experience in specific branch topics related to their program. (Air Force, Army, Marine Corps Junior Reserve Officers' Training Corps (MCJROTC), or Navy.) The appropriate use of technology and industry-standard equipment is an integral part of this course.

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

Performance Standard 4.1 : Define Wellness

*Performance Indicators :* 4.1.1-4.1.6

Performance Standard 4.2 : Explore Physical Fitness

*Performance Indicators :* 4.2.1-4.2.3

Performance Standard 4.3 : Apply First Aid and Emergency Response

*Performance Indicators :* 4.3.1-4.3.2

**CONTENT STANDARD 5.0 : APPLY PERSONAL GROWTH**

Performance Standard 5.1 : Explore Foundations for Success

*Performance Indicators :* 5.1.1-5.1.5

**CONTENT STANDARD 6.0 : UNDERSTAND BASIC LEADERSHIP**

Performance Standard 6.1 : Prepare for Leadership

*Performance Indicators :* 6.1.1-6.1.8

**CONTENT STANDARD 16.0 : EXPLORE THE UNITED STATES NAVY**

Performance Standard 16.1 : Introduction to Navy Ships and Aircraft

*Performance Indicators :* 16.1.1-16.1.4

Performance Standard 16.2 : Explore Maritime History

*Performance Indicators :* 16.2.1-16.2.3

Performance Standard 16.3 : Explore Nautical Science

*Performance Indicators :* 16.3.1

**EMPLOYABILITY SKILLS FOR CAREER READINESS STANDARDS:****CONTENT STANDARD 1.0 : DEMONSTRATE EMPLOYABILITY SKILLS FOR CAREER READINESS**

Performance Standard 1.1 : Demonstrate Personal Qualities and People Skills

*Performance Indicators* : 1.1.1-1.1.7

Performance Standard 1.2 : Demonstrate Professional Knowledge and Skills

*Performance Indicators* : 1.2.1-1.2.10

Performance Standard 1.3 : Demonstrate Technology Knowledge and Skills

*Performance Indicators* : 1.3.1-1.3.4**ALIGNMENT TO THE NEVADA ACADEMIC CONTENT STANDARDS\*:**

**English Language Arts:** Reading Standards for Literacy in Science and Technical Subjects  
Writing Standards for Literacy in Science and Technical Subjects  
Speaking and Listening

**Mathematics:** Mathematical Practices  
Geometry-Congruence  
Geometry-Circles

**Science:** Nature of Science  
Physical Science  
Life Science  
Earth and Space

\* Refer to the Military Science Standards for alignment by performance indicator.

**CORE COURSE:****RECOMMENDED STUDENT PERFORMANCE STANDARDS****COURSE INFORMATION:****COURSE TITLE: Military Science III****ABBR. NAME: MIL SCI III****CREDITS: 1****LEVEL: L3C****CIP CODE: 28.0503****PREREQUISITE: Military Science II****PROGRAM ASSESSMENTS: Military Science****Workplace Readiness Skills****CTSO: hosa: future health professionals, SkillsUSA****COURSE DESCRIPTION:**

This course is continuation of Military Science II. This course provides an in-depth experience that applies the processes, concepts, and principles as described in the classroom instruction. Areas of emphasis include intermediate leadership and financial planning. Students will also gain experience in specific branch topics related to their program. (Air Force, Army, Marine Corps Junior Reserve Officers' Training Corps (MCJROTC), or Navy.) The appropriate use of technology and industry-standard equipment is an integral part of this course.

**TECHNICAL STANDARDS:****CONTENT STANDARD 7.0 : EXPLORE MILITARY CAREERS**

Performance Standard 7.1 : Understand Career Opportunities

*Performance Indicators :* 7.1.1-7.1.2**CONTENT STANDARD 8.0 : DEFINE MILITARY BRANCH CORE VALUES**

Performance Standard 8.1 : Understand Guiding Principles

*Performance Indicators :* 8.1.1-8.1.2**CONTENT STANDARD 9.0 : EXPLORE ELEMENTS OF COMMUNICATIONS**

Performance Standard 9.1 : Identify Communication Methods

*Performance Indicators :* 9.1.1-9.1.4**EMPLOYABILITY SKILLS FOR CAREER READINESS STANDARDS:****CONTENT STANDARD 1.0 : DEMONSTRATE EMPLOYABILITY SKILLS FOR CAREER READINESS**

Performance Standard 1.1 : Demonstrate Personal Qualities and People Skills

*Performance Indicators :* 1.1.1-1.1.7

Performance Standard 1.2 : Demonstrate Professional Knowledge and Skills

*Performance Indicators :* 1.2.1-1.2.10

Performance Standard 1.3 : Demonstrate Technology Knowledge and Skills

*Performance Indicators :* 1.3.1-1.3.4

**ALIGNMENT TO THE NEVADA ACADEMIC CONTENT STANDARDS\*:**

**English Language Arts:** Reading Standards for Literacy in Science and Technical Subjects  
Writing Standards for Literacy in Science and Technical Subjects  
Speaking and Listening

**Mathematics:** Mathematical Practices  
Geometry-Congruence  
Geometry-Circles

**Science:** Nature of Science  
Physical Science  
Life Science  
Earth and Space

\* Refer to the Military Science Standards for alignment by performance indicator.

**CORE COURSE:****RECOMMENDED STUDENT PERFORMANCE STANDARDS****COURSE INFORMATION:****COURSE TITLE: Military Science IV****ABBR. NAME: MIL SCI IV****CREDITS: 1****LEVEL: AS****CIP CODE: 28.0503****PREREQUISITE: Military Science III****PROGRAM ASSESSMENTS: Military Science****Workplace Readiness Skills****CTSO: hosa: future health professionals, SkillsUSA****COURSE DESCRIPTION:**

This course is a continuation of Military Science III. This course provides advanced military science students the ability to further their skills and knowledge levels. Areas of emphasis include advanced leadership, management, and specific branch topics. The appropriate use of technology and industry-standard equipment is an integral part of this course. Upon successful completion of this course, students will have acquired entry-level skills for employment and be prepared for postsecondary education.

**TECHNICAL STANDARDS:****CONTENT STANDARD 10.0 : EXPLORE INTERMEDIATE LEADERSHIP**

Performance Standard 10.1 : Apply Leadership Strategies and Techniques

*Performance Indicators* : 10.1.1-10.1.7

Performance Standard 10.2 : Recognize Diversity, Respect, and Tolerance

*Performance Indicators* : 10.2.1-10.2.3**CONTENT STANDARD 11.0 : EXPLORE FINANCIAL PLANNING**

Performance Standard 11.1 : Describe Financial Planning

*Performance Indicators* : 11.1.1-11.1.3**CONTENT STANDARD 12.0 : PERFORM ADVANCED LEADERSHIP**

Performance Standard 12.1 : Analyze Leadership Concepts

*Performance Indicators* : 12.1.1-12.1.3**EMPLOYABILITY SKILLS FOR CAREER READINESS STANDARDS:****CONTENT STANDARD 1.0 : DEMONSTRATE EMPLOYABILITY SKILLS FOR CAREER READINESS**

Performance Standard 1.1 : Demonstrate Personal Qualities and People Skills

*Performance Indicators* : 1.1.1-1.1.7

Performance Standard 1.2 : Demonstrate Professional Knowledge and Skills

*Performance Indicators* : 1.2.1-1.2.10

Performance Standard 1.3 : Demonstrate Technology Knowledge and Skills

*Performance Indicators* : 1.3.1-1.3.4

**ALIGNMENT TO THE NEVADA ACADEMIC CONTENT STANDARDS\*:**

**English Language Arts:** Reading Standards for Literacy in Science and Technical Subjects  
Writing Standards for Literacy in Science and Technical Subjects  
Speaking and Listening

**Mathematics:** Mathematical Practices  
Geometry-Congruence  
Geometry-Circles

**Science:** Nature of Science  
Physical Science  
Life Science  
Earth and Space

\* Refer to the Military Science Standards for alignment by performance indicator.