

# ***Military Science Supplemental Program Resources***



This document was prepared by:

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## Introduction

This document provides supplemental information for Military Science program of study. It may be updated or revised as the base program of study, or complementary programs, are updated, added, or removed. Please contact the appropriate Education Programs Professional with any questions.

The Program of Study includes the approved courses, complementary courses, alignment(s) to industry, postsecondary options, and additional information.

The Equipment List for the Military Science program of study is included and, if applicable, additional items used only in the complementary course(s) are noted.

The Crosswalks and Alignments connect and support the Military Science standards for the Government and Public Administration program of study. Complementary course standards are not listed in the crosswalks and alignments.

Program of Study Information

The following program of study information sheet as well as the program structure tables for the courses are provided to be able to print separately for handouts. The information provided is based on the best available information at the time of this document and will be updated as appropriate.

**Military Science**



The Military Science program provides students with the knowledge and skills in basic first aid, global awareness, problem solving, career exploration, leadership styles, wellness, patriotism, and leadership traits.

**Approved Courses**

- Military Science I
- Military Science II
- Military Science III

**Complementary Courses**

Military Science Advanced Studies

**Work-Based Learning opportunities**

Job Shadowing / internship / Work Experience / Career Days / Career Fairs / Field Trips / Guest Speakers

**Career and Technical Student Organization**

HOSA: Future Health Professional



**State Recognized Industry Certifications**

Refer to the Governor’s Office of Innovation’s [Nevada Eligible Industry Credentialing List](#)

**Active-Duty Enlisted Personnel Broad Occupations**

Enlisted	Most Popular Branch	# Enlisted in Popular Branch	Total Enlisted in All Branches
Combat Specialty	Army	111,710	160,797
Healthcare	Navy	23,932	64,774
Engineering, Science, and Technical	Air Force	55,595	173,227
Protective Service	Air Force	34,700	73,640

Source U.S. Bureau of Labor Statistics 2022

**Government and Public Administration Career Cluster**

This career cluster is focused on planning and performing government functions at the local, state, and federal levels, including governance, national security, foreign service, planning, revenue and taxation, and regulations.

**Postsecondary Options**

**Bachelor’s Degree**

- Military Science- (UNR, UNLV)

**Other Information**

- Over 1,000 different career options over all the military branches
- Soldiers completing his/her enlistment will earn \$80K for college and can pursue any degree at any accredited university.
- Nevada National Guard pays for 6 years of college for its soldiers.
- Pay is based on rank.
- Military provides free place to live, full medical, vision and dental benefits, 30 days paid vacation, a retirement program, and \$4K/year for college studies.



For additional information on this cluster, please contact:

Jennifer Fisk at [jennifer.fisk@doe.nv.gov](mailto:jennifer.fisk@doe.nv.gov)

Website: <https://doe.nv.gov/CTE/>

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Program Structure for Military Science

The core course sequencing is provided in the following table. Complementary Courses are available and provided later in this document. The following courses provides a completed program of study.

Core Course Sequence (R) with Lab Course(s) (C)

Required/ Complementary	Course Title	Abbreviated Name	CIP Code	SCED Subject Area	SCED Course Identifier	SCED Course Level	SCED Unit Credit	SCED Course Sequence	SCED Course Number
R	Military Science I	MIL SCI I	28.0503	09	002	G	1.00	13	09002G1.0013
R	Military Science II	MIL SCI II	28.0503	09	002	G	1.00	23	09002G1.0023
R	Military Science III	MIL SCI III	28.0503	09	002	G	1.00	33	09002G1.0033

The complementary courses are provided in the following table. **The qualifying program of study must be completed prior to enrolling in the complementary course(s).** A program does not have to utilize the complementary courses for students to complete their program of study.

Required/ Complementary	Course Title	Abbreviated Name	CIP Code	SCED Subject Area	SCED Course Identifier	SCED Course Level	SCED Unit Credit	SCED Course Sequence	SCED Course Number
C	Military Science Advanced Studies	MIL SCI AS	28.0503	09	002	E	1.00	11	09002E1.0011
C	Work Experience- Government and Public Administration	WORK EXPER GOV PUB ADMN	28.0503	09	998	G	1.00	11	09998G1.0011

CIP Code – Classification of Instructional Programs (CIP) Codes

SCED – School Courses for the Exchange of Data that populates the State Infinite Campus System and the System for Accountability Information in Nevada (SAIN)

## Course Descriptions

### Military Science I

*Prerequisite: None*

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/Space Force, Army, Marine Corps, or Navy).

### Military Science II

*Prerequisite: Military Science I*

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/Space Force, Army, Marine Corps, Navy). The appropriate use of technology and industry-standard equipment is an integral part of this course.

### Military Science III

*Prerequisite: Military Science II*

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/Space Force, Army, Marine Corps, or Navy). The appropriate use of technology and industry-standard equipment is an integral part of this course.

### Military Science Advanced Studies

*Prerequisite: Completion of Military Science Program of Study*

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.

### CTE Work Experience – Military Science

*Prerequisite: Completion of Level 2 course in the qualifying program of study*

This course is designed to expand the students' opportunities for applied learning. This course provides an in-depth CTE work experience that applies the processes, concepts, and principles as described in the classroom instruction. This course will encourage students to explore and develop advanced skills through work-based learning directly related to the program of study. The course must follow NAC 389.562, 389.564, 389.566 regulations.

Equipment List

This recommended list is based upon a classroom size of 25 students. All costs are estimated and may be adjusted once verified and justified by districts with current quotes. No specific equipment vendor or brand names are endorsed due to various possibilities, but school districts should consult with stakeholders to ensure industry-recognized equipment and software are purchased. The intent of this list is to provide school districts with guidance on the equipment needed to implement the state standards for a Military Science program.

**CTE Classroom Equipment** **Total: \$1,560**

QTY	ITEM DESCRIPTION	UNIT	TOTAL
1	Vertical File Cabinet (lockable)	\$330	\$330
2	Storage Cabinets (36" x 12" x 72") (lockable)	\$300	\$600
1	Eyewash Station	\$300	\$300
1	Fire Extinguisher	\$130	\$130
1	Sink with Soap Dispenser	\$100	\$100
1	First Aid Kit	\$100	\$100

**Program Equipment** **Total: \$33,000**

QTY	ITEM DESCRIPTION	UNIT	TOTAL
25	Student Computers	\$1,000	\$25,000
1	Technology Storage/Charging System	\$2,000	\$2,000
1	Various Physical Fitness Equipment	\$5,000	\$5,000
1	Ship Bell (Navy only)	\$1,000	\$1,000

**Instructional Materials** **Total: \$3,485**

QTY	ITEM DESCRIPTION	UNIT	TOTAL
25	Student Textbooks (Approved by NDE) CTE Instructional Materials list can be found <a href="#">here</a> .	\$100	\$2,500
1	Teacher Textbook Edition and Resources	\$500	\$500
1	Cardiopulmonary Resuscitation (CPR) First Aid Instructor Kit	\$110	\$110
25	First Aid Student Manuals	\$15	\$375

# Supplemental Program Resources

**2023**

**Instructional Supplies**

**Total:**

**\$10,575**

QTY	ITEM DESCRIPTION	UNIT	TOTAL
1	Ceremonial Bullets Set (Navy only)	\$625	\$625
1	Flag Staff	\$400	\$400
5	Automated External Defibrillator (AED) Trainers	\$300	\$1,500
2	Flag markers (Marine Corps only)	\$300	\$600
6	Service Flags and Stands	\$300	\$1,800
5	Global Positioning System (GPS) Mapping Devices	\$250	\$1,250
1	Engraver	\$250	\$250
5	Weatherproof Two-way Radios	\$150	\$750
5	Adult CPR Manikins	\$100	\$500
5	Child CPR Manikins	\$100	\$500
5	Infant CPR Manikins	\$90	\$450
Varies	First Aid Supplies	\$500	\$500
Varies	Maps and Compasses	\$500	\$500
Varies	Models (airplanes, ships, etc.)	\$500	\$500
Varies	Visual Wellness Aids	\$250	\$250
Varies	Steamers, Irons, and Ironing Boards	\$200	\$200

**Other**

**Total:**

**\$300**

QTY	ITEM DESCRIPTION	UNIT	TOTAL
1	Basic Life Support Instructor Training	\$200	\$200

**Category Totals:**

Classroom Equipment	\$1,560
Program Equipment	\$33,000
Instructional Materials	\$3,485
Instructional Supplies	\$10,575
Other	\$200
<b>Estimated Program Total</b>	<b>\$48,820</b>

## Crosswalks and Alignments for Program of Study Standards

Crosswalks and alignments are intended to assist the teacher make connections for students between the technical skills within the program and academic standards. The crosswalks and alignments are not intended to teach the academic standards but to assist students in making meaningful connections between their CTE program of study and academic courses. The crosswalks are for the required program of study courses, not the complementary courses.

### **Crosswalks (Academic Standards)**

The crosswalks of the Military Science Standards show connections with the Nevada Academic Content Standards. The crosswalk identifies the performance indicators in which the learning objectives in the Military Science program connect with and 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 connections 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 connect with and support academic learning.

### **Alignments (Science and Engineering Practices)**

In addition to connections 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 connect with and support academic learning.

### **Crosswalks (Common Career Technical Core)**

The crosswalks of the Military Science Standards show connections with the Common Career Technical Core. The crosswalk identifies the performance indicators in which the learning objectives in the Military Science program connect with and 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 Program of Study Standards  
and the Nevada Academic Content Standards

English Language Arts: Language Standards

	Nevada Academic Content Standards	Performance Indicators
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.	1.5.2; 3.1.1, 3.2.5, 3.4.4; 6.1.2, 6.1.4, 6.2.1, 6.2.2, 6.2.7; 7.1.1; 9.1.1; 10.1.6, 10.1.7

English Language Arts: Reading Standards for Informational Text

	Nevada Academic Content Standards	Performance Indicators
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.	3.1.7
RI.11-12.7	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.	7.1.3; 10.1.4, 10.2.2, 10.2.3, 10.2.6
RI.11-12.8	Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).	2.1.2, 2.1.14; 3.4.5; 4.1.2, 4.4.1; 5.1.3, 5.4.1; 11.1.2
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.	2.1.2, 2.1.14; 3.1.1, 3.1.4, 3.2.5, 3.4.1, 3.4.2, 3.4.3, 3.4.4, 3.4.5; 4.1.2, 4.4.1; 5.1.3, 5.4.1; 6.1.2, 6.1.4, 6.2.1, 6.2.2, 6.2.7, 6.2.8; 7.1.1, 7.1.3; 9.1.1; 10.1.4, 10.1.6, 10.1.7, 10.2.2, 10.2.3, 10.2.6; 11.1.1, 11.1.2

## English Language Arts: Speaking and Listening Standards

Nevada Academic Content Standards		Performance Indicators
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.	1.1.1, 1.1.2, 1.2.1, 1.2.4, 1.4.2, 1.5.2; 2.1.2; 3.1.1, 3.1.4, 3.2.5, 3.4.1, 3.4.2, 3.4.3, 3.4.4, 3.4.5; 4.1.2, 4.4.1; 5.1.3, 5.2.2, 5.4.1; 6.1.2, 6.1.4, 6.2.1, 6.2.2, 6.2.4, 6.2.7, 6.2.8; 7.1.1, 7.1.4; 8.1.2, 8.1.3, 8.4.2; 9.1.1; 10.1.6, 10.1.7; 11.1.1
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.	1.1.1, 1.1.2, 1.2.1, 1.2.4, 1.4.2; 2.1.2; 3.4.1, 3.4.2, 3.4.3, 3.4.5; 4.1.2, 4.4.1; 5.1.3, 5.2.2, 5.4.1; 7.1.4; 8.1.2, 8.1.3, 8.4.2
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.	1.1.1, 1.1.2, 1.2.1, 1.2.4, 1.4.2, 1.5.2; 2.1.2; 3.1.4, 3.2.5, 3.4.1, 3.4.2, 3.4.3, 3.4.4, 3.4.5; 4.1.2, 4.4.1; 5.1.3, 5.2.2, 5.4.1; 6.1.2, 6.1.4, 6.2.1, 6.2.2, 6.2.4, 6.2.7, 6.2.8; 7.1.1, 7.1.4; 8.1.2, 8.1.3, 8.4.2; 9.1.1; 10.1.6, 10.1.7; 11.1.1
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.)	3.2.5, 3.4.4; 6.1.2, 6.1.4, 6.2.1, 6.2.4, 6.2.7, 6.2.8; 7.1.1; 9.1.1; 10.1.6, 10.1.7

English Language Arts: Writing Standards for Literacy in Science and Technical Subjects

Nevada Academic Content Standards		Performance Indicators
WHST.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	1.2.5, 1.4.1; 3.1.1, 3.2.5, 3.4.4; 6.1.2, 6.1.4, 6.2.1, 6.2.2, 6.2.7; 7.1.1; 9.1.1; 10.1.6, 10.1.7
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.	1.4.4
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.	1.4.5
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.	3.4.1, 3.4.2; 7.1.3; 10.1.4, 10.2.2, 10.2.3, 10.2.6
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, 1.1.3, 1.4.2, 1.4.3, 1.5.2; 2.1.2; 3.4.3, 3.4.5; 4.1.2, 4.4.1; 5.1.3, 5.4.1; 6.2.8; 11.1.1, 11.1.2

Math: Number & Quantity - Quantities

Nevada Academic Content Standards		Performance Indicators
NQ.A.3	Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.	4.2.2, 4.3.2, 4.4.4; 10.1.9, 10.2.7, 10.3.7

## 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

<b>Government and Public Administration Career Cluster</b>	<b>Performance Indicators</b>
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

<b>National Security Career Pathway</b>	<b>Performance Indicators</b>
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