

MILITARY SCIENCE STANDARDS



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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



TABLE OF CONTENTS

Nevada State Board of Education / Nevada Department of Education iii

Acknowledgements / Standards Development Members / Business and Industry Validation /
Project Coordinatorvii

Introductionix

Content Standard 1.0 Integrate Career and Technical Student Organizations (CTSOs) 1

Content Standard 2.0 Understand the Foundations of Junior Reserve Officers’ Training Corps (JROTC) 2

Content Standard 3.0 Explore the Foundation of Leadership..... 3

Content Standard 4.0 Examine Citizenship 4

Content Standard 5.0 Practice Wellness, Physical Fitness and First Aid..... 5

Content Standard 6.0 Apply Personal Growth 6

Content Standard 7.0 Understand Basic Leadership 7

Content Standard 8.0 Explore Military Careers 8

Content Standard 9.0 Define Military Branch Core Values..... 9

Content Standard 10.0 Explore Elements of Communications..... 10

Content Standard 11.0 Explore Intermediate Leadership 11

Content Standard 12.0 Explore Financial Planning 12

Content Standard 13.0 Perform Advanced Leadership..... 13

Content Standard 14.0 Explore the United States Air Force..... 14

Content Standard 15.0 Explore the United States Army..... 16

Content Standard 16.0 Explore the United States Marine Corps Junior Reserve Officers’ Training Corps
(MCJROTC) 17

Content Standard 17.0 Explore the United States Navy 19

Crosswalks and Alignments 21

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BUSINESS AND INDUSTRY VALIDATION

All CTE standards developed through the Nevada Department of Education are validated by business and industry through one or more of the following processes: (1) the standards are developed by a team consisting of business and industry representatives; or (2) a separate review panel was coordinated with industry experts to ensure the standards include the proper content; or (3) the adoption of nationally recognized standards endorsed by business and industry.

The Military Science standards were validated through active participation of business and industry representatives on the development team.

PROJECT COORDINATOR

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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. 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 organizations that directly reinforce 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. The Standards Reference Code is an abbreviated name for the program, and the content standard, performance standard and performance indicator are referenced in the program standards. This abbreviated code for identifying standards uses each of these items. For example, MSC1 is the Standards Reference Code for Military Science. For Content Standard 2, Performance Standard 3 and Performance Indicator 4 the Standards Reference Code would be MSC1.2.3.4.

CONTENT STANDARD 1.0: INTEGRATE CAREER AND TECHNICAL STUDENT ORGANIZATIONS (CTSOs)***PERFORMANCE STANDARD 1.1: EXPLORE THE HISTORY AND ORGANIZATION OF CTSOs**

- 1.1.1 Discuss the requirements of CTSO participation/involvement as described in Carl D. Perkins Law
- 1.1.2 Research nationally recognized CTSOs
- 1.1.3 Investigate the impact of federal and state government regarding the progression and operation of CTSOs (e.g., Federal Statutes and Regulations, Nevada Administrative Code [NAC], Nevada Revised Statutes [NRS])

PERFORMANCE STANDARD 1.2: DEVELOP LEADERSHIP SKILLS

- 1.2.1 Discuss the purpose of parliamentary procedure
- 1.2.2 Demonstrate the proper use of parliamentary procedure
- 1.2.3 Differentiate between an office and a committee
- 1.2.4 Discuss the importance of participation in local, regional, state, and national conferences, events, and competitions
- 1.2.5 Participate in local, regional, state, or national conferences, events, or competitions
- 1.2.6 Describe the importance of a constitution and bylaws to the operation of a CTSO chapter

PERFORMANCE STANDARD 1.3: PARTICIPATE IN COMMUNITY SERVICE

- 1.3.1 Explore opportunities in community service-related work-based learning (WBL)
- 1.3.2 Participate in a service learning (program related) and/or community service project or activity
- 1.3.3 Engage with business and industry partners for community service

PERFORMANCE STANDARD 1.4: DEVELOP PROFESSIONAL AND CAREER SKILLS

- 1.4.1 Demonstrate college and career readiness (e.g., applications, resumes, interview skills, presentation skills)
- 1.4.2 Describe the appropriate professional/workplace attire and its importance
- 1.4.3 Investigate industry-standard credentials/certifications available within this Career Cluster™
- 1.4.4 Participate in authentic contextualized instructional activities
- 1.4.5 Demonstrate technical skills in various student organization activities/events

PERFORMANCE STANDARD 1.5: UNDERSTAND THE RELEVANCE OF CAREER AND TECHNICAL EDUCATION (CTE)

- 1.5.1 Make a connection between program standards to career pathway(s)
- 1.5.2 Explain the importance of participation and completion of a program of study
- 1.5.3 Promote community awareness of local student organizations associated with CTE programs

*Refer to the program of study Curriculum Framework for appropriate CTSO(s).

CONTENT STANDARD 2.0: UNDERSTAND THE FOUNDATIONS OF JUNIOR RESERVE OFFICERS' TRAINING CORPS (JROTC)**PERFORMANCE STANDARD 2.1: EXPLORE DRILL AND CEREMONIES**

- 2.1.1 Describe basic drill movements
- 2.1.2 Perform routine ceremonies

PERFORMANCE STANDARD 2.2: UNDERSTAND CUSTOMS AND COURTESIES

- 2.2.1 Explain the purpose of military customs
- 2.2.2 Render proper military courtesies

PERFORMANCE STANDARD 2.3: EXPLORE THE HISTORY OF JROTC

- 2.3.1 Describe the origins of JROTC (National Defense Authorization Act [NDAA])
- 2.3.2 Summarize JROTC's missions and goals

PERFORMANCE STANDARD 2.4: EXPLORE CORE VALUES

- 2.4.1 Describe core values

CONTENT STANDARD 3.0: EXPLORE THE FOUNDATION OF LEADERSHIP

PERFORMANCE STANDARD 3.1: UNDERSTAND FOLLOWERSHIP

- 3.1.1 Discuss the role of the follower
- 3.1.2 Identify motivational characteristics
- 3.1.3 Describe the importance of effective communication

PERFORMANCE STANDARD 3.2: DEFINE LEADERSHIP

- 3.2.1 Explain the elements of leadership
- 3.2.2 Discuss leadership characteristics
- 3.2.3 Describe the meaning of leadership
- 3.2.4 Explore team-building concepts
- 3.2.5 Recognize personal strengths and weaknesses

PERFORMANCE STANDARD 3.3: OUTLINE PRINCIPLES OF LEADERSHIP

- 3.3.1 Describe principles of leadership
- 3.3.2 Explain leadership traits
- 3.3.3 Understand challenges associated with leadership

CONTENT STANDARD 4.0: EXAMINE CITIZENSHIP**PERFORMANCE STANDARD 4.1: IDENTIFY CIVICS**

- 4.1.1 Define civic responsibilities
- 4.1.2 Discuss duties and responsibilities of citizenship
- 4.1.3 Define patriotism
- 4.1.4 Perform volunteer activities

PERFORMANCE STANDARD 4.2: UNDERSTAND THE FOUNDATIONS OF THE UNITED STATES GOVERNMENT

- 4.2.1 Explain the United States Constitution
- 4.2.2 Describe the Bill of Rights and constitutional amendments
- 4.2.3 Discuss the Declaration of Independence
- 4.2.4 Identify the branches of government

PERFORMANCE STANDARD 4.3: UNDERSTAND THE AMERICAN FLAG

- 4.3.1 Demonstrate flag etiquette
- 4.3.2 Discuss the history of the United States flag
- 4.3.3 Recite the Pledge of Allegiance of the United States of America
- 4.3.4 Demonstrate the proper courtesies to the national anthem and the United States flag

CONTENT STANDARD 5.0: PRACTICE WELLNESS, PHYSICAL FITNESS AND FIRST AID

PERFORMANCE STANDARD 5.1: DEFINE WELLNESS

- 5.1.1 Evaluate the importance of healthy nutrition
- 5.1.2 Define stress management techniques
- 5.1.3 Identify the hazards of substance abuse
- 5.1.4 Discuss violence prevention
- 5.1.5 Recognize the importance of personal hygiene
- 5.1.6 Demonstrate professional personal appearance

PERFORMANCE STANDARD 5.2: EXPLORE PHYSICAL FITNESS

- 5.2.1 Demonstrate the components of a fitness program
- 5.2.2 Describe choosing the right exercise program
- 5.2.3 Understand the benefits of fitness

PERFORMANCE STANDARD 5.3: APPLY FIRST AID AND EMERGENCY RESPONSE

- 5.3.1 Demonstrate knowledge of basic First Aid
- 5.3.2 Demonstrate knowledge of CPR and AED

CONTENT STANDARD 6.0: APPLY PERSONAL GROWTH**PERFORMANCE STANDARD 6.1: EXPLORE FOUNDATIONS FOR SUCCESS**

- 6.1.1 Establish goal-setting techniques
- 6.1.2 Improve writing skills
- 6.1.3 Demonstrate self-discipline and time management
- 6.1.4 Develop study skills
- 6.1.5 Discuss college preparation and career planning

CONTENT STANDARD 7.0: UNDERSTAND BASIC LEADERSHIP**PERFORMANCE STANDARD 7.1: PREPARE FOR LEADERSHIP**

- 7.1.1 Apply principles of leadership
- 7.1.2 Explore leadership characteristics
- 7.1.3 Describe the importance of leadership and teamwork
- 7.1.4 Apply team-building skills
- 7.1.5 Implement self-assessment
- 7.1.6 Compare and contrast leadership styles and attributes
- 7.1.7 Discuss leadership theories
- 7.1.8 Understand leadership roles and responsibilities

CONTENT STANDARD 8.0: EXPLORE MILITARY CAREERS**PERFORMANCE STANDARD 8.1: UNDERSTAND CAREER OPPORTUNITIES**

- 8.1.1 Describe military opportunities for enlisted
- 8.1.2 Describe military opportunities for officers

CONTENT STANDARD 9.0: DEFINE MILITARY BRANCH CORE VALUES

PERFORMANCE STANDARD 9.1: UNDERSTAND GUIDING PRINCIPLES

9.1.1 Define core values

9.1.2 Understand core values

CONTENT STANDARD 10.0: EXPLORE ELEMENTS OF COMMUNICATIONS**PERFORMANCE STANDARD 10.1: IDENTIFY COMMUNICATION METHODS**

- 10.1.1 Discuss the importance of public speaking
- 10.1.2 Understand active listening skills
- 10.1.3 Demonstrate effective oral and written communication
- 10.1.4 Compare and contrast various forms of electronic communication

CONTENT STANDARD 11.0: EXPLORE INTERMEDIATE LEADERSHIP**PERFORMANCE STANDARD 11.1: APPLY LEADERSHIP STRATEGIES AND TECHNIQUES**

- 11.1.1 Utilize the elements of leadership
- 11.1.2 Critique leadership characteristics
- 11.1.3 Explain the importance of leadership
- 11.1.4 Conduct self-assessment
- 11.1.5 Identify problem-solving processes
- 11.1.6 Apply critical thinking techniques
- 11.1.7 Build effective team dynamics

PERFORMANCE STANDARD 11.2: RECOGNIZE DIVERSITY, RESPECT, AND TOLERANCE

- 11.2.1 Describe how to build respect
- 11.2.2 Discuss the values of tolerance and understanding
- 11.2.3 Understand differences and uniqueness

CONTENT STANDARD 12.0: EXPLORE FINANCIAL PLANNING**PERFORMANCE STANDARD 12.1: DESCRIBE FINANCIAL PLANNING**

- 12.1.1 Describe the budgeting process
- 12.1.2 Understand revolving debt
- 12.1.3 Discuss savings and banking procedures

CONTENT STANDARD 13.0: PERFORM ADVANCED LEADERSHIP

PERFORMANCE STANDARD 13.1: ANALYZE LEADERSHIP CONCEPTS

- 13.1.1 Apply concepts of leadership
- 13.1.2 Implement management techniques
- 13.1.3 Develop interpersonal skills

CONTENT STANDARD 14.0: EXPLORE THE UNITED STATES AIR FORCE**PERFORMANCE STANDARD 14.1: EXPLAIN AVIATION HISTORY**

- 14.1.1 Know the historical facts and impacts of the early attempts to fly
- 14.1.2 Know the major historical contributors to the development of flight
- 14.1.3 Understand the contributions of the U.S. Air Force to modern aviation history
- 14.1.4 Identify the key events of space exploration

PERFORMANCE STANDARD 14.2: UNDERSTAND THE SCIENCE OF FLIGHT

- 14.2.1 Analyze the elements of flight
- 14.2.2 Evaluate how atmospheric conditions affect flight
- 14.2.3 Understand how flight affects the human body
- 14.2.4 Analyze flight navigation and purpose of aerial navigation aids

PERFORMANCE STANDARD 14.3: EXPLORE CULTURAL STUDIES AND GLOBAL AWARENESS

- 14.3.1 Explain how historic, geographic, religious, and ethnic factors have shaped the six major regions of the world
- 14.3.2 Understand how economic, political, and social factors impact cultures
- 14.3.3 Discuss how environmental resources influence global economic development
- 14.3.4 Describe how population density, famine, war, and immigration influence the world
- 14.3.5 Compare and contrast how the economic systems of communism and capitalism have shaped the six major regions of the world
- 14.3.6 Comprehend how cultural perspectives of time, space, context, authority, interpersonal relationships, and orientation to community affect interactions among people

PERFORMANCE STANDARD 14.4: EXPLORE SPACE

- 14.4.1 Know the history of astronomy and the specific characteristics of the Earth, Moon, solar system, and the planets
- 14.4.2 Comprehend the big picture of space exploration, including the history of spaceflight, organizations doing work in space, and the overall space environment
- 14.4.3 Understand the importance of entering space, characteristics of manned and unmanned spaceflight, and how humans are affected during spaceflight
- 14.4.4 Explain the key concepts for getting from the surface of the Earth into Earth's orbit and to other planets and back again
- 14.4.5 Know how spacecraft, rockets, and launch vehicles are designed and built
- 14.4.6 Identify the latest advances in space technology

PERFORMANCE STANDARD 14.5: PRACTICE MANAGEMENT OF THE CADET CORPS

- 14.5.1 Apply theories and techniques learned in previous leadership courses
- 14.5.2 Analyze how to develop leadership and management competency through participation
- 14.5.3 Examine strengthened organizational skills through active incorporation
- 14.5.4 Evaluate how to develop confidence in ability by exercising decision-making skills
- 14.5.5 Assess adherence to Air Force standards, discipline, and conduct

PERFORMANCE STANDARD 14.6: EXPLORE SURVIVAL

- 14.6.1 Know the elements of survival
- 14.6.2 Understand how medical procedures, clothing, and shelter can provide personal protection
- 14.6.3 Identify the necessities for maintaining life in a survival situation
- 14.6.4 Explain how to travel and prepare for recovery in a survival situation

PERFORMANCE STANDARD 14.7: PREPARE FOR FEDERAL AVIATION ADMINISTRATION GENERAL KNOWLEDGE EXAM

- 14.7.1 Comprehend the fundamentals of flight
- 14.7.2 Know aspects of flight operations
- 14.7.3 Understand the atmosphere and its effect on aircraft operations
- 14.7.4 Demonstrate the basics of navigation using charts and radio aids
- 14.7.5 Apply the principles of aeronautical decision-making and flight-related physiological factors

PERFORMANCE STANDARD 14.8: UNDERSTANDING AIR FORCE VALUES, MISSION, AND CHAIN OF COMMAND

- 14.8.1 Know the Air Force Core Values
- 14.8.2 Define the mission of the U.S. Air Force
- 14.8.3 Identify Air Force ranks (cadet and active duty)

PERFORMANCE STANDARD 14.9: UNDERSTAND REQUIREMENTS FOR THE PROPER WEAR OF THE AIR FORCE UNIFORM

- 14.9.1 Demonstrate proper wear and care of the Air Force uniform
- 14.9.2 Demonstrate proper grooming standards for cadets

CONTENT STANDARD 15.0: EXPLORE THE UNITED STATES ARMY**PERFORMANCE STANDARD 15.1: DEFINE ARMY VALUES**

- 15.1.1 Identify seven Army values
- 15.1.2 Define seven Army values

PERFORMANCE STANDARD 15.2: CONDUCT SERVICE LEARNING

- 15.2.1 Understand service learning
- 15.2.2 Participate in a component of service learning

PERFORMANCE STANDARD 15.3: DEMONSTRATE THE PROPER WEAR OF ARMY UNIFORMS

- 15.3.1 Identify the three basic army uniforms for JROTC
- 15.3.2 Evaluate the appropriate occasions for each uniform
- 15.3.3 Describe the proper maintenance of the Army uniform

PERFORMANCE STANDARD 15.4: CREATE PORTFOLIOS

- 15.4.1 Understand the purpose of a portfolio
- 15.4.2 Identify the types of goal setting
- 15.4.3 Identify the components of a resume
- 15.4.4 Produce a professional job application

PERFORMANCE STANDARD 15.5: DEMONSTRATE ORIENTEERING

- 15.5.1 Understand basic orienteering
- 15.5.2 Demonstrate map and compass correlation
- 15.5.3 Practice land navigation

CONTENT STANDARD 16.0: EXPLORE THE UNITED STATES MARINE CORPS JUNIOR RESERVE OFFICERS' TRAINING CORPS (MCJROTC)**PERFORMANCE STANDARD 16.1: UNDERSTAND MCJROTC GENERAL MILITARY SUBJECTS**

- 16.1.1 Understand the MCJROTC program and benefits
- 16.1.2 Explore the history of the United States Marine Corps
- 16.1.3 Explain the Marine Corps core values
- 16.1.4 Identify conflicts related to the history of the United States Marine Corps
- 16.1.5 Identify the Marine Corps chain of command
- 16.1.6 Identify the Navy and Marine Corps ranks and rates
- 16.1.7 Identify the Marine Corps uniforms and proper wear according to regulations
- 16.1.8 Discuss the history of drill
- 16.1.9 Define the purpose of drill
- 16.1.10 Conduct basic drill
- 16.1.11 Demonstrate an understanding of marksmanship and safety
- 16.1.12 Discuss the requirements for marksmanship qualification
- 16.1.13 Perform land navigation
- 16.1.14 Understand the Uniform Code of Military Justice (UCMJ)
- 16.1.15 Discuss the requirements for promotions and awards

PERFORMANCE STANDARD 16.2: EXPLORE LEADERSHIP

- 16.2.1 Recite the fourteen leadership traits
- 16.2.2 Describe the meaning of each leadership trait
- 16.2.3 Recite the eleven principles of leadership
- 16.2.4 Demonstrate the leadership principles
- 16.2.5 Describe the three optimum leadership styles
- 16.2.6 Understand the difference in a leader from a manager
- 16.2.7 Understand promotion expectations and opportunities

PERFORMANCE STANDARD 16.3: DEVELOP CITIZENSHIP

- 16.3.1 Define patriotism
- 16.3.2 Discuss great Americans and their contributions
- 16.3.3 Understand the importance of current events

PERFORMANCE STANDARD 16.4: UNDERSTAND THE IMPORTANCE OF PERSONAL GROWTH AND RESPONSIBILITY

- 16.4.1 Participate in the semi-annual physical fitness test (PFT)
- 16.4.2 Discuss the requirements to receive the PFT award
- 16.4.3 Explore the importance of inspections and evaluations
- 16.4.4 Plan and conduct a personnel inspection
- 16.4.5 Plan and conduct a special event

PERFORMANCE STANDARD 16.5: DISCOVER PUBLIC SERVICE AND CAREER EXPLORATION OPPORTUNITIES

- 16.5.1 Define public service and opportunities
- 16.5.2 Understand the purpose of the Armed Services Vocational Aptitude Battery (ASVAB)
- 16.5.3 Understand the qualifications required for serving in the military
- 16.5.4 Assess personal qualification to serve in the military
- 16.5.5 Research the benefits of a potential career
- 16.5.6 Discuss the importance of a complete job application
- 16.5.7 Discuss the importance of preparing for a job interview
- 16.5.8 Discuss behavior in the workplace / school
- 16.5.9 Develop a personal resume

PERFORMANCE STANDARD 16.6: UNDERSTAND GENERAL CONCEPTS

- 16.6.1 Understand nautical terms
- 16.6.2 Introduction to military maps
- 16.6.3 Utilization of a compass with maps

CONTENT STANDARD 17.0: EXPLORE THE UNITED STATES NAVY**PERFORMANCE STANDARD 17.1: INTRODUCTION TO NAVY SHIPS AND AIRCRAFT**

- 17.1.1 Understand the mission of Navy ships and aircraft
- 17.1.2 Identify the types of Navy ships and aircraft and their characteristics
- 17.1.3 Demonstrate ship-based customs, courtesies, and terminologies
- 17.1.4 Explain the mission of the United States Navy

PERFORMANCE STANDARD 17.2: EXPLORE MARITIME HISTORY

- 17.2.1 Describe the importance of sea power in times of peace and war
- 17.2.2 Explain how sea power evolved and its influence on maritime history
- 17.2.3 Demonstrate an understanding of how sea power strongly impacts our nation's political and economic wellbeing

PERFORMANCE STANDARD 17.3: EXPLORE NAUTICAL SCIENCE

- 17.3.1 Illustrate an understanding of maritime geography as it pertains to our national resources, landforms, climate, soil, and bodies of water

PERFORMANCE STANDARD 17.4: UNDERSTAND REQUIREMENTS FOR THE PROPER WEAR OF THE NAVY UNIFORM

- 17.4.1 Demonstrate proper wear and care of the Navy uniform
- 17.4.2 Demonstrate proper grooming standards for cadets

PERFORMANCE STANDARD 17.5: UNDERSTAND NAVY (CADET AND ACTIVE DUTY) CHAIN OF COMMAND AND RANK STRUCTURE

- 17.5.1 Recite the Navy Chain of Command
- 17.5.2 Recite the Navy General Orders
- 17.5.3 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. 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 English Language Arts, Mathematics, and Science.

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.

**CROSSWALK OF MILITARY SCIENCE STANDARDS
AND THE NEVADA ACADEMIC CONTENT STANDARDS**

CONTENT STANDARD 1.0: INTEGRATE CAREER AND TECHNICAL STUDENT ORGANIZATIONS (CTSOs)

| Performance Indicators | Nevada Academic Content Standards |
|------------------------|--|
| 1.1.1 | <p>English Language Arts: Speaking and Listening Standards</p> <p>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.</p> <p>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.</p> <p>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.</p> |
| 1.1.2 | <p>English Language Arts: Speaking and Listening Standards</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</p> <p>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.</p> |
| 1.1.3 | <p>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</p> <p>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.</p> |

| Performance Indicators | Nevada Academic Content Standards |
|------------------------|--|
| 1.2.1 | <p>English Language Arts: Speaking and Listening Standards</p> <p>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.</p> <p>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.</p> <p>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.</p> |
| 1.2.4 | <p>English Language Arts: Speaking and Listening Standards</p> <p>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.</p> <p>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.</p> <p>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.</p> |
| 1.2.5 | <p>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</p> <p>WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> |
| 1.4.1 | <p>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</p> <p>WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> |

| Performance Indicators | Nevada Academic Content Standards |
|------------------------|--|
| 1.4.2 | <p>English Language Arts: Speaking and Listening Standards</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</p> <p>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.</p> |
| 1.4.3 | <p>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</p> <p>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.</p> |
| 1.4.4 | <p>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</p> <p>WHST.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> |
| 1.4.5 | <p>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</p> <p>WHST.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p> |

| Performance Indicators | Nevada Academic Content Standards |
|------------------------|--|
| 1.5.2 | <p>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.</p> <p>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. 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.</p> <p>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.</p> |

CONTENT STANDARD 2.0: UNDERSTAND THE FOUNDATIONS OF JUNIOR RESERVE OFFICERS’ TRAINING CORPS (JROTC)

| Performance Indicators | Nevada Academic Content Standards |
|------------------------|--|
| 2.1.1 | <p>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.</p> <p>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.</p> |
| 2.1.2 | <p>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.</p> |
| 2.2.1 | <p>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.</p> |
| 2.3.1 | <p>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.</p> |
| 2.3.2 | <p>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.</p> |

CONTENT STANDARD 3.0: EXPLORE THE FOUNDATION OF LEADERSHIP

| Performance Indicators | Nevada Academic Content Standards |
|------------------------|--|
| 3.1.1 | <p>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.</p> |
| 3.1.3 | <p>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.</p> |
| 3.2.1 | <p>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.</p> <p>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.</p> |
| 3.2.4 | <p>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.</p> |
| 3.2.5 | <p>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.</p> |

CONTENT STANDARD 4.0: EXAMINE CITIZENSHIP

| Performance Indicators | Nevada Academic Content Standards |
|------------------------|---|
| 4.1.2 | <p>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.</p> |
| 4.1.4 | <p>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.</p> |
| 4.2.1 | <p>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.</p> |
| 4.2.2 | <p>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.</p> |
| 4.3.1 | <p>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.</p> |

CONTENT STANDARD 5.0: PRACTICE WELLNESS, PHYSICAL FITNESS AND FIRST AID

| Performance Indicators | Nevada Academic Content Standards |
|------------------------|--|
| 5.1.1 | 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. |
| 5.1.4 | 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. |
| 5.1.5 | 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. |
| 5.1.6 | 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. |
| 5.2.2 | 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. |

CONTENT STANDARD 6.0: APPLY PERSONAL GROWTH

| Performance Indicators | Nevada Academic Content Standards |
|------------------------|---|
| 6.1.3 | <p>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.</p> |
| 6.1.4 | <p>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.</p> |
| 6.1.5 | <p>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.</p> |

CONTENT STANDARD 7.0: UNDERSTAND BASIC LEADERSHIP

| Performance Indicators | Nevada Academic Content Standards |
|------------------------|--|
| 7.1.2 | <p>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.</p> |
| 7.1.3 | <p>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.</p> |
| 7.1.6 | <p>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.</p> <p>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.</p> |

CONTENT STANDARD 8.0: EXPLORE MILITARY CAREERS

| Performance Indicators | Nevada Academic Content Standards |
|------------------------|---|
| 8.1.1 | <p>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.</p> |
| 8.1.2 | <p>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.</p> |

CONTENT STANDARD 10.0: EXPLORE ELEMENTS OF COMMUNICATIONS

| Performance Indicators | Nevada Academic Content Standards |
|------------------------|--|
| 10.1.1 | 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. |
| 10.1.3 | 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. |
| 10.1.4 | 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 11.0: EXPLORE INTERMEDIATE LEADERSHIP

| Performance Indicators | Nevada Academic Content Standards |
|------------------------|--|
| 11.1.1 | <p>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.</p> |
| 11.1.2 | <p>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.</p> |
| 11.1.3 | <p>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.</p> |
| 11.2.1 | <p>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.</p> |

CONTENT STANDARD 12.0: EXPLORE FINANCIAL PLANNING

| Performance Indicators | Nevada Academic Content Standards |
|------------------------|---|
| 12.1.1 | <p>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.</p> <p>Math: Statistics and Probability- Making Inferences and Justifying Conclusions SIC.B.6 Evaluate reports based on data.</p> |
| 12.1.3 | <p>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.</p> <p>Math: Statistics and Probability- Interpreting Categorical and Quantitative Data SID.B.5 Summarize categorical data for two categories in two-way frequency tables. Interpret relative frequencies in the context of the data (including joint, marginal, and conditional relative frequencies). Recognize possible associations and trends in the data.</p> |

CONTENT STANDARD 13.0: PERFORM ADVANCED LEADERSHIP

| Performance Indicators | Nevada Academic Content Standards |
|------------------------|--|
| 13.1.3 | <p>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.</p> |

CONTENT STANDARD 14.0: EXPLORE THE UNITED STATES AIR FORCE

| Performance Indicators | Nevada Academic Content Standards |
|------------------------|---|
| 14.3.3 | 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. |
| 14.5.4 | 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. |
| 14.7.4 | 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 15.0: EXPLORE THE UNITED STATES ARMY

| Performance Indicators | Nevada Academic Content Standards |
|------------------------|--|
| 15.3.2 | <p>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.</p> <p>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.</p> |
| 15.4.4 | <p>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.</p> |
| 15.5.2 | <p>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.</p> |

CONTENT STANDARD 16.0: EXPLORE THE UNITED STATES MARINE CORPS JUNIOR RESERVE OFFICERS' TRAINING CORPS (MCJROTC)

| Performance Indicators | Nevada Academic Content Standards |
|------------------------|---|
| 16.1.2 | 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. |
| 16.1.3 | 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. |
| 16.1.8 | 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. |
| 16.1.11 | 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. |
| 16.2.2 | 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. |
| 16.5.4 | 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. |
| 16.5.5 | 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. |
| 16.6.3 | Math: Functions-Interpreting Functions FIF.B.6 Graph linear and quadratic functions and show intercepts, maxima, and minima. |

CONTENT STANDARD 17.0: EXPLORE THE UNITED STATES NAVY

| Performance Indicators | Nevada Academic Content Standards |
|------------------------|--|
| 17.1.3 | <p>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.</p> |
| 17.1.4 | <p>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.</p> |
| 17.2.1 | <p>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.</p> |
| 17.4.1 | <p>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.)</p> |

**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. | 12.1.3 |
| 2. Reason abstractly and quantitatively. | 5.1.1 14.7.1 |
| 3. Construct viable arguments and critique the reasoning of others. | 5.1.1 14.7.5 |
| 4. Model with mathematics. | 5.2.1 15.5.2 |
| 5. Use appropriate tools strategically. | 12.1.1-12.1.3 16.6.3 |
| 6. Attend to precision. | 14.2.1 16.1.13 |
| 7. Look for and make use of structure. | 5.2.1 17.3.1 |
| 8. Look for and express regularity in repeated reasoning. | 12.1.3 |

**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). | 11.1.5 15.5.1 16.6.3 |
| 2. Developing and using models. | 2.1.2 5.2.2 14.2.4 |
| 3. Planning and carrying out investigations. | 11.1.6 17.3.1 |
| 4. Analyzing and interpreting data. | 5.2.3 |
| 5. Using mathematics and computational thinking. | 14.2.2 |
| 6. Constructing explanations (for science) and designing solutions (for engineering). | 14.4.5, 14.6.2 |
| 7. Engaging in argument from evidence. | 5.2.1 11.1.5 |
| 8. Obtaining, evaluating, and communicating information. | 10.1.3 14.3.3 |

**CROSSWALKS OF MILITARY SCIENCE STANDARDS
AND THE COMMON CAREER TECHNICAL CORE**

| Government and Public Administration Career Cluster | 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. | 4.2.1-4.2.4; 16.1.1 |
| 2. Analyze the systemic relationships of government and public administration agencies. | 4.2.4; 7.1.8 |
| 3. Describe health, safety, and environmental management systems, as well as policies and procedures in government and public administration agencies. | 4.1.2 |
| 4. Describe the implementation of plans and policies to respond to public health, safety and environmental needs in government and public administration agencies. | 3.2.1; 5.3.1 |
| 5. Describe career opportunities and the means to achieve those opportunities in each of the Government and Public Administration Career Pathways. | 6.1.5; 8.1.1, 8.1.2 |
| 6. Explain the administration of human, financial, material and information resources in government and public administration agencies. | 12.1.1; 16.1.2 |

| National Security Career Pathway | Performance Indicators |
|--|-------------------------------|
| 1. Instruct persons who will perform tasks relating to national homeland security. | 11.1.1; 13.1.2; 16.5.3 |
| 2. Describe the appropriate duties, responsibilities, and authority of a national security agency's personnel at all levels. | 4.2.4; 7.1.1 |
| 3. Describe the leadership characteristics necessary to ensure compliance with rules of engagement and applicable ethical standards. | 3.2.2; 11.1.1, 11.1.7 16.1.3 |
| 4. Collect and analyze information from within and outside the United States to assess threats and opportunities regarding national security. | 14.3.3, 14.3.4 |
| 5. Develop strategies to defend against and respond to the effects of chemical, biological, radiological, nuclear (CBRN) or other emergent events. | 14.3.4 |