

***ACCOUNTING AND FINANCE  
STANDARDS***



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

[www.doe.nv.gov](http://www.doe.nv.gov)

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**VISION**

*All Nevadans ready for success in the 21st century*

**MISSION**

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



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The development of Nevada career and technical standards and assessments is a collaborative effort sponsored by the Office of Career Readiness, Adult Learning, and Education Options at the Department of Education. The Department of Education relies on teachers and industry representatives who have the technical expertise and teaching experience to develop standards and performance indicators that truly measure student skill attainment. Most important, however, is recognition of the time, expertise and great diligence provided by the writing team members in developing the career and technical standards for Accounting and Finance.

**STANDARDS DEVELOPMENT MEMBERS**

James Friel	Teacher	Palo Verde High School, Las Vegas
Patti Buono	Teacher	West Career and Technical Academy, Las Vegas
Kristen Stuart	Teacher	West Career and Technical Academy, Las Vegas
Rachele Hall	Teacher	Yerington High School, Yerington
Glen Tenney	Instructor	Great Basin College, Pahrump

**BUSINESS AND INDUSTRY VALIDATION**

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

The Accounting and Finance standards were validated through a complete review by an industry panel.

**PROJECT COORDINATOR**

Melissa Scott, Assistant Director  
Office of Career Readiness, Adult Learning, and Education Options  
Nevada Department of Education

## INTRODUCTION

The standards in this document are designed to clearly state what the student should know and be able to do upon completion of an advanced high school Accounting and Finance program. These standards are designed for a two-credit course sequence that prepares the student for a technical assessment directly aligned to the standards.

These exit-level standards are designed for the student to complete all standards through their completion of a program of study. These standards are intended to guide curriculum objectives for a program of study.

The standards are organized as follows:

- **Content Standards** are general statements that identify major areas of knowledge, understanding, and the skills students are expected to learn in key subject and career areas by the end of the program.
- **Performance Standards** follow each content standard. Performance standards identify the more specific components of each content standard and define the expected abilities of students within each content standard.
- **Performance Indicators** are very specific criteria statements for determining whether a student meets the performance standard. Performance indicators may also be used as learning outcomes, which teachers can identify as they plan their program learning objectives.

The crosswalk and alignment section of the document shows where the performance indicators support the Nevada Academic Content Standards. Where correlation with an academic content standard exists, students in the Accounting and Finance program perform learning activities that support, either directly or indirectly, achievement of the academic content standards that are listed.

All students are encouraged to participate in the career and technical student organization (CTSO) that relates to the Accounting and Finance program. CTSOs are co-curricular national organizations that directly reinforce learning in the CTE classroom through curriculum resources, competitive events, and leadership development. CTSOs provide students the ability to apply academic and technical knowledge, develop communication and teamwork skills, and cultivate leadership skills to ensure college and career readiness.

The Employability Skills for Career Readiness identify the “soft skills” needed to be successful in all careers and must be taught as an integrated component of all CTE course sequences. These standards are available in a separate document.

The **Standards Reference Code** is only used to identify or align performance indicators listed in the standards to daily lesson plans, curriculum documents, or national standards. The Standards Reference Code is an abbreviated name for the program, and the content standard, performance standard and performance indicator are referenced in the program standards. This abbreviated code for identifying standards uses each of these items. For example, ACCTF is the Standards Reference Code for Accounting and Finance. For Content Standard 2, Performance Standard 3, and Performance Indicator 4 the Standards Reference Code would be ACCTF.2.3.4.

## Accounting and Finance

### Program Information

**Program of Study:** Accounting and Finance  
**Standards Reference Code:** ACCTF  
**Career Cluster:** Financial Services  
**Career Pathway(s):** Accounting & Finance  
**Program Length:** 2-year, completed sequentially  
**CTSO:** DECA, FBLA, SkillsUSA

### Program Structure Required Program of Study Courses

The course sequencing is provided in the table below. Programs of study consist of required courses and complementary courses. Once a student has completed the required courses, they may take complementary courses which are advanced coursework within the program of study.

Note: The lab is a complementary course that students may take concurrently with the level II course. It is only available in conjunction with Level II.

#### Course Sequence

Required/ Complementary	Course Title	Abbreviated Name
R	Accounting and Finance I	ACCT FINANCE I
R	Accounting and Finance II	ACCT FINANCE II
C	Accounting and Finance Advanced Studies	ACCT FINANCE AS
C	Industry Recognized Credential – Account and Finance	IRC FINANCE
C	CTE Work Experience – Finance	WORK EXPER FINANCE

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

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

**PERFORMANCE STANDARD 1.2: DEVELOP LEADERSHIP SKILLS**

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

**PERFORMANCE STANDARD 1.3: PARTICIPATE IN COMMUNITY SERVICE**

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

**PERFORMANCE STANDARD 1.4: DEVELOP PROFESSIONAL AND CAREER SKILLS**

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

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

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

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

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**CONTENT STANDARD 2.0: UNDERSTAND ACCOUNTING CONCEPTS AND PROCEDURES USED TO PLAN, MAINTAIN, AND CONTROL FINANCIAL RESOURCES****PERFORMANCE STANDARD 2.1: PERFORM ACCOUNTING FUNCTIONS TO PRODUCE NEEDED FINANCIAL INFORMATION**

- 2.1.1 Discuss the nature of the accounting cycle
- 2.1.2 Demonstrate the effects of transactions on the accounting equation
- 2.1.3 Prepare a chart of accounts
- 2.1.4 Use T accounts
- 2.1.5 Explain a variety of source documents
- 2.1.6 Record transactions in a general journal and in special journals
- 2.1.7 Post journal entries to general ledger accounts
- 2.1.8 Prepare a trial balance
- 2.1.9 Calculate, journalize, and post adjusting entries
- 2.1.10 Calculate, journalize, and post-closing entries
- 2.1.11 Prepare a post-closing trial balance
- 2.1.12 Prepare worksheets
- 2.1.13 Classify items as assets, liabilities, and owner's equity
- 2.1.14 Examine documents for fundamental error detection
- 2.1.15 Prepare a bank reconciliation
- 2.1.16 Discuss the purpose of annual reports

**PERFORMANCE STANDARD 2.2: PREPARE AND ANALYZE FINANCIAL STATEMENTS**

- 2.2.1 Prepare and analyze income statements
- 2.2.2 Prepare and analyze a statement of equity and retained earnings
- 2.2.3 Prepare and analyze balance sheets
- 2.2.4 Prepare and analyze statement of cash flow
- 2.2.5 Describe the use of financial ratios in accounting

**PERFORMANCE STANDARD 2.3: PERFORM ACCOUNTS PAYABLE AND ACCOUNTS RECEIVABLE FUNCTIONS**

- 2.3.1 Explain the nature of accounts payable and accounts receivable
- 2.3.2 Prepare and post to accounts payable and accounts receivable subsidiary ledger
- 2.3.3 Analyze purchase and sales transactions
- 2.3.4 Prepare accounts payable and accounts receivable schedules
- 2.3.5 Determine uncollectible accounts receivable and establish allowance for bad debt

**PERFORMANCE STANDARD 2.4: MAINTAIN CASH CONTROLS TO TRACK CASH FLOW**

- 2.4.1 Explain cash control procedures, e.g., internal and external controls and cash clearing
- 2.4.2 Prove cash inflows and cash outflows
- 2.4.3 Journalize and post entries to establish and replenish petty cash
- 2.4.4 Journalize and post entries related to banking activities

**PERFORMANCE STANDARD 2.5: MAINTAIN INVENTORY RECORDS IN TERMS OF QUANTITY AND VALUE**

- 2.5.1 Practice journalizing inventory transactions
- 2.5.2 Determine the value and cost of inventory, e.g., Last In First Out (LIFO), First In First Out (FIFO), and the weighted average method
- 2.5.3 Explain the role of loss prevention
- 2.5.4 Compare the periodic inventory system with the perpetual inventory system

**PERFORMANCE STANDARD 2.6: EXPLAIN THE NATURE OF PLANT ASSETS**

- 2.6.1 Record the purchase of different types of assets
- 2.6.2 Determine the book value of a plant asset
- 2.6.3 Prepare depreciation schedules using various methods
- 2.6.4 Record the disposition of assets

**PERFORMANCE STANDARD 2.7: COMPLETE PAYROLL PROCEDURES TO CALCULATE, RECORD, AND DISTRIBUTE PAYROLL EARNINGS**

- 2.7.1 Explain how employee earnings are recorded and maintained
- 2.7.2 Calculate employee earnings and withholdings, e.g., gross earnings and net pay
- 2.7.3 Record the payroll in the general journal
- 2.7.4 Describe compliance of payroll regulations

**PERFORMANCE STANDARD 2.8: PERFORM ACCOUNTING FUNCTIONS SPECIFIC TO PROPRIETORSHIPS, PARTNERSHIPS, AND CORPORATIONS**

- 2.8.1 Describe the relationship between the partnership agreement and the allocation of profits and losses
- 2.8.2 Prepare a statement of partners' equities
- 2.8.3 Prepare journal entries for the issuance of stock and dividends payable
- 2.8.4 Prepare a statement of equity and retained earnings for a corporation

**PERFORMANCE STANDARD 2.9: UTILIZE A COMPANY'S BUDGET AND FINANCIAL STATEMENTS TO PREDICT AND ANALYZE ITS FINANCIAL SITUATION**

- 2.9.1 Calculate business ratios to evaluate company performance, e.g., liquidity, debt ratios, profitability
- 2.9.2 Analyze a company's financial situation using its financial statements
- 2.9.3 Explain how value is created for a company
- 2.9.4 Calculate cost-benefit analysis to determine financial decisions
- 2.9.5 Discuss the importance of budgeting in a company's financial analysis

**CONTENT STANDARD 3.0: UNDERSTAND THE LAWS AND REGULATIONS THAT AFFECT  
FINANCIAL OPERATIONS AND TRANSACTIONS****PERFORMANCE STANDARD 3.1: UNDERSTAND RELATIONS GOVERNING BUSINESS FINANCE TO ADHERE TO  
GOVERNMENT REQUIREMENTS**

- 3.1.1 Explain federal legislation impacting the finance industry, e.g., Gramm-Leach-Bliley Act, Sarbanes-Oxley Act, Uniform Commercial Code
- 3.1.2 Describe the role of the Securities and Exchange Commission (SEC), Federal Reserve System, the United States Treasury, Internal Revenue Service (IRS), and other state and federal agencies in regulating the financial industry
- 3.1.3 Discuss the application of Generally Accepted Accounting Principles (GAAP)
- 3.1.4 Examine business ethics scenarios

**CONTENT STANDARD 4.0: EXPLORE CAREERS IN ACCOUNTING AND FINANCE****PERFORMANCE STANDARD 4.1: DESCRIBE THE ROLE OF COMPANY OFFICERS AND EXPLORE CAREERS IN FINANCE**

- 4.1.1 Explain the role and responsibilities of a board of directors
- 4.1.2 Describe the role and responsibilities of CPAs and outside auditors
- 4.1.3 Explain careers focused on data analytics
- 4.1.4 Explore careers in corporate finance
- 4.1.5 Describe careers in governmental finance

**CONTENT STANDARD 5.0: UNDERSTAND THE CONCEPTS OF BANKING, INVESTMENTS, AND FINANCIAL MARKETS****PERFORMANCE STANDARD 5.1: UNDERSTAND FINANCIAL MARKETS**

- 5.1.1 Explain the ways companies raise capital, including stocks, bonds, and short-term funding
- 5.1.2 Explain how global economic systems are connected through trade and international finance
- 5.1.3 Describe global financial services, e.g., exchange rates
- 5.1.4 Describe currency and personal financial requirements
- 5.1.5 Analyze financial needs and goals to determine financial requirements

**PERFORMANCE STANDARD 5.2: ACQUIRE KNOWLEDGE OF BANKING PROCESSES AND SERVICES**

- 5.2.1 Describe types of services and products provided by banks and other financial institutions
- 5.2.2 Research other sources of available funding for businesses
- 5.2.3 Explain the use of digital ledger technology

**CONTENT STANDARD 6.0: UNDERSTAND THE NATURE AND SCOPE OF RISK MANAGEMENT****PERFORMANCE STANDARD 6.1: UNDERSTAND HOW RISK ANALYSIS AFFECTS VARIOUS AREAS OF ACCOUNTING AND FINANCE**

- 6.1.1 Define risk management
- 6.1.2 Explain the role of ethics in risk management
- 6.1.3 Describe the use of technology in risk management
- 6.1.4 Explain the role of insurance as it pertains to risk management
- 6.1.5 Explain the responsibility of the company to protect data

**CONTENT STANDARD 7.0: UNDERSTAND THE ECONOMIC PRINCIPLES AND CONCEPTS  
FUNDAMENTAL TO BUSINESS OPERATIONS****PERFORMANCE STANDARD 7.1: UNDERSTAND FUNDAMENTAL ECONOMIC CONCEPTS**

- 7.1.1 Explain the principles of supply and demand
- 7.1.2 Compare and contrast economic goods and services
- 7.1.3 Describe the effect of price on economic markets
- 7.1.4 Explain the concept of economic resources
- 7.1.5 Describe the impact of trade barriers on economic activity

**PERFORMANCE STANDARD 7.2: UNDERSTAND BUSINESS CONTRIBUTIONS TO SOCIETY**

- 7.2.1 Describe types of business activities
- 7.2.2 Explain the role of business and government in the economic system
- 7.2.3 Describe factors that affect the business environment

**PERFORMANCE STANDARD 7.3: UNDERSTAND ECONOMIC SYSTEMS AND THEIR IMPACT ON BUSINESS**

- 7.3.1 Research the history and types of economic systems and cycles
- 7.3.2 Explain the concept of free enterprise

**CROSSWALKS AND ALIGNMENTS****CROSSWALKS (ACADEMIC STANDARDS)**

The crosswalk of the Accounting and Finance Standards shows links to the Nevada Academic Content Standards. The crosswalk identifies the performance indicators in which the learning objectives in the Accounting and Finance program support academic learning. The performance indicators are grouped according to their content standard and are crosswalked to the Nevada Academic Content Standards in English Language Arts, Mathematics, and Science.

**ALIGNMENTS (MATHEMATICAL PRACTICES)**

In addition to correlation with the Nevada Academic Content Standards for Mathematics, many performance indicators support the Mathematical Practices. The following table illustrates the alignment of the Accounting and Finance Standards Performance Indicators and the Mathematical Practices. This alignment identifies the performance indicators in which the learning objectives in the Accounting and Finance program support academic learning.

**ALIGNMENTS (SCIENCE AND ENGINEERING PRACTICES)**

In addition to correlation with the Nevada Academic Content Standards for Science, many performance indicators support the Science and Engineering Practices. The following table illustrates the alignment of the Accounting and Finance Standards Performance Indicators and the Science and Engineering Practices. This alignment identifies the performance indicators in which the learning objectives in the Accounting and Finance program support academic learning.

**CROSSWALKS (COMMON CAREER TECHNICAL CORE)**

The crosswalk of the Accounting and Finance Standards shows links to the Common Career Technical Core. The crosswalk identifies the performance indicators in which the learning objectives in the Accounting and Finance program support the Common Career Technical Core. The Common Career Technical Core defines what students should know and be able to do after completing instruction in a program of study. The Accounting and Finance Standards are crosswalked to the Finance Career Cluster™ and the Business Finance Career Pathway.

**CROSSWALK OF ACCOUNTING AND FINANCE STANDARDS  
AND THE NEVADA ACADEMIC CONTENT STANDARDS**

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

Performance Indicators	Nevada Academic Content Standards
1.1.1	<p><b>English Language Arts: Speaking and Listening Standards</b></p> <p>SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p>SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p>
1.1.2	<p><b>English Language Arts: Speaking and Listening Standards</b></p> <p>SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p>SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b></p> <p>WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p>
1.1.3	<p><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b></p> <p>WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p>

Performance Indicators	Nevada Academic Content Standards
1.2.1	<p><b>English Language Arts: Speaking and Listening Standards</b></p> <p>SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p>SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p>
1.2.4	<p><b>English Language Arts: Speaking and Listening Standards</b></p> <p>SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p>SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p>
1.2.5	<p><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b></p> <p>WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>
1.4.1	<p><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b></p> <p>WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>

Performance Indicators	Nevada Academic Content Standards
1.4.2	<p><b>English Language Arts: Speaking and Listening Standards</b></p> <p>SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p>SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b></p> <p>WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p>
1.4.3	<p><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b></p> <p>WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p>
1.4.4	<p><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b></p> <p>WHST.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p>
1.4.5	<p><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b></p> <p>WHST.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p>

Performance Indicators	Nevada Academic Content Standards
1.5.2	<p><b>English Language Arts: Language Standards</b>  L.11-12.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p><b>English Language Arts: Speaking and Listening Standards</b>  SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b>  WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p>

**CONTENT STANDARD 2.0: UNDERSTAND ACCOUNTING CONCEPTS AND PROCEDURES USED TO PLAN, MAINTAIN,  
AND CONTROL FINANCIAL RESOURCES**

Performance Indicators	Nevada Academic Content Standards
2.1.2	<b>Math: Algebra – Seeing Structure in Expressions</b> ASSE.A.1a Interpret parts of an expression, such as terms, factors, and coefficients.
2.1.8	<b>Math: Algebra – Seeing Structure in Expressions</b> ASSE.A.1b Interpret complicated expressions by viewing one or more of their parts as a single entity.  <b>Math: Algebra – Reasoning with Equations and Inequalities</b> AREI.C.5 Prove that, given a system of two equations in two variables, replacing one equation by the sum of that equation and a multiple of the other produces a system with the same solutions.
2.1.9	<b>Math: Algebra – Seeing Structure in Expressions</b> ASSE.A.1b Interpret complicated expressions by viewing one or more of their parts as a single entity.
2.1.10	<b>Math: Algebra – Seeing Structure in Expressions</b> ASSE.A.1b Interpret complicated expressions by viewing one or more of their parts as a single entity.
2.1.11	<b>Math: Algebra – Seeing Structure in Expressions</b> ASSE.A.1b Interpret complicated expressions by viewing one or more of their parts as a single entity.
2.1.15	<b>Math: Algebra – Seeing Structure in Expressions</b> ASSE.A.1b Interpret complicated expressions by viewing one or more of their parts as a single entity.
2.2.2	<b>Math: Algebra – Seeing Structure in Expressions</b> ASSE.A.1a Interpret parts of an expression, such as terms, factors, and coefficients.
2.2.3	<b>Math: Algebra – Reasoning with Equations and Inequalities</b> AREI.A.1 Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method.
2.2.4	<b>Math: Algebra – Seeing Structure in Expressions</b> ASSE.A.1a Interpret parts of an expression, such as terms, factors, and coefficients.
2.2.5	<b>Math: Algebra – Reasoning with Equations and Inequalities</b> AREI.A.1 Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution.
2.3.3	<b>Math: Algebra – Seeing Structure in Expressions</b> ASSE.A.1b Interpret complicated expressions by viewing one or more of their parts as a single entity.

Performance Indicators	Nevada Academic Content Standards
2.5.2	<p><b>Math: Algebra – Reasoning with Equations and Inequalities</b>            AREI.C.5 Prove that, given a system of two equations in two variables, replacing one equation by the sum of that equation and a multiple of the other produces a system with the same solutions.</p>
2.6.2	<p><b>Math: Algebra – Seeing Structure in Expressions</b>            ASSE.A.1b Interpret complicated expressions by viewing one or more of their parts as a single entity.</p>
2.6.3	<p><b>Math: Algebra – Reasoning with Equations and Inequalities</b>            AREI.A.1 Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method.</p>
2.7.2	<p><b>Math: Algebra – Reasoning with Equations and Inequalities</b>            AREI.C.5 Prove that, given a system of two equations in two variables, replacing one equation by the sum of that equation and a multiple of the other produces a system with the same solutions.</p>
2.9.1	<p><b>Math: Algebra – Reasoning with Equations and Inequalities</b>            AREI.A.1 Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method.</p>
2.9.2	<p><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b>            WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.</p>
2.9.3	<p><b>Math: Algebra – Seeing Structure in Expressions</b>            ASSE.A.1a Interpret parts of an expression, such as terms, factors, and coefficients.            ASSE.A.1b Interpret complicated expressions by viewing one or more of their parts as a single entity.</p>
2.9.4	<p><b>Math: Algebra – Seeing Structure in Expressions</b>            ASSE.A.1a Interpret parts of an expression, such as terms, factors, and coefficients.</p> <p><b>Math: Algebra – Reasoning with Equations and Inequalities</b>            AREI.C.5 Prove that, given a system of two equations in two variables, replacing one equation by the sum of that equation and a multiple of the other produces a system with the same solutions.</p> <p><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b>            WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.            WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.</p> <p><b>Math: Algebra – Reasoning with Equations and Inequalities</b>            AREI.A.1 Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution.</p>

**CONTENT STANDARD 3.0: UNDERSTAND THE LAWS AND REGULATIONS THAT AFFECT FINANCIAL OPERATIONS AND TRANSACTIONS**

Performance Indicators	Nevada Academic Content Standards
3.1.3	<p><b>English Language Arts: Speaking and Listening Standards</b>                      SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p>
3.1.4	<p><b>English Language Arts: Speaking and Listening Standards</b>                      SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p>SL.11-12.3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p>
3.2.1	<p><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b>                      WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.</p>

## CONTENT STANDARD 4.0: EXPLORE CAREERS IN ACCOUNTING AND FINANCE

Performance Indicators	Nevada Academic Content Standards
4.1.1	<p><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b>            WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.</p>
4.1.2	<p><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b>            WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.</p>
4.1.3	<p><b>English Language Arts: Reading Standards for Informational Text</b>            RI.11-12.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p> <p><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b>            WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.</p>
4.1.4	<p><b>English Language Arts: Reading Standards for Informational Text</b>            RI.11-12.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p> <p><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b>            WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.</p>
4.1.5	<p><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b>            WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.</p>

## CONTENT STANDARD 5.0: UNDERSTAND THE CONCEPTS OF BANKING, INVESTMENTS, AND FINANCIAL MARKETS

Performance Indicators	Nevada Academic Content Standards
5.1.1	<p><b>English Language Arts: Reading Standards for Informational</b> RI.11-12.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p> <p><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b> WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>
5.1.2	<p><b>English Language Arts: Reading Standards for Informational Text</b> RI.11-12.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p> <p><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b> WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>
5.1.3	<p><b>English Language Arts: Reading Standards for Informational Text</b> RI.11-12.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p>
5.1.4	<p><b>English Language Arts: Reading Standards for Informational Text</b> RI.11-12.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p> <p><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b> WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>
5.1.5	<p><b>English Language Arts: Speaking and Listening Standards</b> SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p>

Performance Indicators	Nevada Academic Content Standards
5.2.2	<p><b>English Language Arts: Reading Standards for Informational Text</b>            RI.11-12.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p> <p><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b>            WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p>
5.2.3	<p><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b>            WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p>

CONTENT STANDARD 6.0: UNDERSTAND THE NATURE AND SCOPE OF RISK MANAGEMENT

Performance Indicators	Nevada Academic Content Standards
6.1.2	<p><b>English Language Arts: Speaking and Listening Standards</b></p> <p>SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p>
6.1.3	<p><b>English Language Arts: Speaking and Listening Standards</b></p> <p>SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b></p> <p>WHST.11-12.1a Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.</p> <p>WHST.11-12.1b Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases.</p>
6.1.4	<p><b>English Language Arts: Speaking and Listening Standards</b></p> <p>SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>SL.11-12.1d Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p> <p><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b></p> <p>WHST.11-12.1a Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.</p> <p>WHST.11-12.1b Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases.</p>

Performance Indicators	Nevada Academic Content Standards
6.1.5	<p><b>English Language Arts: Speaking and Listening Standards</b></p> <p>SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>SL.11-12.1d Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p> <p><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b></p> <p>WHST.11-12.1a Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.</p> <p>WHST.11-12.1b Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases.</p>

**CONTENT STANDARD 7.0: UNDERSTAND THE ECONOMIC PRINCIPLES AND CONCEPTS FUNDAMENTAL TO BUSINESS OPERATIONS**

Performance Indicators	Nevada Academic Content Standards
7.1.1	<p><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b> WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.</p> <p><b>Social Studies: Exchange and markets</b> (E) SS.9-12.CE.44. Explain how changes in supply and demand cause changes of goods, services, labor, credit, price, and foreign currencies.</p>
7.1.2	<p><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b> WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.</p> <p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b> RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p>
7.1.3	<p><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b> WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.</p> <p><b>English Language Arts: Speaking and Listening Standards</b> SL.11-12.1d Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p> <p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b> RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p>
7.1.4	<p><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b> WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.</p>
7.1.5	<p><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b> WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.</p> <p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b> RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p>
7.2.1	<p><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b> WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.</p> <p><b>English Language Arts: Speaking and Listening Standards</b> SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p>

Performance Indicators	Nevada Academic Content Standards
7.2.2	<p><b>Social Studies: Civics and Economics</b>            SS.9-12.CE.46. Describe the roles of institutions and rights of individuals regarding property and the rule of law in a market economy.</p>
7.3.1	<p><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b>            WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p>WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.</p>
7.3.2	<p><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b>            WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.</p> <p><b>English Language Arts: Speaking and Listening Standards</b>            SL.11-12.1d Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p>

**ALIGNMENT OF ACCOUNTING AND FINANCE STANDARDS  
AND THE MATHEMATICAL PRACTICES**

Mathematical Practices	Accounting and Finance Performance Indicators
1. Make sense of problems and persevere in solving them.	2.1.2, 2.1.6; 2.3.3; 2.8.3; 2.9.2, 2.9.3
2. Reason abstractly and quantitatively.	2.3.1, 2.3.3, 2.3.6; 2.4.2; 2.6.2; 2.7.1, 2.7.3, 2.7.4; 2.9.2, 2.9.4 3.1.3
3. Construct viable arguments and critique the reasoning of others.	5.1.1 -5.1.4; 5.2.1-5.2.3 7.1.1 -7.1.5; 7.3.1-7.3.3
4. Model with mathematics.	2.1.1, 2.1.3; 2.8.2- 2.8.4
5. Use appropriate tools strategically.	2.1.4, 2.1.15 4.1.3
6. Attend to precision.	2.1.3, 2.1.15; 2.2.1- 2.2.3, 2.2.5; 2.3.3; 2.5.1; 2.7.1- 2.7.3 2.9.1, 2.9.2, 2.9.4
7. Look for and make use of structure.	
8. Look for and express regularity in repeated reasoning.	

**ALIGNMENT OF ACCOUNTING AND FINANCE STANDARDS  
AND THE SCIENCE AND ENGINEERING PRACTICES**

Science and Engineering Practices	Accounting and Finance Performance Indicators
1. Asking questions (for science) and defining problems (for engineering).	
2. Developing and using models.	
3. Planning and carrying out investigations.	
4. Analyzing and interpreting data.	2.1.14; 2.2.1-2.2.5; 2.3.3; 2.4.2-2.4.4; 2.5.2; 2.6.2; 2.7.2 2.8.2-2.8.4; 2.9.1-2.9.4 5.1.5 7.1.3
5. Using mathematics and computational thinking.	2.1.3-2.1.13; 2.2.1-2.2.5; 2.3.2
6. Constructing explanations (for science) and designing solutions (for engineering).	
7. Engaging in argument from evidence.	
8. Obtaining, evaluating, and communicating information.	

**CROSSWALKS OF ACCOUNTING AND FINANCE STANDARDS  
AND THE COMMON CAREER TECHNICAL CORE**

Finance Career Cluster	Performance Indicators
1. Utilize mathematical concepts, skills and problem solving to obtain necessary information for decision making in the finance industry.	2.7.1-2.7.7
2. Utilize tools, strategies and systems to plan, monitor, manage and maintain the use of financial resources.	2.1.1-2.1.16; 2.3.1-2.3.5 2.4.1-2.4.4; 2.5.1-2.5.4 2.8.1-2.8.4
3. Plan, staff, lead and organize human resources in finance to enhance employee productivity and job satisfaction.	
4. Determine effective tools, techniques and systems to communicate and deliver value to finance customers.	
5. Create and maintain positive, ongoing relationships with finance customers.	
6. Plan, monitor, and manage day-to-day activities to ensure effective and efficient finance operations.	
7. Implement safety, health and environmental controls to ensure a safe and productive finance work workplace.	
8. Describe and follow laws, regulations and ethical standards that affect finance operations and transactions.	3.1.1-3.1.4
9. Plan, manage and maintain the use of financial resources to protect solvency.	2.6.1-2.6.4
10. Plan, organize and manage a finance organization/department.	
11. Plan, monitor and manage day-to-day activities required to sustain continued business functioning.	
12. Access, evaluate and disseminate financial information to enhance financial decision-making processes.	2.2.1-2.2.5 4.1.1-4.1.5
13. Manage a financial product or service mix in order to respond to market opportunities.	5.2.1-5.2.3
14. Employ financial risk-management strategies and techniques used to minimize business loss.	2.5.1-2.5.4 6.1.1-6.1.5

Accounting Career Pathway	Performance Indicators
1. Describe and follow laws and regulations to manage accounting operations and transactions.	3.1.1-3.1.4; 3.2.1-3.2.2
2. Utilize accounting tools, strategies and systems to plan, monitor, manage and maintain the use of financial resources.	2.1.1-2.1.16; 2.3.1-2.3.5 2.4.1-2.4.4; 2.5.1-2.5.3 2.8.1-2.8.4; 2.9.1-2.9.5
3. Process, evaluate and disseminate financial information to assist business decision making.	2.2.1-2.2.6 4.1.1-4.1.3; 4.2.1-4.2.7
4. Utilize career-planning concepts, tools and strategies to explore, obtain and/or develop an accounting career.	5.1.1-5.1.9

Business Finance Career Pathway	Performance Indicators
1. Describe and follow laws and regulations to manage business operations and transactions in corporate finance.	3.1.1-3.1.4
2. Manage the use of financial resources to ensure business stability.	5.1.1-5.1.5
3. Utilize career-planning concepts, tools and strategies to explore, obtain and/or develop in a corporate finance career.	4.1.1-4.1.2
4. Employ risk management strategies and techniques in corporate finance to minimize business loss.	2.5.1-2.5.5 6.1.1-6.1.5