

Academic Credit for Career and Technical Education (CTE) Coursework

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Narrative

The Washoe County School District has filed an application seeking approval to grant one-half unit of credit in Health to students enrolled in the career and technical education course Military Science III. After thoroughly reviewing this application and engaging in discussions with the Washoe County School District concerning the course requirements for Military Science III, the content leaders for Military Science and Health Education at the Nevada Department of Education have reached a consensus. They agree that Military Science III is aligned with the Nevada Academic Content Standards for Health. Consequently, it is recommended that the State Board of Education approve the aforementioned application.

The following items are included in this document/submission:

- A Letter of Support from the Washoe County School District's Director of Curriculum and Instruction
- Minutes from the Washoe County School District's Board of Trustees Meeting Approving
- A Sample Parent/Guardian Notification Letter
- The Application Washoe County School District Submitted
- A Standards Alignment for Health and Military Science III Courses

Letter of Support from Washoe County School District

March 19, 2024

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

SUBJECT: ACADEMIC CREDIT FOR CAREER AND TECHNICAL EDUCATION COURSEWORK

As the appointed designee for Washoe County School District (WCSD) Superintendent, Dr. Susan Enfield, I am writing to verify the qualifications of WCSD teachers serving on a review committee of career and technical education coursework that qualifies for academic coursework credit. A committee composed of instructors certified to teach the academic course Health and instructors certified to teach Military Science I, II, III through the Military Science program area in Career and Technical Education have reviewed the curriculum and alignment documents verifying the alignment of the Military Science standards with the Nevada Academic Content Standards for Health. Health and Principles of Health Science teachers, Bonnie Preston, Nicole Seitz, and Melissa Osterhage collaborated with Military Science instructors MS William Clark, Steven Ryan, Scott Caldwell, and Rick Fernandez to verify the curriculum taught in Military Science includes the curriculum of Health for which a pupil may earn academic credit.

Our plan is to issue CTE credit for Military Science I and II. For Military Science III, health credit will be issued for semester 1 and CTE credit for semester 2. We will use the Nevada Department of Education designated SCED codes for Military Science for all courses.

If you have any questions, please contact me via email kcfox@washoeschools.net or at 775-861-1200.

Thank you for your consideration

A handwritten signature in black ink that reads "Kindra C. Fox". The signature is written in a cursive, flowing style.

Kindra Fox, Director
Secondary Curriculum and Instruction



Board of Trustees Regular Meeting - Nov 28 2023 Agenda

at 2:00 PM

Administration Building, Board Room 425 E. Ninth Street Reno, Nevada

NOTE: Items on the agenda may be taken out of order; combined with other items; removed from the agenda; moved to the agenda of another meeting; moved to or from the Consent agenda; or may be voted on in a block. Items with a specific time designation will not be heard prior to the stated time but may be heard later. The Consent agenda is a single agenda item and is considered as a block and will not be read aloud. The Board of Trustees may take recesses at the discretion of the Board President.

1. Opening Items

- 1.01 **Call to Order - 2:00 p.m. - Administration Building, Board Room 425 E. Ninth Street Reno, Nevada**
- 1.02 **Roll Call**
- 1.03 **Pledge of Allegiance**
- 1.04 **Land Acknowledgment**

2. Consent Agenda Items - All matters listed under the consent agenda are considered routine and may be acted upon by the Board of Trustees with one action and without an extensive hearing. Since approval of the consent agenda may be approved in one motion, members of the public wishing to speak on a consent agenda item should submit a Public Comment Card prior to any vote. Members of the public may also email public comments to publiccomments@washoeschools.net. Any Trustee may request that an item be taken from the consent agenda, discussed, and acted upon separately during this meeting. If a consent agenda item has already been deliberated before the Board, then two Trustees are required to make the request to remove the item from the consent agenda for more deliberation. As the manager of the meeting, the President or acting chair retains discretion in deciding whether an item will be removed from the consent agenda and considered separately. If the

manager of the meeting chooses not to remove an item from the consent agenda, a Trustee may make a motion to remove an item from the consent agenda for it to be considered separately.

- 2.01 Approval of Consent Agenda Items 2.02 through 2.13 FOR POSSIBLE ACTION) - All matters listed under the consent agenda are considered routine and may be acted upon by the Board of Trustees with one action and without an extensive hearing. Since approval of the consent agenda may be approved in one motion, members of the public wishing to speak on a consent agenda item should submit a Public Comment Card prior to any vote. Members of the public may also email public comments to publiccomments@washoeschools.net. Any member of the Board may request that an item be taken from the consent agenda, discussed, and acted upon separately during this meeting. The President or the acting chair retains discretion in deciding whether or not an item will be removed from the consent agenda. If a consent agenda item has already been deliberated before the Board, then two Trustees are required to request removal of an item from the consent agenda for additional deliberation.**
- 2.02 ACKNOWLEDGEMENT OF RECEIPT OF NOTIFICATION OF DECLARED EMERGENCY REPAIRS PURSUANT TO NEVADA REVISED STATUTES 332.112, EMERGENCY CONTRACTS, AND 338.011(2), CONTRACT RELATED TO EMERGENCY, FOR THE REPLACEMENT OF HEATING, VENTILATION AND AIR CONDITIONING (HVAC) UNIT AT NATCHEZ ELEMENTARY SCHOOL FOR THE ESTIMATED COST OF \$160,000 (FOR POSSIBLE ACTION)**
- 2.03 AWARD OF BID #24-24-B-09-DA, ELECTRICAL DISTRIBUTION UPGRADE AT MARVIN PICOLLO SCHOOL, TO NELSON ELECTRIC COMPANY, INC. IN THE AMOUNT OF \$160,990 (FOR POSSIBLE ACTION)**
- 2.04 APPROVAL FOR THE ADDITION OF A CERTAIN DUAL CREDIT COURSES WITH TRUCKEE MEADOWS COMMUNITY COLLEGE (TMCC) FOR WASHOE COUNTY SCHOOL DISTRICT STUDENTS (FOR POSSIBLE ACTION)**
- 2.05 APPROVAL TO PURCHASE SEVEN REPLACEMENT DATA**

CENTER SERVERS THAT SUPPORT VITAL DISTRICT APPLICATIONS AT A COST OF \$168,657, ALLOCATED IN THE ANNUAL INFORMATION TECHNOLOGY INFRASTRUCTURE REFRESH PROGRAM (FOR POSSIBLE ACTION)

- 2.06 AWARD OF BID #24-30-B-10-AA, STEAD ELEMENTARY SCHOOL COUNSELING RENOVATION, TO REYMAN BROTHERS CONSTRUCTION, INC. IN THE AMOUNT OF \$503,562 (FOR POSSIBLE ACTION)
- 2.07 APPROVAL TO PURCHASE STUDENT DEVICES IN THE AMOUNT OF \$411,600 AS PART OF THE INFORMATION TECHNOLOGY DEVICE REFRESH PROGRAM (FOR POSSIBLE ACTION)
- 2.08 APPROVAL OF AN UPDATED MEMORANDUM OF UNDERSTANDING WITH THE UNIVERSITY OF NEVADA, RENO AS A CONTINUED DUAL CREDIT PROVIDER FOR STUDENTS IN THE WASHOE COUNTY SCHOOL DISTRICT (FOR POSSIBLE ACTION)
- 2.09 ADOPTION OF THE WASHOE COUNTY SCHOOL DISTRICT'S APPLICATION TO THE NEVADA DEPARTMENT OF EDUCATION TO IMPLEMENT A DISTRICT-WIDE WORK-BASED LEARNING PROGRAM EFFECTIVE FOR 5 YEARS, BEGINNING JULY 1 (FOR POSSIBLE ACTION)
- 2.10 APPROVAL OF THE APPLICATION TO THE NEVADA DEPARTMENT OF EDUCATION TO ALLOW WASHOE COUNTY SCHOOL DISTRICT HIGH SCHOOL STUDENTS WHO SUCCESSFULLY COMPLETE "MILITARY SCIENCE III" A CAREER AND TECHNICAL EDUCATION (CTE) COURSE, TO RECEIVE THE ACADEMIC HEALTH CREDIT REQUIRED FOR GRADUATION (FOR POSSIBLE ACTION)
- 2.11 APPROVAL OF THE PROPOSED REPLACEMENT VIDEOS FOR THE SEXUALITY, HEALTH AND RESPONSIBILITY EDUCATION (S.H.A.R.E.) 4TH GRADE CURRICULUM (FOR POSSIBLE ACTION)
- 2.12 APPROVAL OF THE CREATION OF A PERMANENT CHIEF OF SCHOOLS POSITION REPORTING TO THE SUPERINTENDENT OF SCHOOLS FOR AN ESTIMATED COST OF \$258,136 (FOR POSSIBLE ACTION)
- 2.13 APPROVAL OF THE AGREEMENT WITH PERFORMANCE FACT IN

THE ESTIMATED TOTAL AMOUNT OF \$181,750, FOR IMPLEMENTATION AND SUPPORT OF THE WASHOE COUNTY SCHOOL DISTRICT STRATEGIC PLAN (FOR POSSIBLE ACTION)

- 3. Items for Presentation, Discussion, Information, and/or Action -**
- *Public Comment - Comments from the public are invited on items listed for possible action. A Public Comment Card should be filled out and submitted to the Recording Secretary before speaking during the Public Comment section, which must at least include the name of the speaker. Pursuant to Board Policy 9115, Meetings of the Board of Trustees, all persons are limited to 3 minutes per item. The time limit may be altered at the discretion of the President of the Board/Chair of the Committee. In order to comply with Nevada Revised Statutes (NRS) Chapter 241 (Open Meeting Law) and on the advice of Legal Counsel, the Board/Committee is discouraged from discussing and precluded from deliberating and/or acting on items raised by Public Comment which are not already on the agenda. Pursuant to NRS 241.035, correspondence or written materials submitted for public comment shall be attached to the minutes of the meeting. The Board of Trustees/Committee may impose reasonable content-neutral restrictions on public comment such as willfully disruptive comments that are irrelevant, repetitious, slanderous, offensive, inflammatory, irrational, amounting to personal attacks, or interfering with the rights of other speakers. The Board/Committee will also accept public comments before and during the meeting through publiccomments@washoeschools.net. The Board/Committee will take time to read those comments during the meeting and announce the names of those who provided public comment via email.**

3.01 PRESENTATION AND POSSIBLE ACTION TO PROVIDE PRELIMINARY APPROVAL TO THE PROPOSED REVISIONS TO BOARD POLICY 4110, TALENT ACQUISITION, UPDATING THE POLICY TO MEET THE GOALS OF BALANCED GOVERNANCE AND TO MEET THE DIRECTION OF THE BOARD OF TRUSTEES RELATED TO BOARD POLICIES, AND INITIATION OF THE 13-DAY PUBLIC REVIEW AND COMMENT PERIOD (FOR POSSIBLE ACTION)

3.02 APPROVAL OF THE RECOMMENDATION OF THE ZONING ADVISORY COMMITTEE TO MODIFY THE ENROLLMENT BOUNDARIES OF THE FOLLOWING SCHOOLS IN THE SPANISH SPRINGS AREA EFFECTIVE FOR THE 2024-25 SCHOOL YEAR:

JOHN C. BOHACH ELEMENTARY SCHOOL, BUD BEASLEY ELEMENTARY SCHOOL, SPANISH SPRINGS ELEMENTARY SCHOOL, EDWARD VAN GORDER ELEMENTARY SCHOOL, YVONNE SHAW MIDDLE SCHOOL, SKY RANCH MIDDLE SCHOOL, LOU MENDIVE MIDDLE SCHOOL (FOR POSSIBLE ACTION)

- 3.03 QUALITY OF EDUCATION – REVIEW OF STRATEGIC PLAN GOAL 2, STUDENT VOICE, AND KEY STRATEGIES USED TO IMPROVE STUDENT LEARNING OUTCOMES AND TO FULFILL THIS GOAL (FOR PRESENTATION AND DISCUSSION ONLY)
- 3.04 PRESENTATION AND DISCUSSION OF THE DRAFT FINAL DISTRICT-WIDE FACILITY MODERNIZATION PLAN (FMP) (FOR PRESENTATION AND DISCUSSION ONLY)

4. Reports - No discussion among the Board of Trustees will occur under these items.

- 4.01 **STUDENT REPRESENTATIVE'S REPORT - No discussion among the Board of Trustees will occur under this item.**
- 4.02 **BOARD REPORTS - Each Trustee will have 3 minutes to provide the community with an update of the Trustee's activities related to Washoe County School District. No discussion among the Board of Trustees will occur under this item**
- 4.03 **SUPERINTENDENT'S REPORT - No discussion among the Board of Trustees will occur under this item.**

5. Closing Items

- 5.01 **Public Comment - Comments from the public are invited at this time on topics not specifically addressed elsewhere in the agenda. A Public Comment Card should be filled out and submitted to the Recording Secretary before speaking during the Public Comment section, which must at least include the name of the speaker. Pursuant to Board Policy 9115, Meetings of the Board of Trustees, all persons are limited to 3 minutes per item. The time limit may be altered at the discretion of the President of the Board/Chair of the Committee. In order to comply with**

Nevada Revised Statutes (NRS) Chapter 241 (Open Meeting Law) and on the advice of Legal Counsel, the Board/Committee is discouraged from discussing and precluded from deliberating and/or acting on items raised by Public Comment which are not already on the agenda. Pursuant to NRS 241.035, correspondence or written materials submitted for public comment shall be attached to the minutes of the meeting. The Board of Trustees/Committee may impose reasonable content-neutral restrictions on public comment such as willfully disruptive comments that are irrelevant, repetitious, slanderous, offensive, inflammatory, irrational, amounting to personal attacks, or interfering with the rights of other speakers. The Board/Committee will also accept public comments before and during the meeting through publiccomments@washoeschools.net. The Board/Committee will take time to read those comments during the meeting and announce the names of those who provided public comment via email.

5.02 Next Meeting Announcement - December 12, 2023

5.03 Adjourn Meeting

Forum Restrictions and Orderly Conduct of Business:

The Board of Trustees conducts the business of the Washoe County School District during its meetings. The presiding officer may order the removal of any person whose statement or other conduct disrupts the orderly, efficient or safe conduct of the meeting. Warnings against disruptive comments or behavior may or may not be given prior to removal. The viewpoint of a speaker will not be restricted, but reasonable restrictions may be imposed upon the time, place and manner of speech. Irrelevant and unduly repetitious statements and personal attacks which antagonize or incite others are examples of speech that may be reasonably limited.

Members of the public wishing to request supporting materials for this meeting or who are disabled and require special accommodations at the meeting should contact Jennifer (JJ) Batchelder, Board Services Coordinator. Ms. Batchelder can be contacted in writing via email at jbatchelder@washoeschools.net.

This agenda and supporting materials, as indicated, have been posted at the following locations:

<https://washoeschools.diligent.community/Portal/>

<https://www.washoeschools.net/Page/1>

State of Nevada - www.notice.nv.gov

Washoe County School District - Central Administration Building - Agenda only

Parent and/or Guardian Notification Letter



THE ROSE BULLIS REGIONAL CENTER FOR TEACHING AND LEARNING

Curriculum and Instruction Department
Jenni Anderson, Elementary Director
Kindra Fox, Secondary Director

380 EDISON WAY
RENO, NV 89502
(775) 861-12

March 19, 2024

Dear Parent and/or Guardian

Your child is currently enrolled in and/or has completed the course Military Science I, II, III. This career and technical education (CTE) course of study qualifies for academic credit. By successfully completing the CTE coursework, he/she may earn up to ½ credit in the academic area of health.

Please note that while the academic credit earned through CTE coursework is designed to meet the requirements for high school graduation, the academic credit may not necessarily be accepted for academic credit by a specific postsecondary institution.

Sincerely,



Kindra Fox, Director
Secondary Curriculum & Instruction Department

Academic Credit for Career and Technical Education Coursework

Procedural Recommendations for Application Submissions to the Department of Education and State Board of Education



Nevada Department of Education
Office of Career Readiness, Adult Learning, and Education Options
755 N. Roop Street, Suite 201
Carson City, NV 89701
(775) 687-7300

July 2022

Overview

Career and technical education (CTE) coursework may qualify for academic coursework for the purposes of high school graduation if certain provisions outlined in the Nevada Administrative Code (NAC) are properly followed. These provisions may assist students in meeting graduation requirements while simultaneously affording them more time to dedicate to their CTE program of study.

Specifically, NAC 389.672 defines the academic credits a student may earn and the procedures that must be followed by a local school district or charter school to qualify CTE courses for academic credit. With approval from the State Board of Education, a board of trustees may allow a pupil to earn the following units necessary for graduation from high school by taking CTE coursework:

- Two units of credit required in English
- One unit of credit required in mathematics
- One unit of credit required in science and
- One-half unit of credit required in health

After verification has been received by the board of trustees, the written curriculum and title of the course of study in career and technical education and a statement of the academic credit to be granted must be submitted to the State Board of Education for approval. Academic credit may be granted for the course of study in career and technical education or a combination of courses only after the State Board of Education has given its approval.

As stated above, pupils may earn up to two units of English, one unit of math, one unit of science, and one-half unit for health for aligned CTE coursework. The written curriculum must show proper alignment of the CTE course(s) with the current Nevada Academic Content Science Standards.

A pupil who earns academic credit pursuant to this section must be notified in writing that the approval for academic credit is designed to meet the requirements for graduation from high school and may not necessarily be accepted for academic credit by a specific postsecondary institution.

The alignment of CTE coursework approved for academic credit must be reviewed locally and re-approved by the State Board of Education every three (3) years, as per the requirements in NAC 389.673. A school district wishing to use the same curriculum approved for another school district may do so with approval from the State Superintendent of Public Instruction.

Applications may be submitted electronically to:

Kristina Carey, Education Programs Professional
Office of Career Readiness, Adult Learning, and Education Options
Nevada Department of Education
755 N. Roop Street, Suite 201
Carson City, NV 89701
kcarey@doe.nv.gov

Directions for Initial Application to the State Board of Education

1. A board of trustees may allow a pupil to earn, towards the units necessary for graduation from high school, two units of the credit required in English, one unit required in mathematics, one unit required in science and one-half unit required in health if he or she is enrolled in a course of study in career and technical education approved pursuant to this section within one of the program areas set forth in subsection 1 of [NAC 389.803](#) and that course includes, as part of its curriculum, the curriculum of the required course.

Documentation: Letter of appointment/assignment by the superintendent or his/her designee of the teachers serving on the review committee.

2. The superintendent of the school district shall appoint a committee composed of one person certified to teach in the course of study in career and technical education and one person certified to teach in the academic area in which the credit may be earned. The committee must verify to the board of trustees that the curriculum for the course of study in career and technical education includes the curriculum of the required course of study for which a pupil may earn credit.

Documentation: The committee must utilize the alignment document provided in this manual for the academic content area for which the career and technical courses will earn academic credit. The alignment document must show the name(s) of the CTE courses.

3. After verification has been received by the board of trustees, the written curriculum and title of the course of study in career and technical education and a statement of the academic credit to be granted must be submitted to the State Board of Education for approval. Academic credit may be granted for the course of study in career and technical education or a combination of courses only after the State Board of Education has given its approval.

Documentation: Minutes from the board of trustees meeting or, in the absence of minutes, a letter from the superintendent or his/her designee verifying the approval of the board of trustees, the written curriculum, and alignment document.

4. The Superintendent of Public Instruction may give approval for the granting of academic credit to a board of trustees requesting to use a curriculum for a course of study in career and technical education that has been approved by the State Board of Education for another school district if:

- a) The procedures set forth in subsection 2 were followed by the requesting district; and
- b) The board of trustees provides assurances that it will not deviate from the curriculum that has been approved by the State Board of Education.

Documentation: Curriculum alignment document that shows the direct alignment of the CTE standards and any other additional learning objectives aligned to the academic standards.

5. A pupil who earns academic credit pursuant to this section must be notified that the approval for academic credit is designed to meet the requirements for graduation from high school and may not necessarily be accepted for academic credit by a specific postsecondary institution. A copy of the notification given to the pupil must accompany the other materials to be submitted to the State Board of Education for final approval.

Documentation: A copy of the letter of notification to be issued to all students who seek academic credit for CTE coursework.

6. A minimum number of credits must be earned in the respective academic areas, as follows:
 - a) At least two credits must be earned in the academic mathematics department;
 - b) At least one credit must be earned in the academic science department; and
 - c) At least two credits must be earned in the academic English department.

Directions for the Periodic Review and Approval of Courses:

1. The superintendent of each school district which is authorized by the State Board of Education to grant academic credit for a course of study in career and technical education pursuant to [NAC 389.672](#) shall, at least once every 3 years, appoint a committee to review that course of study. The committee must consist of one person who is certified to teach in the course of study in career and technical education and one person who is certified to teach in the academic area in which the credit may be earned.

Documentation: Letter of appointment/assignment by the superintendent or his/her designee of the teachers serving on the review committee.

2. After the committee has reviewed the course of study in career and technical education, it shall submit a written report of its review to the board of trustees of the school district. The report must include a statement signed by the members of the committee that the curriculum for the course of study in career and technical education includes the curriculum of the required course of study.

Documentation: Minutes from the board of trustees meeting or, in the absence of minutes, a letter from the superintendent or his/her designee verifying the approval of the board of trustees.

3. The board of trustees shall submit to the State Board of Education, for its approval, the written curriculum and title of the course of study in career and technical education and a statement of the academic credit it proposes to grant.

Documentation: Alignment document and curriculum that shows the academic standards and the CTE standards or other course content in the CTE course(s) that demonstrates the academic content is taught in the CTE course. The alignment document must show the names of the academic and CTE courses. Curriculum submissions may include, but are not limited to, a list of approved instructional materials and supplemental materials (if applicable) for the course.

4. Academic credit may be granted for the course of study in career and technical education or combination of courses only after the State Board of Education has given its approval.

Informational Forms and Resources

- ✓ [Checklist for Submitting Packet to the State Board of Education](#)
- ✓ [Curriculum Alignment Document](#)
- ✓ [Sample Student Notification](#)
- ✓ [Nevada Administrative Codes 389.672 and 389.673](#)
- ✓ [Recommended Timeline for Future Submissions](#)

**Checklist for Application Packet to be sent to the
State Board of Education Requesting Academic Credit for CTE course(s):**



- Submit the title of the career and technical education (CTE) course(s) and a statement of academic credit to be granted.



- Submit the letter of appointment/assignment of the committee members (at least one qualified classroom academic teacher and one qualified classroom CTE teacher).



- Submit written curriculum and alignment documents verifying the alignment of the CTE course standards with the academic standards to be taught in the CTE course(s).



- Copy of the minutes from the local Board of Trustees Meeting for State Board Approval OR a letter from school official stating the application has been approved by the local Board of Education.



- Submit a copy of the student notification letter per NAC (Ref.389.72, Sec. 5).

Curriculum Alignment Document

Directions: The curriculum must demonstrate how the CTE coursework aligns to the Nevada Academic Content Standards.

- 1) Identify the proposed academic credit (English*, Math, Science, or Health)
*Contact the CTE office if you have questions regarding English credit.
- 2) Provide the name of the academic course (e.g., Life Science; Physical Science)
- 3) Provide the name of the CTE course(s) (e.g., Principles of Agriculture, Food, and Natural Resources and Animal Science; Biomedical I, Biomedical II, and Biomedical III)

Proposed Academic Credit (Check One) Math Science Health

Name of Academic Course: Health

Name of CTE Course(s): Military Science III w/ Health Credit 1st Sem & CTE Credit 2nd Sem

Total Number of Academic Credits: 0.5

Total Number of CTE Credits: 0.5

Classroom Academic Teacher Name: Bonnie Preston, Nicole Seitz, Melissa Osterhage

Classroom Academic Teacher Subject: Health and/or Principles of Health Science

Classroom CTE Teacher Name: William Clark and Steven Ryan

Classroom CTE Teacher Subject: Military Science

Health Standards Alignment Document

Insert the CTE Performance Indicator(s) in the right-side column which will meet the Health Standard indicated in the left-side column. ***Below is an example from the Principles of Health Science course.***

<i>Personal Community, and Environmental Health Strand</i>	<i>CTE Performance Indicators (including text description)</i>
<i>1.PDE.HS.1 Evaluate the impact of a variety of healthy practices and behaviors to maintain or improve personal, community, and environmental health.</i>	<i>2.2.3 Investigate biomedical therapies, including alternative and complementary therapies, as they relate to prevention, pathology, and treatment of disease</i>

Please enter appropriate/applicable alignments in the table below.

Nevada Academic Health Standards (DCI)	CTE Performance Indicators (including text description)
Content Standard 1: Core Concepts	
Personal Community, and Environmental Health Strand	
1.PCE.HS.1 Evaluate the impact of a variety of healthy practices and behaviors to maintain or improve personal, community, and environmental health.	2.2.3 Investigate biomedical therapies, including alternative and complementary therapies, as they relate to prevention, pathology, and treatment of disease
1.PCE.HS.2 Evaluate the impact of communicable and non-communicable diseases.	2.2.1 Explain and describe common diseases and disorders of each body system (prevention, pathology, diagnosis, and treatment)
1.PCE.HS.3 Analyze the importance of accepting the similarities and differences of self and others as it relates to personal, community, and environmental health (without discrimination or segregation on the ground of race, color, religion, national origin, disability, sexual orientation, sex, gender identity or expression, per NRS 651.070).	4.3.2 Identify medical practices that relate to diverse populations
1.PCE.HS.4 Evaluate how an individual’s family structure impacts other families and the community.	8.2.6 Analyze patient trends when reviewing medical information
1.PCE.HS.5 Evaluate the impact genetics, family history, health behaviors, and stress have on individual health.	2.1.4 Analyze the basic structures and specialized function of the human body as they relate to age, wellness, disease, disorders, therapies, and care and rehabilitation
1.PCE.HS.6a Explain how to register as an organ and tissue donor. (Per NRS 389.021)	4.1.2 Explain the role of policies and procedures in quality healthcare
1.PCE.HS.6b Summarize individual and societal benefits of organ and tissue donation. (Per NRS 389.021)	2.2.3 Investigate biomedical therapies, including alternative and complementary therapies, as they relate to prevention, pathology, and treatment of disease

1.PCE.HS.6c Analyze factual information about organ tissue and donation. (Per NRS 389.021)	2.2.3 Investigate biomedical therapies, including alternative and complementary therapies, as they relate to prevention, pathology, and treatment of disease
Nevada Academic Health Standards (DCI)	CTE Performance Indicators (including text description)
Mental and Emotional Health Strand	
1.ME.HS.1 Investigate the relationship between mental health and physical health. (Per NRS 389.520)	2.2.1 Explain and describe common diseases and disorders of each body system (prevention, pathology, diagnosis, and treatment) 2.2.3 Investigate biomedical therapies, including alternative and complementary therapies, as they relate to prevention, pathology, and treatment of disease 5.1.1 Describe safety practices, behaviors, and lifestyle choices that promote health behaviors and wellness
1.ME.HS.2 Analyze ways to decrease the risk of self-injurious or suicidal behaviors. (Per NRS 389.021)	5.1.2 Analyze risk factors and consequences of unhealthy behaviors
Nutrition and Physical Activity Strand	
1.NP.HS.1 Investigate how personal healthy eating patterns, in accordance to the current federal Dietary Guidelines for Americans, lead to health promotion and disease prevention.	5.1.1 Describe safety practices, behaviors, and lifestyle choices that promote health behaviors and wellness
1.NP.HS.1 Analyze the mental, social and physical benefits of daily moderate to vigorous physical activity. (Per NRS 389.520)	5.1.1 Describe safety practices, behaviors, and lifestyle choices that promote health behaviors and wellness 2.1.4 Analyze the basic structures and specialized function of the human body as they relate to age, wellness, disease, disorders, therapies, and care and rehabilitation
1.NP.HS.3 Evaluate the importance of annual physical health examinations and responding appropriately to unusual aches and pains. (Per NRS 389.018)	5.1.3 Describe wellness plan for prevention of diseases, including health screenings and examinations
Substance Use and Abuse Strand	
1.SAU.HS.1 Analyze the effects of long-term use and abuse of over-the-counter and prescription medications.	5.1.1 Describe safety practices, behaviors, and lifestyle choices that promote health behaviors and wellness 5.1.2 Analyze risk factors and consequences of unhealthy behaviors
1.SAU.HS.2 Analyze the effects of long-term use and abuse of alcohol, tobacco, marijuana, and other drugs as they relate to health and disease prevention.	5.1.1 Describe safety practices, behaviors, and lifestyle choices that promote health behaviors and wellness 5.1.2 Analyze risk factors and consequences of unhealthy behaviors
Safety Practices, Injury Prevention, and CPR/AED Strand	
1.SIC.HS.1 Critique how health risk behaviors influence safety and injury prevention practices.	5.1.1 Describe safety practices, behaviors, and lifestyle choices that promote health behaviors and wellness 5.1.2 Analyze risk factors and consequences of unhealthy behaviors 5.1.3 Describe wellness plan for prevention of diseases, including health screenings and examinations
1.SIC.HS.2a Perform the psychomotor skills required for the administration of hands-only cardiopulmonary resuscitation (CPR) according to the guidelines of the American Heart Association. (Per NRS 389.021)	8.1.1 Demonstrate First Aid skills to reduce or prevent injuries

1.SIC.HS.2b Explain the purpose, operation, and safe use of an automated external defibrillator (AED). (Per NRS 389.021)	8.1.1 Demonstrate First Aid skills to reduce or prevent injuries
Nevada Academic Health Standards (DCI)	CTE Performance Indicators (including text description)
Personal Safety Strand* (*Personal Safety Standards are Pursuant to NRS 389.031)	
1.PS.HS.1 Develop personal boundaries and clear limits for self and recognize the importance of not violating the personal boundaries of others.	5.1.1 Describe safety practices, behaviors, and lifestyle choices that promote health behaviors and wellness 4.2.3 Compare personal, professional, and organizational ethics
1.PS.HS.2 Analyze the impact related to various abusive and coercive behaviors including mental, physical, social, economic, and legal consequences.	5.1.2 Analyze risk factors and consequences of unhealthy behaviors
1.PS.HS.3 Diagram the reporting process and include where, when, and whom to report unsafe situations.	4.3.6 Demonstrate procedures for reporting activities and behaviors that affect health, safety, and welfare of others
1.PS.HS.5 Discuss laws regarding human trafficking.	4.3.6 Demonstrate procedures for reporting activities and behaviors that affect health, safety, and welfare of others
1.PS.HS.6 Evaluate the potentially positive and negative roles of technology and social media in relationships.	5.1.1 Describe safety practices, behaviors, and lifestyle choices that promote health behaviors and wellness
Human Reproductive System, HIV/AIDS, Related Communicable Diseases, & Sexual Responsibility Strand* (*Personal Safety Standards are Pursuant to NRS 389.036)	
1.HRS.HS.1 Analyze the role hormones play within the structures and functions of the human reproductive systems.	2.1.3 Explain the anatomical structure and physiological functions of the human body
1.HRS.HS.2 Analyze how brain development has an impact on cognitive, social and emotional changes of adolescence and early adulthood.	2.1.4 Analyze the basic structures and specialized function of the human body as they relate to age, wellness, disease, disorders, therapies, and care and rehabilitation
1.HRS.HS.3 Analyze the scientific process of human reproduction.	2.1.3 Explain the anatomical structure and physiological functions of the human body
1.HRS.HS.4a Explain the impact a pregnancy has on the body.	2.1.3 Explain the anatomical structure and physiological functions of the human body

1.HRS.HS.4b Compare and contrast the advantages and disadvantages of various methods of contraception, including abstinence and condoms.	5.1.1 Describe safety practices, behaviors, and lifestyle choices that promote health behaviors and wellness 5.1.2 Analyze risk factors and consequences of unhealthy behaviors
1.HRS.HS.4c Examine prenatal practices that can contribute to or compromise a healthy pregnancy.	5.1.1 Describe safety practices, behaviors, and lifestyle choices that promote health behaviors and wellness
Nevada Academic Health Standards (DCI)	CTE Performance Indicators (including text description)
1.HRS.HS.4d Compare and contrast the laws relating to pregnancy, abortion, adoption, and parenting.	4.1.2 Explain the role of policies and procedures in quality healthcare 4.1.4 Demonstrate procedures for accurate documentation and record keeping
1.HRS.HS.5a Describe signs and symptoms, treatments, and modes of transmission of related communicable diseases (STDs/STIs), including HIV/AIDS.	2.2.1 Explain and describe common diseases and disorders of each body system (prevention, pathology, diagnosis, and treatment)
1.HRS.HS.5b Describe current preventative approaches, including, but not limited to, HPV vaccinations to combat HIV/AIDS and related communicable diseases (STDs/STIs).	2.2.1 Explain and describe common diseases and disorders of each body system (prevention, pathology, diagnosis, and treatment)
1.HRS.HS.5c Describe the laws related to sexual health care services, including related communicable diseases (STD/STIs) and HIV/AIDS testing and treatment.	4.1.2 Explain the role of policies and procedures in quality healthcare
1.HRS.HS.5d Evaluate the effectiveness of abstinence, condoms and other safer sex methods in preventing the spread of related communicable diseases (STDs/STIs), including HIV/AIDS.	5.1.1 Describe safety practices, behaviors, and lifestyle choices that promote health behaviors and wellness 5.1.2 Analyze risk factors and consequences of unhealthy behaviors
1.HRS.HS.6 Describe characteristics of healthy and unhealthy romantic and/or sexual relationships.	5.1.2 Analyze risk factors and consequences of unhealthy behaviors
1.HRS.HS.7a Analyze factors that can affect the ability to give or recognize consent to sexual activity.	4.3.6 Demonstrate procedures for reporting activities and behaviors that affect health, safety, and welfare of others 5.1.2 Analyze risk factors and consequences of unhealthy behaviors
1.HRS.HS.7b Analyze laws relating to the sexual conduct of minors, including consent, and criminal sexual conduct.	4.3.6 Demonstrate procedures for reporting activities and behaviors that affect health, safety, and welfare of others
Content Standard 2: Analyze Influences	
2.AF.HS.1 Analyze how the perceptions of current social expectations influence healthy and unhealthy behaviors.	4.2.3 Compare personal, professional, and organizational ethics
Content Standard 3: Access Information	
3.AI.HS.1 Evaluate the validity of health information, products and services.	3.1.1 Examine the roles and relationships of healthcare providers, clients, and others within the healthcare system

Content Standard 4: Interpersonal Communication	
4.IC.HS.1 Utilize skills for communicating effectively with family, peers, and others to enhance health.	6.1.1 Demonstrate conflict resolution and reinforce positive outcomes for patients and coworkers
Nevada Academic Health Standards (DCI)	CTE Performance Indicators (including text description)
4.IC.HS.2 Demonstrate refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.	5.1.3 Describe wellness plan for prevention of diseases, including health screenings and examinations 6.1.1 Demonstrate conflict resolution and reinforce positive outcomes for patients and coworkers
Content Standard 5: Decision Making	
5.DM.HS.1 Compare the potential short-term and long-term impact of healthy and unhealthy decisions on self and others.	5.1.1 Describe safety practices, behaviors, and lifestyle choices that promote health behaviors and wellness
5.DM.HS.2 Evaluate the effectiveness of health-related decisions.	5.1.2 Analyze risk factors and consequences of unhealthy behaviors
5.DM.HS.3 Defend the healthy choice when making a decision.	5.1.3 Describe wellness plan for prevention of diseases, including health screenings and examinations
Content Standard 6: Goal Setting	
6.GS.HS.1 Implement strategies and monitor progress in achieving a health goal.	5.1.3 Describe wellness plan for prevention of diseases, including health screenings and examinations
6.GS.HS.2 Formulate an effective long-term health plan.	5.1.3 Describe wellness plan for prevention of diseases, including health screenings and examinations
Content Standard 7: Self-Management	
7.SM.HS.1 Demonstrate a variety of healthy practices and behaviors that will maintain or improve the health of self and others.	5.1.1 Describe safety practices, behaviors, and lifestyle choices that promote health behaviors and wellness
7.SM.HS.2 Demonstrate a variety of behaviors that avoid or reduce health risks to self and others.	5.1.2 Analyze risk factors and consequences of unhealthy behaviors
7.SM.HS.3 Analyze the role of individual responsibility in enhancing health.	5.1.1 Describe safety practices, behaviors, and lifestyle choices that promote health behaviors and wellness
Content Standard 8: Advocacy	

8.AV.HS.1 Demonstrate advocacy for improving personal, family, and community health.	5.1.3 Describe wellness plan for prevention of diseases, including health screenings and examinations
Total number of unique Health Standards addressed:	50
Total number of unique CTE Standards aligned:	17

Student Notification / Sample Letter for District Use

Dear Parent/Guardian of:

Your son/daughter is enrolled in the career and technical education (CTE) program of study that qualifies for academic credit. By successfully completing the CTE coursework, he/she may earn up to _____ credit in the academic area of **Choose** _____.

Please note that while the academic credit earned through CTE coursework is designed to meet the requirements for high school graduation, the academic credit may not necessarily be accepted for academic credit by a specific postsecondary institution.

Sincerely,

Signature

Printed Name and Title

NEVADA ADMINISTRATIVE CODES 389.672 AND 389.673

NAC 389.672 Academic credit for a course of study in career and technical education: Limitations and prerequisites. ([NRS 385.080](#), [385.110](#), [388.360](#))

1. A board of trustees may allow a pupil to earn, towards the units necessary for graduation from high school, two units of the credit required in English, one unit required in mathematics, one unit required in science and one-half unit required in health if he or she is enrolled in a course of study in career and technical education approved pursuant to this section within one of the program areas set forth in subsection 1 of [NAC 389.803](#) and that course includes, as part of its curriculum, the curriculum of the required course.
2. The superintendent of the school district shall appoint a committee composed of one person certified to teach in the course of study in career and technical education and one person certified to teach in the academic area in which the credit may be earned. The committee must verify to the board of trustees that the curriculum for the course of study in career and technical education includes the curriculum of the required course of study for which a pupil may earn credit.
3. After verification has been received by the board of trustees, the written curriculum and title of the course of study in career and technical education and a statement of the academic credit to be granted must be submitted to the State Board of Education for approval. Academic credit may be granted for the course of study in career and technical education or a combination of courses only after the State Board of Education has given its approval.
4. The Superintendent of Public Instruction may give approval for the granting of academic credit to a board of trustees requesting to use a curriculum for a course of study in career and technical education that has been approved by the State Board of Education for another school district if:
 - (a) The procedures set forth in subsection 2 were followed by the requesting district; and
 - (b) The board of trustees provides assurances that it will not deviate from the curriculum that has been approved by the State Board of Education.
5. A pupil who earns academic credit pursuant to this section must be notified that the approval for academic credit is designed to meet the requirements for graduation from high school and may not necessarily be accepted for academic credit by a specific postsecondary institution. A copy of the notification given to the pupil must accompany the other materials to be submitted to the State Board of Education for final approval.
6. A minimum number of credits must be earned in the respective academic areas, as follows:
 - (a) At least two credits must be earned in the academic mathematics department;
 - (b) At least one credit must be earned in the academic science department; and
 - (c) At least two credits must be earned in the academic English department.

(Added to NAC by Bd. of Education, eff. 5-4-87; A by Bd. for Occupational Education, 3-27-92; 11-17-95; A by Bd. of Education by R069-97, 12-10-97, eff. 9-1-99; R155-01, 12-17-2001; R195-01, 4-1-2002; R165-03, R166-03, R184-03 & R185-03, 1-22-2004; R236-03, 3-19-2004; A by Bd. for Career & Tech. Educ. by R172-05, 2-23-2006; A by Bd. of Education by R132-10, 12-16-2010; A by R087-12, 11-1-2012)

NAC 389.673 Academic credit for courses of study in career and technical education: Periodic review and approval of each course. ([NRS 385.080](#), [385.110](#), [388.360](#))

1. The superintendent of each school district which is authorized by the State Board of Education to grant academic credit for a course of study in career and technical education pursuant to [NAC 389.672](#) shall, at least once every 3 years, appoint a committee to review that course of study. The committee must consist of one person who is certified to teach in the course of study in career and technical education and one person who is certified to teach in the academic area in which the credit may be earned.
2. After the committee has reviewed the course of study in career and technical education, it shall submit a written report of its review to the board of trustees of the school district. The report must include a statement signed by the members of the committee that the curriculum for the course of study in career and technical education includes the curriculum of the required course of study.
3. The board of trustees shall submit to the State Board of Education, for its approval, the written curriculum and title of the course of study in career and technical education and a statement of the academic credit it proposes to grant.
4. Academic credit may be granted for the course of study in career and technical education or combination of courses only after the State Board of Education has given its approval.

(Added to NAC by Bd. of Education by R069-97, 12-10-97, eff. 9-1-99; A by R087-12, 11-1-2012)

Academic Credit for CTE Coursework
Standards Alignment for
Military Science III and 9-12 Health Education

Nevada Academic Content Standards for Health Grades 9-12	Military Science - CTE Performance Indicators	Please provide examples of how your course is aligned to the health standards (how is the health standard taught?).
<p>1.PCE.HS.1 Evaluate the impact of a variety of healthy practices and behaviors to maintain or improve personal, community, and environmental health.</p>	<p>5.1.1 Evaluate the importance of healthy nutrition 5.1.3 Identify the hazards of substance abuse 5.1.5 Recognize the importance of personal hygiene</p>	<ul style="list-style-type: none"> • Examine how body image, eating, and physical activity affect whole health: • Define body image • Describe how to measure body composition • Compare the factors that influence overweight and underweight people • Explain how to balance exercise and calories for an appropriate weight • Describe the symptoms of eating disorders
<p>1.PCE.HS.2 Evaluate the impact of communicable and non-communicable diseases.</p>	<p>5.1.1 Recognize the importance of personal hygiene</p>	<ul style="list-style-type: none"> • State that abstinence from sexual activity and needle sharing are the only ways that are 100% effective at avoiding STI and HIV Transmission • Understand communication is an fundamental part of sexual health • Describe the signs, symptoms and treatments of most common STIs • Describe the nature of HIV and how it is transmitted, prevented and treated • Define HIV as a virus that is transmitted through bodily fluids that weakens your immune system. • Identify the difference between communicable and non-communicable diseases. • Identify at least two ways in which HIV can be transmitted. • Identify at least two ways in which HIV is not transmitted. • Identify at least one way to prevent HIV transmission. • Identify at least one treatment for HIV. • Recognize the benefits of maintaining good hygiene habits. • Explain the correlation between physical fitness and hygiene • Identify possible results of poor sanitation • Detail procedures for disinfecting water • Explain how to guard against food poisoning and the spread of germs through waste

Nevada Academic Content Standards for Health Grades 9-12	Military Science - CTE Performance Indicators	Please provide examples of how your course is aligned to the health standards (how is the health standard taught?).
<p>1.PCE.HS.3 Analyze the importance of accepting the similarities and differences of self and others as it relates to personal, community, and environmental health.</p>	<p>11.2.1 Discuss the values of tolerance and understanding 11.2.3 Understand differences and uniqueness</p>	<ul style="list-style-type: none"> • Determine factors that impact the behavior of others • Evaluate factors that impact how others perceive individual behavior • Select behaviors that promote success in a variety of situations • Relate ethics to personal standards • Examine how ethical qualities affect leadership • Explore the types of values • Describe the characteristics of individual responsibility, followership, and teamwork • Describe the responsibilities of a team leader and the leadership factors that affect teamwork • Identify questions that can help you make ethical choices • Explain the process for resolving ethical dilemmas • Identify pressures to be unethical • Explain how leaders can promote ethical behavior • Identify common stereotypes in our culture • Explain how stereotypes relate to prejudice • Describe ways prejudice affects behavior • Analyze the causes of prejudice and discrimination • Determine strategies to lessen prejudice

Nevada Academic Content Standards for Health Grades 9-12	Military Science - CTE Performance Indicators	Please provide examples of how your course is aligned to the health standards (how is the health standard taught?).
<p>1.PCE.HS.4 Evaluate how an individual's family structure impacts other families and the community.</p>	<p>9.1.1 Define core values 9.1.2 Understand core values</p>	<ul style="list-style-type: none"> • Explain how awareness-enhancing behaviors affect better communication with others • Identify key characteristics for each Winning Colors® behavior cluster: Builders, Planners, Adventurers, and Relaters • Determine factors that impact the behavior of others • Evaluate factors that impact how others perceive individual behavior • Select behaviors that promote success in a variety of situations • Distinguish between the 14 critical emotional skills • Relate the critical emotional skills to the five emotional skill dimensions • Develop strategies for growth in emotional skill areas • Examine the problem of violence in our society • Identify risk factors based on family structure • Identify ways to prevent violence in schools • Identify risk factors for teen violence • Describe strategies for preventing violence • Explain how awareness-enhancing behaviors affect better communication with others

Nevada Academic Content Standards for Health Grades 9-12	Military Science - CTE Performance Indicators	Please provide examples of how your course is aligned to the health standards (how is the health standard taught?).
<p>1.PCE.HS.5 Evaluate the impact genetics, family history, health behaviors, and stress have on individual health.</p>	<p>5.1.1 evaluate the importance of healthy nutrition 5.1.2 define stress management techniques</p>	<ul style="list-style-type: none"> • Describe how your health is a combination of your genetics, age, gender, muscle mass and certain environmental factors. • Differentiate between positive and negative stress • Identify sources of stress • Identify the stages of the body’s stress response • Describe physical and behavioral effects of prolonged stress • Describe ways to manage stress • Describe common causes of anger • Identify physical effects of anger • Examine possible reactions to anger • Distinguish healthy from unhealthy reactions to anger • Describe healthy anger management strategies • Identify common influences on food choices • Describe how the body uses the six types of nutrients • Explain how substances added to foods, such as fats, sugars, and sodium, can impact your health based on family genetics and family history • Explain how to read food labels • Identify key factors in making healthy food choices • Explain how eating right and exercising can impact your health • Define body image • Describe how to measure body composition • Compare family history and other factors that influence overweight and underweight people • Explain how to balance exercise and calories for an appropriate weight • Describe the symptoms of eating disorders

Nevada Academic Content Standards for Health Grades 9-12	Military Science - CTE Performance Indicators	Please provide examples of how your course is aligned to the health standards (how is the health standard taught?).
1.PCE.HS.6a Explain how to register as an organ and tissue donor. (Per NRS 389.021)	5.1.1 Evaluate the importance of healthy nutrition 5.1.4 Discuss violence prevention	<ul style="list-style-type: none"> • Identify unsafe behaviors • Identify risk factors for teen violence • Record patient data on appropriate forms • Determine donor policies and procedures required by local, state, and national organization levels • List the ways organ donors can document their wishes, and what donor designation legally authorizes.
1.PCE.HS.6b Summarize individual and societal benefits of organ and tissue donation. (Per NRS 389.021)	2.2.3 Investigate biomedical therapies, including alternative and complementary therapies, as they relate to prevention, pathology, and treatment of disease	<ul style="list-style-type: none"> • Identify unsafe behaviors • Identify risk factors for teen violence • Record patient data on appropriate forms • Determine donor policies and procedures required by local, state, and national organization levels • Review personal impact stories from donor families and recipients • Analyze the broader implications of organ and tissue donation to public health
1.PCE.HS.6c Analyze factual information about organ tissue and donation. (Per NRS 389.021)	5.1.1 Evaluate the importance of healthy nutrition 5.1.4 Discuss violence prevention	<ul style="list-style-type: none"> • Identify unsafe behaviors • Identify risk factors for teen violence • Record patient data on appropriate forms • Determine donor policies and procedures required by local, state, and national organization levels • list the responsibilities of an organ procurement organization • Discuss different reasons an individual may need a transplant • Identify the differences between organ and tissue donation and under what circumstances (brain death vs. cardiac death vs. out of hospital deaths) • Understand fact versus fiction in relation to organ and tissue donation

Nevada Academic Content Standards for Health Grades 9-12	Military Science - CTE Performance Indicators	Please provide examples of how your course is aligned to the health standards (how is the health standard taught?).
<p>1.ME.HS.1 Investigate the relationship between mental health and physical health. (Per NRS 389.520)</p>	<p>5.1.2 Define stress management techniques 5.2.3 Understand the benefits of fitness</p>	<ul style="list-style-type: none"> • Differentiate between positive and negative stress • Identify sources of stress • Identify the stages of the body’s stress response • Describe physical and behavioral effects of prolonged stress • Recognize anxiety and understand aspects of mental health • manage mental health effectively through self-control and physical wellness • Describe ways to manage stress • Identify the elements of health • Describe how what you eat impacts health • Describe how exercise impacts health • Identify how stress impacts overall health • Identify causes for lack of sleep • Explain how lack of sleep affects the brain • Identify unsafe behaviors • Identify the benefits of exercise on both mental and physical aspect • Describe ways to increase your fitness level • Examine methods for increasing aerobic capacity, strength and endurance, and flexibility • Create a plan to set and achieve personal fitness goals • Explore methods to monitor your fitness progress • Understanding how being drug-free impact your physical, social, economic, and mental health • Examine how psychoactive drugs affect your brain • Describe the health dangers of commonly abused drugs • Explain why drug addiction is associated with criminal activity

Nevada Academic Content Standards for Health Grades 9-12	Military Science - CTE Performance Indicators	Please provide examples of how your course is aligned to the health standards (how is the health standard taught?).
<p>1.ME.HS.2 Analyze ways to decrease the risk of self- injurious or suicidal behaviors. (Per NRS 389.021)</p>	<p>5.1.2 Define Wellness</p>	<ul style="list-style-type: none"> • Identify the elements of health • Describe how what you eat impacts health • Describe how exercise impacts health • Identify how stress impacts overall health • Identify causes for lack of sleep • Explain how lack of sleep affects the brain • Identify unsafe behaviors • Describe three types of bullying • Explain how cyberbullying is different from other types of bullying • Identify risk factors for bullying and how it affects teen suicide • Explain strategies for dealing with bullying • Describe the effects of bullying on self-injurious • Understand ASK, CARE, ESCORT process • Assessing risk of suicidal behaviors • Protective Factors to self-injurious • Understanding Risk factors • recognizing warning signs to self-injurious and suicidal behaviors

Nevada Academic Content Standards for Health Grades 9-12	Military Science - CTE Performance Indicators	Please provide examples of how your course is aligned to the health standards (how is the health standard taught?).
1.NP.HS.1 Investigate how personal healthy eating patterns, in accordance to the current federal Dietary Guidelines for Americans, lead to health promotion and disease prevention.	5.1.1 Evaluate the importance of healthy nutrition	<ul style="list-style-type: none"> • Identify common influences on food choices • Describe how the body uses the six types of nutrients • Explain how substances added to foods, such as fats, sugars, and sodium, can impact your health • Explain how to read food labels • Identify key factors in making healthy food choices • Explain how eating right and exercising can impact your health • Identify common influences on food choices • Describe how the body uses the six types of nutrients • Explain how substances added to foods, such as fats, sugars, and sodium, can impact your health • Explain how to read food labels • Identify key factors in making healthy food choices • Explain how eating right and exercising can impact your health
1.NP.HS.2 Analyze the mental, social and physical benefits of daily moderate to vigorous physical activity. (Per NRS 389.520)	5.2.3 Understand the benefits of fitness 5.2.1 Demonstrate the components of a fitness program	<ul style="list-style-type: none"> • Identify the benefits of exercise • Describe ways to increase your fitness level • Examine methods for increasing aerobic capacity, strength and endurance, and flexibility • Create a plan to set and achieve personal fitness goals • Explore methods to monitor your fitness progress • Define body image • Describe how to measure body composition • Compare the factors that influence overweight and underweight people • Explain how to balance exercise and calories for an appropriate weight • Describe the symptoms of eating disorders • Identify the five Cadet Challenge exercises • Describe the proper techniques for the Cadet Challenge exercises • Distinguish between the various fitness award categories • Determine your personal Cadet Challenge goal

Nevada Academic Content Standards for Health Grades 9-12	Military Science - CTE Performance Indicators	Please provide examples of how your course is aligned to the health standards (how is the health standard taught?).
<p>1.NP.HS.3 Evaluate the importance of annual physical health examinations and responding appropriately to unusual aches and pains. (Per NRS 389.018)</p>	<p>5.2.1 Demonstrate the components of a fitness program 5.1.3 Identify the hazards of substance abuse</p>	<ul style="list-style-type: none"> • Identify the benefits of exercise and monitoring your progress • Describe ways to increase your fitness level • Examine methods for increasing aerobic capacity, strength and endurance, and flexibility • Create a plan to set and achieve personal fitness goals based on your current health examination • Explore methods to monitor your fitness progress • Identify the five Cadet Challenge exercises • Describe the proper techniques for the Cadet Challenge exercises • Distinguish between the various fitness award categories • Determine your personal Cadet Challenge goal • Define body image • Understand the importance of body composition and annual physical health examinations • Compare the factors that influence overweight and underweight people • Explain how to balance exercise and calories for an appropriate weight • Describe the symptoms of eating disorders • Describe how to treat minor cuts • Describe how to treat and prevent insect bites • Describe how to treat animal bites • Describe how to treat minor burns • Describe how to remove a foreign object in the eye • Describe how to stop a nosebleed • Describe how to help someone who has fainted • Identify injuries that may require medical attention

Nevada Academic Content Standards for Health Grades 9-12	Military Science - CTE Performance Indicators	Please provide examples of how your course is aligned to the health standards (how is the health standard taught?).
1.SUA.HS.1 Analyze the effects of long-term use and abuse of over-the-counter and prescription medications.	5.1.3 Identify the hazards of substance abuse	<ul style="list-style-type: none"> • Recognize the difference between drug use, misuse, and abuse • Explain how substance abuse develops • Describe the effects of substance abuse • Identify strategies for preventing substance abuse • Examine how psychoactive drugs affect your brain • Describe the health dangers of commonly abused drugs • Explain why drug addiction is associated with criminal activity • Describe the hazards of performance-enhancing drugs • Identify benefits of living drug-free
1.SUA.HS.2 Analyze the effects of long-term use and abuse of alcohol, tobacco, marijuana, and other drugs as they relate to health and disease prevention.	5.1.3 Identify the hazards of substance abuse	<ul style="list-style-type: none"> • Recognize the difference between drug use, misuse, and abuse • Explain how substance abuse develops • Describe the effects of substance abuse • Identify strategies for preventing substance abuse
1.SIC.HS.1 Critique how health risk behaviors influence safety and injury prevention practices.	5.1.1 Identify the hazards of substance abuse 5.2.1 Demonstrate the components of a fitness program 5.2.3 Understand the benefits of fitness	<ul style="list-style-type: none"> • Recognize the difference between drug use, misuse, and abuse • Explain how substance abuse develops • Describe the effects of substance abuse • Identify strategies for preventing substance abuse • Identify questions that can help you make ethical and safe choices • Explain the process for resolving ethical dilemmas • Identify pressures to be unethical • Explain how leaders can promote ethical and safe behavior

Nevada Academic Content Standards for Health Grades 9-12	Military Science - CTE Performance Indicators	Please provide examples of how your course is aligned to the health standards (how is the health standard taught?).
<p>1.SIC.HS.2a Perform the psychomotor skills required for the administration of hands-only cardiopulmonary resuscitation (CPR) according to the guidelines of the American Heart Association. (Per NRS 389.021)</p>	<p>5.3.1 demonstrate knowledge of basic first aid 5.3.2 demonstrate knowledge of CPR and AED</p>	<ul style="list-style-type: none"> • Obtain Basic Life Support (BLS) Cardiopulmonary Resuscitation (CPR) and Automated External • Defibrillator (AED) certification through the American Heart Association
<p>1.SIC.HS.2b Explain the purpose, operation and safe use of an automated external defibrillator (AED). (Per NRS 389.021)</p>	<p>5.3.2 demonstrate knowledge of CPR and AED</p>	<ul style="list-style-type: none"> • Obtain Basic Life Support (BLS) Cardiopulmonary Resuscitation (CPR) and Automated External • Defibrillator (AED) certification through the American Heart Association

Nevada Academic Content Standards for Health Grades 9-12	Military Science - CTE Performance Indicators	Please provide examples of how your course is aligned to the health standards (how is the health standard taught?).
<p>1.PS.HS.1 Develop personal boundaries and clear limits for self and recognize the importance of not violating the personal boundaries of others.</p>	<p>5.1.4 Discuss violence prevention 11.2.2 Discuss the values of tolerance and understanding 11.2.3 Understand differences and uniqueness</p>	<ul style="list-style-type: none"> • Distinguish between the 14 critical emotional skills • Relate the critical emotional skills to the five emotional skill dimensions • Develop strategies for growth in emotional skill areas • Compare verbal and nonverbal means of communication • Identify the steps of effective communication • Relate how the process of listening is essential to good communication • Distinguish among the types of listening • Identify barriers that prevent effective listening • Explain the types of roles individuals play in a group • Identify how roles in a group affect communication • Describe the characteristics of individual responsibility, followership, and teamwork • Describe the responsibilities of a team leader and the leadership factors that affect teamwork • Describe the three stages of team building and how personal boundaries play a critical role • Conover Success Profiler assessment • Understand self-esteem and how it supports personal boundaries and provides for clear limits

Nevada Academic Content Standards for Health Grades 9-12	Military Science - CTE Performance Indicators	Please provide examples of how your course is aligned to the health standards (how is the health standard taught?).
<p>1.PS.HS.2 Analyze the impact related to various abusive and coercive behaviors including mental, physical, social, economic, and legal consequences.</p>	<p>5.1.3 Identify the hazards of substance abuse 5.1.4 discuss violence prevention 11.2.2 Discuss the values of tolerance and understanding</p>	<ul style="list-style-type: none"> • Explain how substance abuse is related to what people consider normal behavior • Describe strategies for handling pressure to use alcohol, drugs, or tobacco • Explain how you can help someone who is a substance abuser • Identify common stereotypes in our culture • Explain how stereotypes relate to prejudice • Describe ways prejudice affects behavior • Analyze the causes of prejudice and discrimination • Determine strategies to lessen prejudice • Explain the relationship between conflict and negotiation • Identify common reasons negotiations fail • Describe the components of negotiations • Explain the benefits and disadvantages of the five different approaches to negotiating • Explain how principled negotiations increase the outcome for win-win agreements • Identify risk factors for bullying that impact abusive and coercive behaviors • Explain strategies for dealing with mental, physical, and social bullying • Describe the effects of economic and legal consequences of bullying • Understand the risk factors of various abusive and coercive behaviors • Understand abusive and coercive behaviors and how to respond • Understand the impact of abusive and coercive behaviors and the law • Examine the problem of violence in our society • Identify ways to prevent violence in schools • Identify risk factors for teen violence • Describe strategies for preventing violence

Nevada Academic Content Standards for Health Grades 9-12	Military Science - CTE Performance Indicators	Please provide examples of how your course is aligned to the health standards (how is the health standard taught?).
1.PS.HS.3 Diagram the reporting process and include where, when, and whom to report unsafe situations.	5.1.2 Define stress management techniques 5.1.3 Identify the hazards of substance abuse	<ul style="list-style-type: none"> • Explain how substance abuse is related to what people consider normal behavior • Describe strategies for handling pressure to use alcohol, drugs, or tobacco • Explain how you can help someone who is a substance abuser • Differentiate between positive and negative stress • Identify sources of stress • Identify the stages of the body’s stress response • Describe physical and behavioral effects of prolonged stress • Describe ways to manage stress • Examine the problem of violence in our society • Identify ways to prevent violence in schools • Identify risk factors for teen violence • Describe strategies for preventing violence • Implement precautions to protect yourself and others from violence/unsafe situations • Be familiar with Army ACE reporting procedures
1.PS.HS.5 Discuss laws regarding human trafficking.	5.1.4 discuss violence prevention.	<ul style="list-style-type: none"> • Examine the problem of violence and human trafficking in our society • Identify ways to prevent violence in schools • Identify risk factors for teen violence and human trafficking • Implementing trauma-informed approaches to victim identification and outreach. • Assessing victims for comprehensive service needs. • Employing a collaborative victim service delivery model by connecting with local partners. • Identifying accurate data and research on human trafficking. • Understand new strategies for researching and analyzing laws and policies that impact human trafficking, victim services, and victims' rights. • Identify state and federal laws that impact mandatory reporting, confidentiality, and privilege

Nevada Academic Content Standards for Health Grades 9-12	Military Science - CTE Performance Indicators	Please provide examples of how your course is aligned to the health standards (how is the health standard taught?).
1.PS.HS.6 Evaluate the potentially positive and negative roles of technology and social media in relationships.	11.2.1 Describe how to build respect 13.1.3 Develop interpersonal skills	<ul style="list-style-type: none"> • Explain how awareness-enhancing behaviors affect better communication with others • Identify key characteristics for each Winning Colors® behavior cluster: Builders, Planners, Adventurers, and Relaters • Determine factors that impact the behavior of others • Evaluate factors that impact how others perceive individual behavior • Select behaviors that promote success in a variety of situations • Identify risk factors for bullying that impact abusive and coercive behaviors • Explain strategies for dealing with mental, physical, and social bullying • Describe the effects of economic and legal consequences of bullying • Understand the risk factors of various abusive and coercive behaviors • Understand abusive and coercive behaviors and how to respond • Understand the impact of abusive and coercive behaviors and the law • Examine the problem of violence in our society • Identify ways to prevent violence in schools • Identify risk factors for teen violence • Describe strategies for preventing violence • Explain how cyberbullying is different from other types of bullying • Explain how conflict affects relationships • Describe the causes and types of conflicts due to social media and technology • Evaluate options and consequences for dealing with conflict • Use communication skills to respond positively to a conflict that is caused by social media and/or technology • Differentiate between positive and negative stress in social media gossip or bullying • Identify sources of stress and how technology and social media may contribute
1.HRS.HS.1 Analyze the role hormones play within the structures and functions of the human reproductive systems.	5.1.5 Recognize the importance of personal hygiene	<ul style="list-style-type: none"> • Identify the organs of the male and female reproductive systems • Describe the functions of the male and female reproductive systems • Describe how pregnancy occurs • Define abstinence • Sexual Health-Doctor visits: reasons to go and what to expect

Nevada Academic Content Standards for Health Grades 9-12	Military Science - CTE Performance Indicators	Please provide examples of how your course is aligned to the health standards (how is the health standard taught?).
<p>1.HRS.HS.2 Analyze how brain development has an impact on cognitive, social and emotional changes of adolescence and early adulthood.</p>	<p>3.2.5 Recognize personal strengths and weaknesses 6.1.1 Establish goal-setting techniques</p>	<ul style="list-style-type: none"> • Distinguish between active learner and passive learner traits • Explain how creative and critical thinking work together • Describe the difference between objective and subjective thinking • Explain the essential elements of the learning process • Examine different models of learning preferences • Describe the eight types of intelligences and how they support brain development for adolescence and early adulthood • Explore how to expand your learning preferences and your intelligences • Identify the purposes of reading • Distinguish among reading comprehension strategies and how it develops in adolescence and early adulthood • Distinguish among the types of context clues readers use to determine word meaning • Recognize how to apply strategies that build your vocabulary • Relate how vocabulary contributes to reading comprehension • Describe effective study habits • Demonstrate effective textbook reading strategies • Analyze effective note-taking strategies • Explain effective strategies for test preparation and test-taking • analyze elements of the learning process and how they impact learning • Understand how attention and motivation play a role in cognitive, social and emotional changes • Understand the Dunn & Dunn learning preferences and how they affect brain development • Identify the types of thinking processes • Relate thinking to learning • Correlate thinking processes to the eight Thinking Maps® • Use Thinking Maps® to visually represent a learning objective

Nevada Academic Content Standards for Health Grades 9-12	Military Science - CTE Performance Indicators	Please provide examples of how your course is aligned to the health standards (how is the health standard taught?).
1.HRS.HS.3 Analyze the scientific process of human reproduction.	5.1.5 Recognize the importance of personal hygiene	<ul style="list-style-type: none"> • Identify the organs of the male and female reproductive systems • Describe the functions of the male and female reproductive systems • Describe how pregnancy occurs • Define abstinence • Sexual Health-Doctor visits: reasons to go and what to expect
1.HRS.HS.4a Explain the impact a pregnancy has on the body.	5.1.5 Recognize the importance of personal hygiene	<ul style="list-style-type: none"> • Identify the organs of the male and female reproductive systems • Describe the functions of the male and female reproductive systems • Describe how pregnancy occurs • Define abstinence • Sexual Health-Doctor visits: reasons to go and what to expect
1.HRS.HS.4b Compare and contrast the advantages and disadvantages of various methods of contraception, including abstinence and condoms.	5.1.5 Recognize the importance of personal hygiene	<ul style="list-style-type: none"> • Describe how pregnancy occurs • Define abstinence • Understand abstinence is a conscious decision for any time and for any duration • Identify steps involved in a decision making model
1.HRS.HS.4c Examine prenatal practices that can contribute to or compromise a healthy pregnancy.	5.1.5 Recognize the importance of personal hygiene	<ul style="list-style-type: none"> • Identify the organs of the male and female reproductive systems • Describe the functions of the male and female reproductive systems • Describe how pregnancy occurs • Define abstinence • Sexual Health-Doctor visits: reasons to go and what to expect
1.HRS.HS.4d Compare and contrast the laws relating to pregnancy, abortion, adoption, and parenting.	5.1.5 Recognize the importance of personal hygiene	<ul style="list-style-type: none"> • Understand abstinence is a conscious decision for any time and for any duration • Identify steps involved in a decision making model • Describe the impact people have on students sexual decision making • Analyze source accuracy and reliability of sexual health information

Nevada Academic Content Standards for Health Grades 9-12	Military Science - CTE Performance Indicators	Please provide examples of how your course is aligned to the health standards (how is the health standard taught?).
1.HRS.HS.5a Describe signs and symptoms, treatments, and modes of transmission of related communicable diseases (STDs/STIs), including HIV/AIDS.	5.1.5 Recognize the importance of personal hygiene	<ul style="list-style-type: none"> • State that abstinence is the only 100% effective way to prevent pregnancy and STIs • Describe the impact of correct and consistent use of a birth control method on how effective it is at preventing pregnancy • Correctly recall that there is generally a gap between when a person may start to have vaginal sex and when they may wish to get pregnant, which makes using effective birth control important • Define emergency contraception • Describe at least two ways in which STIs, including HIV, can be transmitted • Name at least one step they plan to take personally to reduce or eliminate their chances of contracting at STI • Name at least one health center in Washoe county
1.HRS.HS.5b Describe current preventative approaches, including, but not limited to, HPV vaccinations to combat HIV/AIDS and related communicable diseases (STDs/STIs).	5.1.5 Recognize the importance of personal hygiene	<ul style="list-style-type: none"> • Define HIV as a virus that is transmitted through bodily fluids that weakens your immune system. • Identify the difference between communicable and non-communicable diseases. • Identify at least two ways in which HIV can be transmitted. • Identify at least two ways in which HIV is not transmitted. • Identify at least one way to prevent HIV transmission. • Identify at least one treatment for HIV.
1.HRS.HS.5c Describe the laws related to sexual health care services, including related communicable diseases (STD/STIs) and HIV/AIDS testing and treatment.	5.1.5 Recognize the importance of personal hygiene	<ul style="list-style-type: none"> • Define HIV as a virus that is transmitted through bodily fluids that weakens your immune system. • Identify the difference between communicable and non-communicable diseases. • Identify at least two ways in which HIV can be transmitted. • Identify at least two ways in which HIV is not transmitted. • Identify at least one way to prevent HIV transmission. • Identify at least one treatment for HIV.
1.HRS.HS.5d Evaluate the effectiveness of abstinence, condoms and other safer sex methods in preventing the spread of related communicable diseases	5.1.5 Recognize the importance of personal hygiene 9.1.1 Define core values 9.1.2 Understanding core values	<ul style="list-style-type: none"> • State that abstinence from sexual activity and needle sharing are the only ways that are 100% effective at avoiding STI and HIV Transmission • Understand communication is an fundamental part of sexual health • Describe the signs, symptoms and treatments of most common STIs • Describe the nature of HIV and how it is transmitted, prevented and treated

Nevada Academic Content Standards for Health Grades 9-12	Military Science - CTE Performance Indicators	Please provide examples of how your course is aligned to the health standards (how is the health standard taught?).
(STDs/STIs), including HIV/AIDS.		
1.HRS.HS.6 Describe characteristics of healthy and unhealthy romantic and/or sexual relationships.	5.1.5 Recognize the importance of personal hygiene 9.1.1 Define core values 9.1.2 Understanding core values	<ul style="list-style-type: none"> • Compare and contrast characteristics of healthy and unhealthy relationships • Describe how values affect behavior • Describe basic rules of ethics Compare cultural, universal, and non-universal norms • Explain the process for making ethical decisions • Describe the benefits of a personal code of conduct • Distinguish between the 14 critical emotional skills • Relate the critical emotional skills to the five emotional skill dimensions • Develop strategies for growth in emotional skill areas
1.HRS.HS.7a Analyze factors that can affect the ability to give or recognize consent to sexual activity.	5.1.5 Recognize the importance of personal hygiene 9.1.1 Define core values 11.2.1 Describe how to build respect	<ul style="list-style-type: none"> • Understand abstinence is a conscious decision for any time and for any duration • Identify steps involved in a decision making model • Describe the impact people have on students sexual decision making • Analyze source accuracy and reliability of sexual health information • Describe the benefits of a personal code of conduct • Distinguish between the 14 critical emotional skills • Relate the critical emotional skills to the five emotional skill dimensions • Develop strategies for growth in emotional skill areas
1.HRS.HS.7b Analyze laws relating to the sexual conduct of minors, including consent, and criminal sexual conduct.	5.1.5 Recognize the importance of personal hygiene 9.1.1 Define core values 11.2.1 Describe how to build respect	<ul style="list-style-type: none"> • Define consent, coercion and incapacitated • Differentiate between a situation in which consent is clearly given and one in which it is not • Demonstrate understanding that clear consent is part of a respectful relationship • Describe characteristics of relationship abuse • Name at least two resources a rape, sexual or relationship abuse survivor can access for more information and support

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2.AF.HS.1 Analyze how the perceptions of current social expectations influence healthy and unhealthy behaviors.	5.1.5 Recognize the importance of personal hygiene 7.1.5 Implement self-assessment 9.1.1 Define core values 11.2.1 Describe how to build respect	<ul style="list-style-type: none"> • Distinguish between active learner and passive learner traits • Explain how creative and critical thinking work together • Describe the difference between objective and subjective thinking • Explain the essential elements of the learning process • Examine different models of learning preferences • Describe the eight types of intelligences• Explore how to expand your learning preferences and your intelligences • Explain how awareness-enhancing behaviors affect better communication with others • Determine factors that impact the behavior of others • Evaluate factors that impact how others perceive individual behavior • Select behaviors that promote success in a variety of situations • Describe how values affect behavior • Describe basic rules of ethics Compare cultural, universal, and non-universal norms • Explain the process for making ethical decisions • Describe the benefits of a personal code of conduct • Distinguish between the 14 critical emotional skills • Relate the critical emotional skills to the five emotional skill dimensions • Develop strategies for growth in emotional skill areas

Nevada Academic Content Standards for Health Grades 9-12	Military Science - CTE Performance Indicators	Please provide examples of how your course is aligned to the health standards (how is the health standard taught?).
3.AI.HS.1 Evaluate the validity of health information, products and services.	5.1.1 Evaluate the importance of healthy nutrition 5.1.2 Define stress management techniques 5.1.3 Identify the hazards of substance abuse	<ul style="list-style-type: none"> • Identify the elements of health • Describe how what you eat impacts health • Describe how exercise impacts health • Identify how stress impacts overall health • Identify causes for lack of sleep • Explain how lack of sleep affects the brain • Identify unsafe behaviors • Identify common influences on food choices • Describe how the body uses the six types of nutrients • Explain how substances added to foods, such as fats, sugars, and sodium, can impact your health • Explain how to read food labels • Identify key factors in making healthy food choices • Explain how eating right and exercising can impact your health • Understand how Physical Wellness is the state of optimal personal health • Evaluate your Physical wellness with current health information • Identify and evaluate products that support Physical Wellness • Describe and evaluate a holistic approach to physical wellness based on relevant health information, products and services
4.IC.HS.1 Utilize skills for communicating effectively with family, peers, and others to enhance health.	3.2.5 recognize personal strengths and weaknesses 7.1.8 Understand leadership roles and responsibilities 10.1.2 Understand active listening skills 10.3 Demonstrate effective oral and written communication 11.2.2 Discuss the values of tolerance and understanding	<ul style="list-style-type: none"> • Compare verbal and nonverbal means of communication • Identify the steps of effective communication • Relate how the process of listening is essential to good communication • Distinguish among the types of listening • Identify barriers that prevent effective listening • Explain the types of roles individuals play in a group • Identify how roles in a group affect communication • Explain how conflict affects relationships • Describe the causes and types of conflicts • Evaluate options and consequences for dealing with conflict • Use communication skills to respond positively to a conflict • Apply the six steps for conflict resolution

Nevada Academic Content Standards for Health Grades 9-12	Military Science - CTE Performance Indicators	Please provide examples of how your course is aligned to the health standards (how is the health standard taught?).
4.IC.HS.2 Demonstrate refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.	3.2.5 recognize personal strengths and weaknesses 7.1.8 Understand leadership roles and responsibilities 10.1.2 Understand active listening skills 10..3 Demonstrate effective oral and written communication 11.2.2 Discuss the values of tolerance and understanding	<ul style="list-style-type: none"> • Explain the relationship between conflict and negotiation • Identify common reasons negotiations fail • Describe the components of negotiations • Explain the benefits and disadvantages of the five different approaches to negotiating • Explain how principled negotiations increase the outcome for win-win agreements • Distinguish between active learner and passive learner traits • Explain how creative and critical thinking work together • Describe the difference between objective and subjective thinking • Explain the essential elements of the learning process • Examine different models of learning preferences • Describe the eight types of intelligences • Explore how to expand your learning preferences and your intelligences
5.DM.HS.1 Compare the potential short-term and long-term impact of healthy and unhealthy decisions on self and others.	5.1.1 Evaluate the importance of healthy nutrition; 5.1.2 Define stress management techniques 9.1.2 Understand core values	<ul style="list-style-type: none"> • Relate ethics to personal standards • Examine how ethical qualities affect leadership • Explore the types of values • Develop and understand individual core values. • Describe the seven-step decision-making process for projects/missions • Identify roles in the planning/decision-making process • Identify questions that can help you make ethical choices • Explain the process for resolving ethical dilemmas • Identify pressures to be unethical • Explain how leaders can promote ethical behavior

Nevada Academic Content Standards for Health Grades 9-12	Military Science - CTE Performance Indicators	Please provide examples of how your course is aligned to the health standards (how is the health standard taught?).
5.DM.HS.2 Evaluate the effectiveness of health-related decisions.	5.1.1 Evaluate the importance of healthy nutrition 5.1.2 Define stress management techniques 9.1.2 Understand core values	<ul style="list-style-type: none"> • Examine how psychoactive drugs affect your brain • Describe the health dangers of commonly abused drugs • Explain why drug addiction is associated with criminal activity • Describe the hazards of performance-enhancing drugs • Identify benefits of living drug-free • Explain how substance abuse is related to what people consider normal behavior • Describe strategies for handling pressure to use alcohol, drugs, or tobacco • Explain how you can help someone who is a substance • Describe the steps used to make decisions • Identify guidelines used to evaluate choices • Evaluate decisions for positive outcomes • Describe the SMART goal-setting system • Analyze goals for potential success
5.DM.HS.3 Defend the healthy choice when making a decision.	5.1.1 Evaluate the importance of healthy nutrition; 5.1.2 Define stress management techniques 9.1.2 Understand core values	<ul style="list-style-type: none"> • Describe the steps used to make decisions • Identify guidelines used to evaluate choices • Evaluate decisions for positive outcomes • Describe the SMART goal-setting system • Analyze goals for potential success • Understand how Physical Wellness is the state of optimal personal health • Evaluate your Physical wellness with current health information in order to defend healthy choices • Identify and evaluate products that support Physical Wellness • Describe and evaluate a holistic approach to physical wellness based on relevant health information, products and services

Nevada Academic Content Standards for Health Grades 9-12	Military Science - CTE Performance Indicators	Please provide examples of how your course is aligned to the health standards (how is the health standard taught?).
6.GS.HS.1 Implement strategies and monitor progress in achieving a health goal.	5.1.1 Evaluate the importance of healthy nutrition 5.1.2 Define stress management techniques 6.1.1 Establish goal- setting techniques 9.1.2 Understand core values	<ul style="list-style-type: none"> • Identify the benefits of exercise • Describe ways to increase your fitness level • Examine methods for increasing aerobic capacity, strength and endurance, and flexibility • Create a plan to set and achieve personal fitness goals • Explore methods to monitor your fitness progress • Describe the steps used to make decisions • Identify guidelines used to evaluate choices • Evaluate decisions for positive outcomes • Describe the SMART goal-setting system • Analyze goals for potential success
6.GS.HS.2 Formulate an effective long-term health plan.	5.1.1 Evaluate the importance of healthy nutrition; 5.1.2 Define stress management techniques 5.2.3 Understand the benefits of fitness 6.1.1 Establish goal-setting techniques	<ul style="list-style-type: none"> • Identify the elements of health • Describe how what you eat impacts health • Describe how exercise impacts health • Identify how stress impacts overall health • Identify causes for lack of sleep • Explain how lack of sleep affects the brain • Identify unsafe behaviors • Identify the benefits of exercise • Describe ways to increase your fitness level • Examine methods for increasing aerobic capacity, strength and endurance, and flexibility • Create a plan to set and achieve personal fitness goals • Explore methods to monitor your fitness progress

Nevada Academic Content Standards for Health Grades 9-12	Military Science - CTE Performance Indicators	Please provide examples of how your course is aligned to the health standards (how is the health standard taught?).
<p>7.SM.HS.1 Demonstrate a variety of healthy practices and behaviors that will maintain or improve the health of self and others.</p>	<p>5.1.1 Evaluate the importance of healthy nutrition 5.1.2 Define stress management techniques 5.2.3 Understand the benefits of fitness 6.1.1 Establish goal-setting techniques</p>	<ul style="list-style-type: none"> • Demonstrate First Aid skills to reduce or prevent injuries • Obtain Basic Life Support (BLS) Cardiopulmonary Resuscitation (CPR) and Automated External • Defibrillator (AED) certification through the American Heart Association • Identify ways to prepare for an emergency • Describe universal precautions • Explain the four emergency guidelines • Explain the sequence for evaluating an injured person • Describe how to treat minor cuts • Describe how to treat and prevent insect bites• Describe how to treat animal bites • Describe how to treat minor burns • Describe how to remove a foreign object in the eye • Describe how to stop a nosebleed • Describe how to help someone who has fainted • Identify injuries that may require medical attention
<p>7.SM.HS.2 Demonstrate a variety of behaviors that avoid or reduce health risks to self and others.</p>	<p>5.1.1 Evaluate the importance of healthy nutrition; 5.1.2 Define stress management techniques 5.2.3 Understand the benefits of fitness 5.1.4 discuss violence prevention 11.2.2 Discuss the values of tolerance and understanding</p>	<ul style="list-style-type: none"> • Identify the elements of health • Describe how what you eat impacts health• Describe how exercise impacts health• Identify how stress impacts overall health• Identify causes for lack of sleep • Explain how lack of sleep affects the brain• Identify unsafe behaviors • Differentiate between positive and negative stress• Identify sources of stress • Identify the stages of the body’s stress response • Describe physical and behavioral effects of prolonged stress • Describe ways to manage stress • Define body image • Describe how to measure body composition • Compare the factors that influence overweight and underweight people • Explain how to balance exercise and calories for an appropriate weight • Describe the symptoms of eating disorders

Nevada Academic Content Standards for Health Grades 9-12	Military Science - CTE Performance Indicators	Please provide examples of how your course is aligned to the health standards (how is the health standard taught?).
7.SM.HS.3 Analyze the role of individual responsibility in enhancing health.	5.1.1 Evaluate the importance of healthy nutrition; 5.1.2 Define stress management techniques 5.2.3 Understand the benefits of fitness 6.1.1 Establish goal-setting techniques 9.1.2 Understand core values	<ul style="list-style-type: none"> • Describe the characteristics of individual responsibility, followership, and teamwork • Describe the responsibilities of the individual and how it factors into leadership that affect the individual and teamwork • Describe the three stages of team building • Identify the elements of health • Describe how what you eat impacts health • Describe how exercise impacts health • Identify how stress impacts overall health • Identify causes for lack of sleep • Explain how lack of sleep affects the brain • Identify unsafe behaviors • Understand how Physical Wellness is an individual responsibility to personal grow and health • Evaluate your Physical wellness and its importance to your health • Understand the importance of health and your individual responsibility to improve your health • Describe and evaluate a holistic approach to physical wellness based on relevant health information, products and services • Understand the relationship between analyze individual Health and execution of a physical fitness program

Nevada Academic Content Standards for Health Grades 9-12	Military Science - CTE Performance Indicators	Please provide examples of how your course is aligned to the health standards (how is the health standard taught?).
<p>8.AV.HS.1 Demonstrate advocacy for improving personal, family, and community health.</p>	<p>5.1.1 Evaluate the importance of healthy nutrition; 5.1.2 Define stress management techniques 5.2.3 Understand the benefits of fitness 6.1.1 Establish goal-setting techniques</p>	<ul style="list-style-type: none"> • Describe advocacy services • Identify three types of service • Compare verbal and nonverbal means of communication • Identify the steps of effective communication • Relate how the process of listening is essential to good communication • Distinguish among the types of listening • Identify barriers that prevent effective listening • Explain the types of roles individuals play in a group • Identify how roles in a group affect communication • Describe the steps used to make decisions • Identify guidelines used to evaluate choices • Evaluate decisions for positive outcomes • Describe the SMART goal-setting system • Analyze goals for potential success • Explain the relationship between conflict and negotiation • Identify common reasons negotiations fail • Describe the components of negotiations • Explain the benefits and disadvantages of the five different approaches to negotiating • Explain how principled negotiations increase the outcome for win-win agreements • Determine how communication is important for effective leadership • Explain the basic flow and purpose of informal communication • Review the major elements of a communication model • Determine how to overcome barriers of effective communication • Practice and understand interpersonal assertion as the ability to advocate on one's right in a good way • Practice advocacy of your ideas, thoughts and feeling to others