Aviation Technology Standards

This document was prepared by:

Office of Career Readiness, Adult Learning, and Education Options
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Nevada State Board of Education

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Vision

All Nevada students are equipped and feel empowered to attain their vision of success

Mission

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

Nevada Department of Education
Nevada Ready!

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Acknowledgements

The development of Nevada career and technical education (CTE) standards and assessments is a collaborative effort sponsored by the Nevada Department of Education (NDE) Office of Career Readiness, Adult Learning, and Education Options. The Nevada Department of Education relies on educators and industry representatives who have the technical expertise and teaching experience to develop standards and performance indicators that truly measure student skill attainment. More importantly, the NDE would like to recognize the time and commitment by the writing team members in developing the career and technical standards for Aviation Technology.

Standards Development Members

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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 is coordinated with industry experts to ensure the standards include the proper content, or (3) nationally recognized standards currently endorsed by business and industry.

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

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 Aviation Technology program. These standards are designed for a two-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 crosswalks and alignment sections of the document show where the performance indicators support the Nevada Academic Content Standards. Where correlation with an academic content standard exists, students in the Aviation Technology program perform learning activities that connect with and support the academic content standards that are listed. The crosswalks and alignments are not intended to teach academic standards.

All students are encouraged to participate in the career and technical student organization (CTSO) that relates to the Aviation Technology 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 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, AVIT is the Standards Reference Code for Aviation Technology. For Content Standard 2, Performance Standard 3 and Performance Indicator 4 the Standards Reference Code would be AVIT.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: DEMONSTRATE GENERAL SAFETY RULES AND PROCEDURES

Performance Standard 2.1: Performance Standard

   2.1.1   Describe general safety rules and procedures

   2.1.2   Demonstrate knowledge of Occupational Safety and Health Administration (OSHA) and its role in workplace safety

   2.1.3   Operate simulators according to safety guidelines

   2.1.4   Identify and use proper lifting procedures and proper use of support equipment

   2.1.5   Identify the location and the types of fire extinguishers and other fire safety equipment

   2.1.6   Demonstrate knowledge of the procedures for using fire extinguishers and other fire safety equipment

   2.1.7   Identify the location of the posted evacuation routes

   2.1.8   Prepare logbooks, checklists, reports, or records

   2.1.9   Follow verbal instructions to complete work assignments

   2.1.10   Follow written instructions to complete work assignments

   2.1.11   Follow lab/shop requirements (e.g., personal protective equipment [PPE], appropriate clothing, hair/jewelry secured)

CONTENT STANDARD 3.0: ASSESS THE IMPACT OF AVIATION ON SOCIETY

Performance Standard 3.1: Describe History of Aviation

3.1.1   Define aviation

3.1.2   Identify aviation achievements throughout history

Performance Standard 3.2: Investigate Related Careers in Aviation

3.2.1   Investigate aviation careers, training, and associated opportunities

3.2.2   Describe the difference between aviation disciplines and job functions

3.2.3   Explore career opportunities and list the educational requirements for a given aviation field

Performance Standard 3.3: Interpret the Aviation Engineering Design Process

3.3.1   Identify the engineering design process as it relates to problem solving

3.3.2   Identify the activities that occur during each phase of the design process

3.3.3   Apply the steps of the design process to solve a variety of design problems in aviation

Performance Standard 3.4: Analyze Ethics in Aviation

3.4.1   Analyze current professional aviation codes of ethics

3.4.2   Analyze ethical aviation issues

3.4.3   Describe professional responsibilities within the aviation field

3.4.4   Identify pilot in command and crew resource management responsibilities

CONTENT STANDARD 4.0: INVESTIGATE MATERIAL PROPERTIES

Performance Standard 4.1: Analyze Aircraft Structures

    4.1.1   Identify the major components of an aircraft

    4.1.2   Identify design and wing configurations

    4.1.3   Identify materials used in aircraft construction

    4.1.4   Discuss the structures of an aircraft that enable it to fly and perform different functions of flight

    4.1.5   Compare and contrast the types of landing gear configurations

    4.1.6   Calculate wing area and aspect ratio

    4.1.7   Define the center of gravity and its location

    4.1.8   Explore how aircraft loading affects the center of gravity's location

    4.1.9   Analyze the impact of loading conditions on aircraft structure and performance

    4.1.10   Define weight and balance terms

    4.1.11   Analyze weight and balance principles

    4.1.12   Calculate weight and balance for an aircraft

    4.1.13   Evaluate how the center of gravity affects aircraft performance

    4.1.14   Calculate center of gravity of an aircraft

    4.1.15   Interpret results of the center of gravity charts

    4.1.10   Explain the results of exceeding center of gravity limitations

Performance Standard 4.2: Demonstrate Knowledge of Measuring and Scaling Techniques for Aviation

    4.2.1   Identify industry standard units of measure (e.g., knots, miles per hour, statute miles, nautical miles)

    4.2.2   Convert between industry standard units of measure

    4.2.3   Calculate time, speed, and distance

    4.2.4   Calculate fuel consumption, navigation, and wind components

    4.2.5   Calculate groundspeed, wind correction angle, headwind, tailwind, and crosswind

    4.2.6   Calculate density altitude using a flight computer

    4.2.7   Measure accurate distances and headings on a sectional chart using a plotter (manual and/or electronic)

    4.2.8   Compare and contrast density altitude and pressure altitude

    4.2.9   Demonstrate proper use of the E6B flight computer (manual and/or electronic)

CONTENT STANDARD 5.0: INTERPRET THE PHYSICS AND AERODYNAMICS OF FLIGHT

Performance Standard 5.1: Analyze the Physics of Flight

5.1.1   Explain the three axes and the four major forces which act on an aircraft

5.1.2   Explain how the motions about the three axes of an aircraft are stabilized and controlled

5.1.3   Describe the ways that lift is generated by an airfoil and the factors that impact lift and drag

5.1.4   Describe the relationship of altitude, temperature, and pressure within the Earth's atmosphere

5.1.5   Calculate temperature, pressure, velocity, and density

5.1.6   Explain Bernoulli's Principle with respect to lift

5.1.7   Identify other factors that contribute to lift

5.1.8   Explain Newton's Laws of Motion with respect to lift

5.1.9   Explain how Newton's Laws of Motion apply to aerodynamic forces

5.1.10 Calculate the values of lift and drag

Performance Standard 5.2: Analyze Aerodynamics of Flight

5.2.1   Describe angle of attack and critical angle of attack

5.2.2   Compare and contrast the two types of drag

5.2.3   Explain ground effect

5.2.4   Identify the cause of an aircraft stall and spin

5.2.5   Explain corrective actions for stalls and spins

5.2.6   Explain the left turning tendency of an aircraft

5.2.7   Explain lift-to-drag ratio and associated airspeeds

5.2.8   Describe the forces that allow turning flight

5.2.9   Explain aircraft load factor

CONTENT STANDARD 6.0: ANALYZE THE FLIGHT ENVIRONMENT

Performance Standard 6.1: Analyze Aeronautical Charts

6.1.1   Identify the types of aeronautical charts

6.1.2   Utilize latitude and longitude

Performance Standard 6.2: Identify and Explain the Airport Environment

6.2.1   Explain controlled and uncontrolled airports

6.2.2   Interpret airport and runway markings, lighting, and signage

6.2.3   Explain traffic pattern operations

Performance Standard 6.3: Analyze Airspace and Communication Procedures

6.3.1   Identify the classes of airspace

6.3.2   Describe transponder operation and common codes

6.3.3   Articulate the phonetic alphabet

6.3.4   Describe the air traffic control (ATC) system

6.3.5   Identify common traffic advisory frequency (CATF) and universal communications (UNICOM) frequency

6.3.6   Explain the role of the FAA flight traffic controllers

CONTENT STANDARD 7.0: ANALYZE THE AVIATION CERTIFICATION PROCESSES

Performance Standard 7.1: Research Certification and Regulations

7.1.1   Identify pilot medical certificate types and durations

7.1.2   Describe pilot privileges and limitations

7.1.3   Explain the general eligibility requirements for airmen certifications

7.1.4   Compare and contrast requirements for the different certifications

7.1.5   Identify the required documents that an airman must present for inspection upon reasonable, authorized requests

7.1.6   Analyze Federal Aviation Regulations (FAR) Part 61 and Part 91

7.1.7   Explain the uses of the Pilot's Operating Handbook (POH)

7.1.8   Explain pilot requirements, privileges, and currency for the three basic pilot certifications (recreation, sport, and private)

CONTENT STANDARD 8.0: ANALYZE AIRCRAFT SYSTEMS

Performance Standard 8.1: Identify Aircraft Engine Types
- 8.1.1   Identify the components of a reciprocating engine
- 8.1.2   Explain the operation of a reciprocating engine
- 8.1.3   Explore supercharging
- 8.1.4   Explore turbocharging
- 8.1.5   Compare and contrast the types of turbine engines

Performance Standard 8.2: Research Reciprocating Engine Systems
- 8.2.1   Identify the components of a carburetor
- 8.2.2   Analyze the causes of carburetor ice and its effects on engine performance
- 8.2.3   Explore the fuel injection system
- 8.2.4   Compare carburetor and fuel injection systems
- 8.2.5   Explain the principles of operation of the mixture control
- 8.2.6   Describe the purpose of changing the mixture with altitude
- 8.2.7   Identify the different types and the causes of abnormal combustion
- 8.2.8   Explain the corrective actions when abnormal combustion exists

Performance Standard 8.3: Explore Aircraft Propeller Systems
- 8.3.1   Identify the two types of propellers used on small airplanes
- 8.3.2   Compare and contrast fixed pitch and controllable-pitch propellers
- 8.3.3   Identify the instrumentation associated with a constant speed propeller
- 8.3.4   Explain the proper operation of a constant speed propeller equipped airplane

Performance Standard 8.4: Analyze Aircraft Systems
- 8.4.1   Identify the types of fuel used in aviation
- 8.4.2   Explain the term octane in relation to fuel
- 8.4.3   Describe the problems associated with using the wrong octane fuel
- 8.4.4   Describe how to determine if the fuel is contaminated
- 8.4.5   Analyze the instruments associated with the Pitot-Static system
- 8.4.6   Calculate airplane airspeeds
- 8.4.7   Identify common types of flight altitude (Above Ground Level [AGL] versus Mean Sea Level [MSL])
- 8.4.8   Identify the gyroscopic instruments and their operation
- 8.4.9   Identify vacuum systems and their operation
- 8.4.10   Compare gyroscopic instruments with glass panels
- 8.4.11   Describe the operation of the magnetic compass
- 8.4.12   Identify the errors associated with the magnetic compass
- 8.4.13   Interpret readings on the altimeter
- 8.4.14   Identify the components of an aircraft electrical system
- 8.4.15   Explain the primary and secondary flight controls

Performance Standard 8.5: Examine Electrical and Hydraulic Systems

8.5.1   Describe the purpose for an airplane electrical bus

8.5.2   Explain the purpose for circuit breakers and fuses

8.5.3   Describe hydraulic principles

8.5.4   Identify the uses of hydraulic systems on aircraft

8.5.5   Describe the operation of the landing gear with respect to hydraulics

8.5.6   Describe the operation of the brakes with respect to hydraulics

CONTENT STANDARD 9.0: ANALYZE AIRCRAFT WEATHER

Performance Standard 9.1: Analyze Weather and Weather Services

9.1.1 Explain the weather services available to pilots

9.1.2 Apply Federal Aviation Administration (FAA) Flight Service Station (FSS) approved weather products

9.1.3 Compare and contrast the types of clouds

9.1.4 Identify precipitation types, dew, and frost

9.1.5 Explain frontal weather and associated thunderstorm development

9.1.6 Analyze the hazards associated with severe weather

9.1.7 Analyze clouds or conditions to determine the possibilities of turbulence

9.1.8 Identify crosswinds and effects on aircraft control

9.1.9 Explore windshear hazards

9.1.10 Explain basic Visual Flight Rules (VFR) weather minimums

9.1.11 Explain instrument meteorological conditions (IMC)

9.1.12 Describe inadvertent instrument meteorological conditions (IMCs)

9.1.13 Interpret weather reports, METeorological Aerodrome Reports (METARs) and Terminal Aerodrome Forecasts (TAFs)

9.1.14 Explain the effects of icing on an airplane

9.1.15 Identify sea breeze, land breeze, valley breeze, and mountain breeze

CONTENT STANDARD 10.0: ANALYZE FLIGHT NAVIGATION AND PHYSIOLOGY

Performance Standard 10.1: Investigate Flight Navigation Requirements

  10.1.1   Identify sectional charts and terminal area charts (TAC) used by pilots

  10.1.2   Identify locations on charts using latitudes and longitudes

  10.1.3   Describe pilotage and dead reckoning

  10.1.4   Explain the use of performance charts

  10.1.5   Complete navigation logs and flight plan forms

  10.1.6   Explain east/west visual flight rules (VFR) cruising altitudes

Performance Standard 10.2: Identify Flight Physiology Factors

  10.2.1   Analyze visual scanning for traffic during flight operations

  10.2.2   Explain situational awareness

Crosswalks and Alignments

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.

Crosswalks (Academic Standards)

The crosswalks of the Aviation Technology Standards show connections with the Nevada Academic Content Standards. The crosswalk identifies the performance indicators in which the learning objectives in the Aviation Technology 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 Aviation Technology Standards Performance Indicators and the Mathematical Practices. This alignment identifies the performance indicators in which the learning objectives in the Aviation Technology 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 Aviation Technology Standards Performance Indicators and the Science and Engineering Practices. This alignment identifies the performance indicators in which the learning objectives in the Aviation Technology program connect with and support academic learning.

Crosswalks (Common Career Technical Core)

The crosswalks of the Aviation Technology Standards show connections with the Common Career Technical Core. The crosswalk identifies the performance indicators in which the learning objectives in the Aviation Technology 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 Aviation Technology Standards are crosswalked to the Transportation, Distribution, and Logistics Career Cluster Career Cluster™ and the Transportation Operations Career Pathway.

Crosswalk of Aviation Technology 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	**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.11-12.2	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.
	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.
1.1.2	**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.11-12.2	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.
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	English Language Arts: Writing Standards for Literacy in Science and Technical Subjects	
	WHST.11-12.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
1.1.3	**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.

Performance Indicators	Nevada Academic Content Standards
1.2.1	**English Language Arts: Speaking and Listening Standards**
	SL.11-12.1a — Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
	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.
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1.2.4	**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.
	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.
	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.
1.2.5	**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.
1.4.1	**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.

Performance Indicators	Nevada Academic Content Standards
1.4.2	**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.11-12.2 — 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.
	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.
	English Language Arts: Writing Standards for Literacy in Science and Technical Subjects
	WHST.11-12.8 — Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
1.4.3	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects**
	WHST.11-12.8 — Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
1.4.4	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects**
	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.
1.4.5	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects**
	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.

Performance Indicators	Nevada Academic Content Standards	
1.5.2	**English Language Arts: Language Standards**	
	L.11-12.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
	English Language Arts: Speaking and Listening Standards	
	SL.11-12.1a	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.
	English Language Arts: Writing Standards for Literacy in Science and Technical Subjects	
	WHST.11-12.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

Content Standard 2.0: Identify Lab Organization and Safety Procedures

Performance Indicators	Nevada Academic Content Standards
2.1.1	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
2.1.2	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
2.1.5	**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. **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.
2.1.8	**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.
2.1.9	**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. **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.
2.1.10	**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. 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 3.0: Assess the Impact of Aviation on Society

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

Performance Indicators	Nevada Academic Content Standards
3.3.3	**Science: HS. Engineering Design**
	HS-ETS1-2 Design a solution to a complex real-world problem by breaking it down into smaller, more manageable problems that can be solved through engineering.
3.4.1	**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.
	RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
	English Language Arts: Writing Standards for Literacy in Science and Technical Subjects
	WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
3.4.2	**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.
	RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
	English Language Arts: Writing Standards for Literacy in Science and Technical Subjects
	WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
3.4.3	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects**
	RST.11-12.8 Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.
	RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
	English Language Arts: 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.
	English Language Arts: Writing Standards for Literacy in Science and Technical Subjects
	WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

Content Standard 4.0: Investigate Material Properties

Performance Indicators	Nevada Academic Content Standards	
4.1.4	**English Language Arts: Speaking and Listening Standards**	
	SL.11-12.1a	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
	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.
	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.
4.1.5	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects**	
	RST.11-12.9	Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
	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.
	English Language Arts: Writing Standards for Literacy in Science and Technical Subjects	
	WHST.11-12.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
4.1.6	**Math: Algebra – Seeing Structure in Expressions**	
	ASSE.A.1	Interpret expressions that represent a quantity in terms of its context.
	Math: Number & Quantity – Quantities	
	NQ.A.2	Define appropriate quantities for the purpose of descriptive modeling.

Performance Indicators	Nevada Academic Content Standards
4.1.9	**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.
	RST.11-12.9 — Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
	English Language Arts: Writing Standards for Literacy in Science and Technical Subjects
	WHST.11-12.8 — Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
4.1.11	**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.
	RST.11-12.9 — Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
	English Language Arts: Writing Standards for Literacy in Science and Technical Subjects
	WHST.11-12.8 — Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
4.1.12	**Math: Algebra – Seeing Structure in Expressions**
	ASSE.A.1 — Interpret expressions that represent a quantity in terms of its context.
	Math: Number & Quantity – Quantities
	NQ.A.2 — Define appropriate quantities for the purpose of descriptive modeling.
4.1.15	**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.
	RST.11-12.4 — Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.
	RST.11-12.5 — Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.
	English Language Arts: Writing Standards for Literacy in Science and Technical Subjects
	WHST.11-12.9 — Draw evidence from informational texts to support analysis, reflection, and research.

Performance Indicators	Nevada Academic Content Standards
4.1.16	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. **English Language Arts: 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. **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.
4.2.2	**Math: Number & Quantity – Quantities** NQ.A.1 Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.
4.2.3	**Math: Number & Quantity – Quantities** NQ.A.3 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.
4.2.4	**Math: Number & Quantity – Quantities** NQ.A.3 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.
4.2.5	**Math: Number & Quantity – Quantities** NQ.A.3 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.
4.2.7	**Math: Number & Quantity – Quantities** NQ.A.3 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.
4.2.8	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

Content Standard 5.0: Interpret the Physics and Aerodynamics of Flight

Performance Indicators	Nevada Academic Content Standards
5.1.1	**Science: HS. Physical Sciences-HS. Forces and Interactions** HS-PS2-4 — Use mathematical representations of Newton's Law of Gravitation and Coulomb's Law to describe and predict the gravitational and electrostatic forces between objects.
5.1.2	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.9 — Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. **English Language Arts: 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. **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. **Science: HS. Physical Sciences-HS. Forces and Interactions** HS-PS2-2 — Use mathematical representations to support the claim that the total momentum of a system of objects is conserved when there is no net force on the system.
5.1.3	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.8 — Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information. RST.11-12.9 — Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.8 — Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
5.1.4	**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. RST.11-12.9 — Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.8 — Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

Performance Indicators	Nevada Academic Content Standards
5.1.5	**Math: Number & Quantity – Quantities**
	NQ.A.3　　Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.
5.1.6	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects**
	RST.11-12.9　　Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
	English Language Arts: 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.
	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.
5.1.8	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects**
	RST.11-12.9　　Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
	English Language Arts: 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.
	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.
	Science: HS. Physical Sciences-HS. Forces and Interactions
	HS-PS2-1　　Analyze data to support the claim that Newton's second law of motion describes the mathematical relationship among the net force on a macroscopic object, its mass, and its acceleration.

Performance Indicators	Nevada Academic Content Standards
5.1.9	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. **English Language Arts: 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. **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. **Science: HS. Physical Sciences-HS. Forces and Interactions** HS-PS2-1 Analyze data to support the claim that Newton's second law of motion describes the mathematical relationship among the net force on a macroscopic object, its mass, and its acceleration.
5.1.10	**Math: Number & Quantity – Quantities** NQ.A.3 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.
5.2.1	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.8 Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information. RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. **English Language Arts: 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. **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.

Performance Indicators	Nevada Academic Content Standards
5.2.2	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.9　Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.8　Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
5.2.3	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.9　Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. **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. **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.
5.2.5	**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. **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. **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.

Performance Indicators	Nevada Academic Content Standards
5.2.6	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. **English Language Arts: 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. **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.
5.2.7	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. **English Language Arts: 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. **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.
5.2.8	**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. RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. **English Language Arts: 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. **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.

Performance Indicators	Nevada Academic Content Standards
5.2.9	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. **English Language Arts: 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. **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.

Content Standard 6.0: Analyze the Flight Environment

Performance Indicators	Nevada Academic Content Standards
6.1.2	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.3 — Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
6.2.2	**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. RST.11-12.9 — Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.8 — Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
6.2.3	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.9 — Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. **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. **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.

Performance Indicators	Nevada Academic Content Standards
6.3.2	**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. RST.11-12.9 — Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. **English Language Arts: 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. **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.
6.3.3	**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.)
6.3.4	**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. RST.11-12.9 — Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. **English Language Arts: 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. **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.

Performance Indicators	Nevada Academic Content Standards
6.3.6	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. **English Language Arts: 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. **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.

Content Standard 7.0: Analyze the Aviation Certification Processes

Performance Indicators	Nevada Academic Content Standards
7.1.2	**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. RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. **English Language Arts: 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. **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.
7.1.3	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. **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. **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.
7.1.4	**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. **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.

Performance Indicators	Nevada Academic Content Standards
7.1.6	**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. RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
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Content Standard 8.0: Analyze Aircraft Systems

Performance Indicators	Nevada Academic Content Standards
8.1.2	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.9 — Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. **English Language Arts: 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. **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.
8.1.5	**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. **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.
8.2.2	**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. RST.11-12.9 — Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.8 — Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

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Performance Indicators	Nevada Academic Content Standards
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Performance Indicators	Nevada Academic Content Standards
8.4.4	**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.
	RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
	English Language Arts: 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.
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8.4.5	**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.
	RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
	English Language Arts: Writing Standards for Literacy in Science and Technical Subjects
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8.4.6	**Math: Number & Quantity – Quantities**
	NQ.A.3 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.

Performance Indicators	Nevada Academic Content Standards
8.4.11	**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.
	RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
	English Language Arts: 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.
	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.
8.4.13	**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.
	RST.11-12.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.
	RST.11-12.5 Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.
	English Language Arts: Writing Standards for Literacy in Science and Technical Subjects
	WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.
8.4.15	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects**
	RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
	English Language Arts: 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.
	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.

Performance Indicators	Nevada Academic Content Standards
8.5.1	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.8 Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information. RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. **English Language Arts: 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. **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.
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Performance Indicators	Nevada Academic Content Standards
8.5.3	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.8 Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information. RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. **English Language Arts: 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. **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.
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Performance Indicators	Nevada Academic Content Standards
8.5.6	**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.
	RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
	English Language Arts: 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.
	English Language Arts: Writing Standards for Literacy in Science and Technical Subjects
	WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

Content Standard 9.0: Analyze Aircraft Weather

Performance Indicators	Nevada Academic Content Standards
9.1.1	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. **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. **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.
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Performance Indicators	Nevada Academic Content Standards
9.1.6	**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. RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
9.1.7	**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. RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
9.1.10	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. **English Language Arts: 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. **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.

Performance Indicators	Nevada Academic Content Standards	
9.1.12	**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.
	RST.11-12.9	Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
	English Language Arts: 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.
	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.
9.1.13	**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.
	RST.11-12.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.
	RST.11-12.5	Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.
	English Language Arts: Writing Standards for Literacy in Science and Technical Subjects	
	WHST.11-12.9	Draw evidence from informational texts to support analysis, reflection, and research.
9.1.14	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects**	
	RST.11-12.9	Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
	English Language Arts: 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.
	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.

Content Standard 10.0: Analyze Flight Navigation and Physiology

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

Performance Indicators	Nevada Academic Content Standards
10.1.6	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.9　Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. **English Language Arts: 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. **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.
10.2.1	**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. RST.11-12.9　Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.8　Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
10.2.2	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.9　Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. **English Language Arts: 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. **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.

Alignment of Aviation Technology Standards
and the Mathematical Practices

Mathematical Practices	Aviation Technology Performance Indicators
1. Make sense of problems and persevere in solving them.	4.1.14; 4.2.3-4.2.6; 5.1.5, 5.1.10; 6.1.2; 8.4.6
2. Reason abstractly and quantitatively.	4.1.8, 4.1.9, 4.1.15; 8.4.12, 8.4.13; 9.1.6, 9.1.7, 9.1.13
3. Construct viable arguments and critique the reasoning of others.	
4. Model with mathematics.	4.1.15; 6.1.1
5. Use appropriate tools strategically.	4.2.6, 4.2.9; 6.1.1; 8.4.5, 8.4.11, 8.4.13
6. Attend to precision.	4.2.3-4.2.6; 5.1.5, 5.1.10; 6.1.2; 8.4.6
7. Look for and make use of structure.	4.2.1, 4.2.2
8. Look for and express regularity in repeated reasoning.	4.2.2

Alignment of Aviation Technology Standards
and the Science and Engineering Practices

Science and Engineering Practices	Aviation Technology Performance Indicators
1. Asking questions (for science) and defining problems (for engineering).	9.1.3, 9.1.6
2. Developing and using models.	3.1.1-3.1.3; 4.1.15; 4.2.7; 6.1.1, 6.1.2
3. Planning and carrying out investigations.	
4. Analyzing and interpreting data.	4.1.9, 4.1.11; 9.1.6, 9.1.7
5. Using mathematics and computational thinking.	4.1.6, 4.1.12, 4.1.14; 4.2.3-4.2.6; 5.1.5, 5.1.10; 8.4.6
6. Constructing explanations (for science) and designing solutions (for engineering).	3.3.1-3.3.3; 10.1.5
7. Engaging in argument from evidence.	3.3.3
8. Obtaining, evaluating, and communicating information.	3.3.3; 10.1.5

Crosswalks of Aviation Technology Standards
and the Common Career Technical Core

Transportation, Distribution, and Logistics Career Cluster	Performance Indicators
1. Describe the nature and scope of the Transportation, Distribution, and Logistics Career Cluster and the role of transportation, distribution and logistics in society and the economy.	3.1.1, 3.1.2; 3.2.1-3.2.3
2. Describe the application and use of new and emerging advanced techniques to provide solutions for transportation, distribution, and logistics problems.	
3. Describe the key operational activities required of successful transportation, distribution, and logistics facilities.	7.1.3-7.1.8
4. Identify governmental policies and procedures for transportation, distribution, and logistics facilities.	7.1.6-7.1.8
5. Describe transportation, distribution and logistics employee rights and responsibilities and employers' obligations concerning occupational safety and health.	2.1.2
6. Describe career opportunities and means to achieve those opportunities in each of the Transportation, Distribution, and Logistics Career Pathways.	3.2.3

Transportation Operations Career Pathway	Performance Indicators
1. Develop and evaluate transportation plans to move people and/or goods to meet customer requirements.	10.1.5
2. Analyze performance of transportation operations in order to improve quality and service levels and increase efficiency.	3.4.1-3.4.3
3. Comply with policies, laws, and regulations in order to maintain safety, security and health and mitigate the economic and environmental risk of transportation operations.	7.1.1, 7.1.2, 7.1.6, 7.1.7 9.1.2, 9.1.13