

# ***BUSINESS MANAGEMENT STANDARDS***



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Office of Career Readiness, Adult Learning, and Education Options  
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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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**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 Business Management standards were validated through active participation of business and industry representatives on the development team.

**PROJECT COORDINATOR**

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## INTRODUCTION

The standards in this document are designed to clearly state what the student should know and be able to do upon completion of an advanced high school Business Management 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 Business Management 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 Business Management 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, BMGMT is the Standards Reference Code for Business Management. For Content Standard 2, Performance Standard 3 and Performance Indicator 4 the Standards Reference Code would be BMGMT.2.3.4.

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**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).

**CONTENT STANDARD 2.0: UNDERSTAND ECONOMIC CONCEPTS****PERFORMANCE STANDARD 2.1: EXPLAIN THE NATURE OF BUSINESS AND ITS CONTRIBUTION TO SOCIETY**

- 2.1.1 Explain the role of business in society
- 2.1.2 Describe types of business activities
- 2.1.3 Explain the organizational structure of businesses
- 2.1.4 Describe factors that affect the business environment
- 2.1.5 Explain the relationship between government and business
- 2.1.6 Differentiate between sole proprietorships, partnerships, and corporations
- 2.1.7 Compare limited and general partnerships
- 2.1.8 Analyze the global environment in which businesses operate

**PERFORMANCE STANDARD 2.2: EXAMINE ECONOMIC SYSTEMS**

- 2.2.1 Explain the types of economic systems
- 2.2.2 Explain the concept of economic resources
- 2.2.3 Describe the concepts of economics and economic activities
- 2.2.4 Explain the principles of supply and demand
- 2.2.5 Compare and contrast economic goods, services, production, scarcity, and opportunity cost
- 2.2.6 Explain the concept of competition and private enterprise

**PERFORMANCE STANDARD 2.3: EXAMINE ECONOMIC INDICATORS AND TRENDS**

- 2.3.1 Describe the nature and impact of domestic and global taxes on the economy
- 2.3.2 Analyze impact of specialization/division of labor on productivity
- 2.3.3 Explain the concept of organized labor and business
- 2.3.4 Explain how organizations adapt to today's markets
- 2.3.5 Determine factors affecting business risk
- 2.3.6 Explain the concept of Gross Domestic Product
- 2.3.7 Explain the impact of the law of diminishing return
- 2.3.8 Describe market structures

**CONTENT STANDARD 3.0: UNDERSTAND ETHICAL AND LEGAL ISSUES THAT IMPACT BUSINESS****PERFORMANCE STANDARD 3.1: EXPLAIN SOURCES OF LAW FOR LEGAL AND ETHICAL DECISION MAKING**

- 3.1.1 Describe the connection between law and ethics
- 3.1.2 Explain ethical characteristics and traits
- 3.1.3 Demonstrate how a rule of law may conflict with moral and ethical decisions

**PERFORMANCE STANDARD 3.2: DESCRIBE CONTRACTUAL RELATIONSHIPS**

- 3.2.1 Explain the essential elements of a contract
- 3.2.2 Describe ways an offer and a contract come to a conclusion
- 3.2.3 Differentiate between fraud, nondisclosure, misrepresentation, duress, and undue influence
- 3.2.4 Compare and contrast between different types of consideration
- 3.2.5 Research intellectual property rights
- 3.2.6 Explain warranties and guarantees

**PERFORMANCE STANDARD 3.3: EXPLAIN THE ROLE OF EMPLOYMENT LAW AS IT RELATES TO THE NATIONAL MARKETPLACE**

- 3.3.1 Discuss the right to work versus employment at will from a business perspective
- 3.3.2 Explain general, durable, and limited power of attorney
- 3.3.3 Explain the different types of agents that govern employment
- 3.3.4 Describe the collective bargaining process
- 3.3.5 Evaluate legislation that regulates employment conditions and guarantees worker benefits
- 3.3.6 Summarize the employment doctrine of implied covenant
- 3.3.7 Explain employment at will versus right to work from an employee perspective



**CONTENT STANDARD 4.0: UNDERSTAND THE IMPORTANCE OF CUSTOMER RELATIONS****PERFORMANCE STANDARD 4.1: EXPLAIN THE NATURE OF CUSTOMER RELATIONS MANAGEMENT**

- 4.1.1 Evaluate the nature of positive customer relations
- 4.1.2 Formulate solutions to customer/client complaints
- 4.1.3 Research business policies to respond appropriately to customer inquiries
- 4.1.4 Describe the use and importance of current technology, including social media, in customer relationship management
- 4.1.5 Explain management's role in customer relations

**PERFORMANCE STANDARD 4.2: REINFORCE A COMPANY'S IMAGE TO EXHIBIT BRAND PROMISE**

- 4.2.1 Describe a company's brand promise
- 4.2.2 Determine ways of impacting a company's image through internal and external constituents
- 4.2.3 Explain the role of ethics in customer relationship management

**CONTENT STANDARD 5.0: DEMONSTRATE KNOWLEDGE OF EFFECTIVE COMMUNICATIONS****PERFORMANCE STANDARD 5.1: APPLY WRITTEN AND VERBAL COMMUNICATIONS TO CONVEY BUSINESS CONCEPTS**

- 5.1.1 Identify and utilize communication styles appropriate to target audience (print, digital, social media, etc.)
- 5.1.2 Design and present a verbal and written presentation in industry acceptable format
- 5.1.3 Explain uses of social media platforms
- 5.1.4 Utilize appropriate formats for professional communications
- 5.1.5 Analyze company policies and procedures

**CONTENT STANDARD 6.0: UNDERSTAND ENTREPRENEURSHIP****PERFORMANCE STANDARD 6.1: DESCRIBE TRAITS AND CHARACTERISTICS OF AN ENTREPRENEUR**

- 6.1.1 Evaluate the characteristics of a successful entrepreneur
- 6.1.2 Compare social and traditional entrepreneurship
- 6.1.3 Describe entrepreneurial planning considerations
- 6.1.4 Research venture start-up requirements and risks

**PERFORMANCE STANDARD 6.2: EXPLAIN THE ELEMENTS OF A BUSINESS PLAN**

- 6.2.1 Explore the purpose and function of a business plan
- 6.2.2 Identify the target market (demographics, location, economic indicators, etc.)
- 6.2.3 Describe distribution channels
- 6.2.4 Explain the Lean Canvas business model
- 6.2.5 Evaluate an exit strategy
- 6.2.6 Describe processes used to acquire adequate financial resources for venture creation/start-up
- 6.2.7 Explain factors to consider in determining a venture's human-resource needs
- 6.2.8 Assess the costs/benefit associated with resources

**PERFORMANCE STANDARD 6.3: EMPLOY STRATEGIES TO GENERATE IDEAS FOR BUSINESS VENTURES**

- 6.3.1 Analyze customers' buying motives and decisions
- 6.3.2 Identify methods/techniques to generate a product/service idea
- 6.3.3 Identify product/service opportunities

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**CONTENT STANDARD 7.0: UNDERSTAND FINANCE AND ACCOUNTING OPERATIONS****PERFORMANCE STANDARD 7.1: EXPLAIN PRINCIPLES OF MONEY AND FINANCIAL EXCHANGE**

- 7.1.1 Explain sources, purpose, and function of financial exchange (cash, credit, debit, electronic funds transfer, etc.)
- 7.1.2 Identify types of financial instruments (paper money, coins, banknotes, government bonds, treasury notes, cryptocurrency, etc.)
- 7.1.3 Explain the legal responsibilities associated with financial exchanges
- 7.1.4 Describe types of financial service providers
- 7.1.5 Explain the time value of money

**PERFORMANCE STANDARD 7.2: EXAMINE CONCEPTS OF ACCOUNTING AND BUSINESS FINANCE**

- 7.2.1 Explain the nature of financial needs
- 7.2.2 Explain warranties and guarantees
- 7.2.3 Compare consumer and business taxes
- 7.2.4 Calculate interest (simple and compound)
- 7.2.5 Explain the concepts of profit and loss
- 7.2.6 Describe primary factors affecting business profitability
- 7.2.7 Analyze financial statements (income statement, profit/loss statement, balance sheet)
- 7.2.8 Explain overhead/operation costs (service and maintenance contracts, and leasing/purchasing of equipment and facilities)
- 7.2.9 Explain employee's role in expense control
- 7.2.10 Describe the role of federal standards in accounting practices (e.g., Generally Accepted Accounting Practices and Financial Accounting Standards Board)

**PERFORMANCE STANDARD 7.3: IDENTIFY POTENTIAL BUSINESS THREATS AND OPPORTUNITIES**

- 7.3.1 Explain financing needs of a business (start-up, lines of credit, operating, etc.)
- 7.3.2 Explain types of investments
- 7.3.3 Explain the impact of credit and identity theft
- 7.3.4 Explain business loan criteria and application processes

**PERFORMANCE STANDARD 7.4: MANAGE PURCHASING TO MAXIMIZE QUALITY AND COST**

- 7.4.1 Explain the nature and scope of purchasing
- 7.4.2 Describe vendor/supplier relationships
- 7.4.3 Place orders and reorders
- 7.4.4 Compare the life of the product to the cost of the product
- 7.4.5 Evaluate products and services of vendors
- 7.4.6 Evaluate vendor performance

**CONTENT STANDARD 8.0: UNDERSTAND THE ROLE AND FUNCTION OF HUMAN RESOURCES****PERFORMANCE STANDARD 8.1: EXPLAIN THE ROLE OF HUMAN RESOURCES IN BUSINESS OPERATIONS**

- 8.1.1 Explain the role of human resources in business operations
- 8.1.2 Explain the role of ethics in human resources management
- 8.1.3 Compare employee and employer rights
- 8.1.4 Determine hiring needs based on budget boundaries

**PERFORMANCE STANDARD 8.2: DESCRIBE THE HIRING/FIRING PROCESS**

- 8.2.1 Describe the hiring/firing process
- 8.2.2 Complete a job application and create a resume
- 8.2.3 Compare employee compensation and benefits
- 8.2.4 Practice selecting, hiring, and firing employees (application/resume review, etc.)

**PERFORMANCE STANDARD 8.3: EVALUATE PRACTICES TO MANAGE AND RETAIN STAFF**

- 8.3.1 Describe the role of employee orientation/onboarding
- 8.3.2 Examine strategies to assess employee performance
- 8.3.3 Identify coaching needs based on employee evaluations
- 8.3.4 Explain the need for employee development, growth, and recognition

**CONTENT STANDARD 9.0: UNDERSTAND THE ROLE AND FUNCTION OF MARKETING****PERFORMANCE STANDARD 9.1: EXPLAIN THE ROLE OF MARKETING IN A GLOBAL ECONOMY**

- 9.1.1 Explain marketing and its importance in a global economy
- 9.1.2 Describe marketing functions and related activities
- 9.1.3 Determine effective pricing strategies based on global and domestic markets

**PERFORMANCE STANDARD 9.2: DEMONSTRATE COMPREHENSION OF MARKETING INFORMATION MANAGEMENT**

- 9.2.1 Describe the need for marketing information management
- 9.2.2 Define marketing research
- 9.2.3 Explain technological techniques used in marketing information management

**PERFORMANCE STANDARD 9.3: DESCRIBE A COMPANY'S UNIQUE SELLING PROPOSITION**

- 9.3.1 Identify a company's unique selling proposition
- 9.3.2 Explain the nature of product/service branding
- 9.3.3 Describe brand loyalty and customer retention strategies

**PERFORMANCE STANDARD 9.4: EXPLAIN THE CONCEPT OF PROMOTION MIX**

- 9.4.1 Determine market segments
- 9.4.2 Discuss and develop strategies to position a product/service
- 9.4.3 Describe the elements of the promotion mix
- 9.4.4 Explain the role of digital marketing in product/service promotion (e.g., social media)

**CONTENT STANDARD 10.0: UNDERSTAND THE ROLE AND FUNCTION OF MANAGEMENT****PERFORMANCE STANDARD 10.1: EXPLAIN MANAGEMENT’S CONTRIBUTION TO BUSINESS SUCCESS**

- 10.1.1 Explain business operations
- 10.1.2 Create a vision and mission statement
- 10.1.3 Describe factors that influence management
- 10.1.4 Explain management theories and their applications
- 10.1.5 Describe the strategic planning process within an organization
- 10.1.6 Explain the importance of knowledge management strategies
- 10.1.7 Describe production's role and function in business to recognize its need in an organization
- 10.1.8 Identify organizational skills to improve efficiency and workflow

**PERFORMANCE STANDARD 10.2: DESCRIBE THE ROLE OF QUALITY MANAGEMENT**

- 10.2.1 Explain the nature of quality management
- 10.2.2 Describe the importance of health and safety regulations in business
- 10.2.3 Identify quality control measures
- 10.2.4 Explain loss prevention policies
- 10.2.5 Discuss the need for continuous improvement of the quality process

**PERFORMANCE STANDARD 10.3: EXPLAIN THE IMPORTANCE OF INFORMATION MANAGEMENT**

- 10.3.1 Explain security issues with technology used to protect consumer information and business data
- 10.3.2 Identify strategies to protect customer transactions
- 10.3.3 Describe the nature of information management
- 10.3.4 Explain legal and ethical issues associated with information management
- 10.3.5 Utilize technology tools to manage information and perform work
- 10.3.6 Explain the tools in a database system used to access information

**PERFORMANCE STANDARD 10.4: EXPLORE PROJECT MANAGEMENT**

- 10.4.1 Identify the elements of a project plan
- 10.4.2 Explain the importance of organizing the implementation of the plan

**PERFORMANCE STANDARD 10.5: ACQUIRE INFORMATION TO GUIDE BUSINESS DECISION-MAKING**

- 10.5.1 Describe the nature of business records

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

The crosswalk of the Business Management Standards shows links to the Nevada Academic Content Standards. The crosswalk identifies the performance indicators in which the learning objectives in the Business Management 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 Business Management Standards Performance Indicators and the Mathematical Practices. This alignment identifies the performance indicators in which the learning objectives in the Business Management 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 Business Management Standards Performance Indicators and the Science and Engineering Practices. This alignment identifies the performance indicators in which the learning objectives in the Business Management program support academic learning.

**CROSSWALKS (COMMON CAREER TECHNICAL CORE)**

The crosswalk of the Business Management Standards shows links to the Common Career Technical Core. The crosswalk identifies the performance indicators in which the learning objectives in the Business Management 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 Business Management Standards are crosswalked to the Business Management and Administration Career Cluster™ and the General Management Career Pathway.



**CROSSWALK OF BUSINESS MANAGEMENT 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 ECONOMIC CONCEPTS**

Performance Indicators	Nevada Academic Content Standards
2.1.4	<p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b></p> <p>RST.11-12.8 Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.</p> <p>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>
2.1.5	<p><b>English Language Arts: Reading Standards for Informational Text</b></p> <p>RI.11-12.8 Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).</p> <p>RI.11-12.9 Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address) for their themes, purposes, and rhetorical features.</p>
2.1.6	<p><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b></p> <p>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>
2.1.7	<p><b>English Language Arts: Reading Standards for Informational Text</b></p> <p>RI.11-12.9 Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address) for their themes, purposes, and rhetorical features.</p>
2.1.8	<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.11-12.1c Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</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>
2.2.2	<p><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b></p> <p>WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.</p>
2.2.3	<p><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b></p> <p>WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.</p>

Performance Indicators	Nevada Academic Content Standards
2.2.4	<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.
2.2.6	<b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b> RST.11-12.8 Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.  RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
2.3.2	<b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b> RST.11-12.2 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.

**CONTENT STANDARD 3.0: UNDERSTAND ETHICAL AND LEGAL ISSUES THAT IMPACT BUSINESS**

Performance Indicators	Nevada Academic Content Standards
3.1.1	<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>
3.1.2	<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> <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>
3.1.3	<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>
3.2.1	<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> <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>
3.2.2	<p><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b>                      WHST.11-12.1d Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p>
3.2.3	<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>

Performance Indicators	Nevada Academic Content Standards
3.2.5	<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><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b>            WHST.11-12.2a Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p>
3.3.4	<p><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b>            WHST.11-12.2a Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p>
3.3.5	<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>
3.3.6	<p><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b>            WHST.11-12.2e Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).</p>



**CONTENT STANDARD 4.0: UNDERSTAND THE IMPORTANCE OF CUSTOMER RELATIONS**

Performance Indicators	Nevada Academic Content Standards
4.1.1	<p><b>English Language Arts: Speaking and Listening Standards</b>                      SL.11-12.1b Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</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>                      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>
4.1.2	<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.11-12.1a 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.11-12.1b Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</p> <p>SL.11-12.1c Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</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>
4.1.4	<p><b>English Language Arts: Speaking and Listening Standards</b>                      SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p>
4.2.1	<p><b>English Language Arts: Speaking and Listening Standards</b>                      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>

Performance Indicators	Nevada Academic Content Standards
4.2.3	<p><b>English Language Arts: Reading Standards for Informational Text</b>            RI.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</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 5.0: DEMONSTRATE KNOWLEDGE OF EFFECTIVE COMMUNICATIONS**

Performance Indicators	Nevada Academic Content Standards
5.1.2	<p><b>English Language Arts: Speaking and Listening Standards</b>                      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><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>
5.1.4	<p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b>                      RST.11-12.6 Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.</p>

## CONTENT STANDARD 6.0: UNDERSTAND ENTREPRENEURSHIP

Performance Indicators	Nevada Academic Content Standards
6.1.1	<p><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b>            WHST.11-12.2d Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.</p>
6.1.3	<p><b>English Language Arts: Reading Standards for Informational Text</b>            RI.11-12.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</p> <p><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b>            WHST.11-12.2a Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p>
6.1.4	<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.11-12.8 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>
6.2.7	<p><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b>            WHST.11-12.2b Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</p>
6.2.8	<p><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b>            WHST.11-12.2b Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</p>
6.2.9	<p><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b>            WHST.11-12.2b Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</p>

**CONTENT STANDARD 7.0: UNDERSTAND FINANCE AND ACCOUNTING OPERATIONS**

Performance Indicators	Nevada Academic Content Standards
7.1.1	<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: 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> <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><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b>                      WHST.11-12.2a Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p>
7.1.3	<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> <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><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b>                      WHST.11-12.2a Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p>
7.2.4	<p><b>Math: Number &amp; Quantity – Quantities</b>                      NQ.A.2 Define appropriate quantities for the purpose of descriptive modeling.                      NQ.A.3 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.</p>
7.2.9	<p><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b>                      WHST.11-12.2a Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p>

Performance Indicators	Nevada Academic Content Standards
7.3.3	<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: 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><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b>            WHST.11-12.2a Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p>
7.3.4	<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> <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><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b>            WHST.11-12.2a Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p>
7.4.1	<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><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b>            WHST.11-12.2a Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p>

Performance Indicators	Nevada Academic Content Standards
7.4.2	<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: 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>
7.4.3	<p><b>English Language Arts: Language Standards</b>                      L.11-12.2b Spell correctly.</p> <p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b>                      RST.11-12.5 Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.</p>
7.4.4	<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: Speaking and Listening Standards</b>                      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>
7.4.5	<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: Speaking and Listening Standards</b>                      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>
7.4.6	<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: Speaking and Listening Standards</b>                      SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p>

## CONTENT STANDARD 8.0: UNDERSTAND THE ROLE AND FUNCTION OF HUMAN RESOURCES

Performance Indicators	Nevada Academic Content Standards
8.1.1	<p><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b>            WHST.11-12.2d Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.</p>
8.1.2	<p><b>English Language Arts: Reading Standards for Informational Text</b>            RI.11-12.8 Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).</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>
8.1.4	<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.11-12.1d 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>
8.2.3	<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> <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>
8.3.2	<p><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b>            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 9.0: UNDERSTAND THE ROLE AND FUNCTION OF MARKETING**

<b>Performance Indicators</b>	<b>Nevada Academic Content Standards</b>
9.1.1	<p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b>                      RST.11-12.2 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.</p> <p>RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p><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>
9.1.2	<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: 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>

## CONTENT STANDARD 10.0: UNDERSTAND THE ROLE AND FUNCTION OF MANAGEMENT

Performance Indicators	Nevada Academic Content Standards
10.1.1	<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><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b>            WHST.11-12.2a Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p>
10.1.5	<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>
10.3.3	<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> <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.11-12.1c Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</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>
10.3.4	<p><b>English Language Arts: Reading Standards for Informational Text</b>            RI.11-12.8 Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).</p> <p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b>            RST.11-12.2 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.</p>

**ALIGNMENT OF BUSINESS MANAGEMENT STANDARDS  
AND THE MATHEMATICAL PRACTICES**

<b>Mathematical Practices</b>	<b>Business Management Performance Indicators</b>
1. Make sense of problems and persevere in solving them.	3.2.4 7.2.4 7.2.7 9.1.3
2. Reason abstractly and quantitatively.	2.3.2 7.2.3; 7.2.4, 7.2.7 9.1.3
3. Construct viable arguments and critique the reasoning of others.	6.1.2 7.2.3 9.1.3
4. Model with mathematics.	6.2.8 7.1.5; 7.2.4
5. Use appropriate tools strategically.	10.3.5, 10.3.6
6. Attend to precision.	7.2.4
7. Look for and make use of structure.	10.1.7; 10.4.1
8. Look for and express regularity in repeated reasoning.	7.2.7

**ALIGNMENT OF BUSINESS MANAGEMENT STANDARDS  
AND THE SCIENCE AND ENGINEERING PRACTICES**

Science and Engineering Practices	Business Management Performance Indicators
1. Asking questions (for science) and defining problems (for engineering).	2.3.2
2. Developing and using models.	
3. Planning and carrying out investigations.	
4. Analyzing and interpreting data.	5.2.9 7.2.6; 7.4.4
5. Using mathematics and computational thinking.	7.2.4
6. Constructing explanations (for science) and designing solutions (for engineering).	2.3.7
7. Engaging in argument from evidence.	
8. Obtaining, evaluating, and communicating information.	5.1.4; 10.3.4

**CROSSWALKS OF BUSINESS MANAGEMENT STANDARDS  
AND THE COMMON CAREER TECHNICAL CORE**

<b>Business Management and Administration Career Cluster</b>	<b>Performance Indicators</b>
1. Utilize mathematical concepts, skills and problem solving to obtain necessary information for decision-making in business.	7.1.5; 7.2.4, 7.2.7
2. Describe laws, rules, and regulations as they apply to effective business operations.	2.1.5-2.1.8; 2.2.1-2.2.5 3.3.1-3.3.7
3. Explore, develop, and apply strategies for ensuring a successful business career.	10.1.1-10.1.8
4. Identify, demonstrate, and implement solutions in managing effective business customer relationships.	4.1.1-4.1.5; 4.2.3 5.1.1, 5.1.3
5. Implement systems, strategies and techniques used to manage information in a business.	5.1.1-5.1.5; 10.3.1-10.3.6 10.5.1
6. Implement, monitor, and evaluate business processes to ensure efficiency and quality results.	10.2.1-10.2.5

<b>General Management Career Pathway</b>	<b>Performance Indicators</b>
1. Describe and follow laws and regulations affecting business operations and transactions.	3.2.1-3.2.5; 3.3.1-3.3.6
2. Access, evaluate and disseminate information for business decision making.	10.5.1
3. Apply economic concepts fundamental to global business operations.	2.1.1-2.1.6; 2.2.1-2.2.6 2.3.1-2.3.8
4. Employ and manage techniques, strategies and systems to enhance business relationships.	10.1.2; 10.3.1-10.3.6
5. Plan, monitor, manage and maintain the use of financial resources to ensure a business's financial wellbeing.	7.2.1-7.2.10; 7.3.1-7.3.4 7.4.1-7.4.6
6. Plan, monitor and manage day-to-day business activities to sustain continued business functioning.	10.1.1, 10.1.3, 10.1.4 10.1.6-10.1.8 10.4.1-10.4.2
7. Plan, organize and manage an organization/department to achieve business goals.	10.1.8
8. Create strategic plans used to manage business growth, profit, and goals.	10.1.2, 10.1.5