COMMUNITY HEALTH SCIENCE STANDARDS

This document was prepared by:

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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ACKNOWLEDGEMENTS

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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 Community Health Science standards were validated through active participation of business and industry representatives on the development team.

PROJECT COORDINATOR

Jennifer Fisk, Education Programs Professional
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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 Community Health Science 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 Community Health Science 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 Community Health Science 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, CHS is the Standards Reference Code for Community Health Science. For Content Standard 2, Performance Standard 3 and Performance Indicator 4 the Standards Reference Code would be CHS.2.3.4.

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

PERFORMANCE STANDARD 1.1: EXPLORE THE HISTORY AND ORGANIZATION OF CTSOS

1.1.1 Discuss the requirements of CTSO participation/involvement as described in Carl D. Perkins Law

1.1.2 Research nationally recognized CTSOs

1.1.3 Investigate the impact of federal and state government regarding the progression and operation of CTSOs (e.g., Federal Statutes and Regulations, Nevada Administrative Code [NAC], Nevada Revised Statues [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: DEVELOP PERSONAL HEALTH AND WELLNESS2

PERFORMANCE STANDARD 2.1: CATEGORIZE DIMENSIONS OF WELLNESS

2.1.1   Describe how individual health depends upon a complex interplay of physiological, emotional, social, financial, intellectual, and environmental factors

2.1.2   Identify specific examples of each of the six dimensions of wellness

PERFORMANCE STANDARD 2.2: APPLY CONCEPTS OF PERSONAL HEALTH—ASSESSMENT, PROFESSIONALISM, AND SELF-CARE

2.2.1   Evaluate personal risk factors for disease prevention and health promotion

2.2.2   Develop a plan to improve personal health that includes goals, activities, and expected outcomes

2.2.3   Classify different types of stress

2.2.4   Evaluate stress management techniques to improve coping skills

2.2.5   Formulate personal and professional boundaries to promote wellness

2.2.6   Define a healthy work and life balance as it relates to an individual's profession

CONTENT STANDARD 3.0: RESEARCH PUBLIC HEALTH BIOLOGY

PERFORMANCE STANDARD 3.1: APPLY BIOLOGICAL PRINCIPLES AND PATHOPHYSIOLOGY

3.1.1   Identify common diseases and disorders of the human body related to public health

3.1.2   Distinguish between pathogenic and nonpathogenic diseases

3.1.3   Analyze the risk factors and etiology of pathogenic and nonpathogenic diseases of public health importance

PERFORMANCE STANDARD 3.2: ASSESS THE PUBLIC HEALTH BURDEN

3.2.1   Describe the public health burden of common pathogenic and nonpathogenic diseases

PERFORMANCE STANDARD 3.3: EVALUATE BIOLOGICAL BASIS OF DISEASE PREVENTION

3.3.1   Identify areas of public health where biological research is of particular importance

3.3.2   Apply biological principles to the development and implementation of disease prevention, control, or management programs

3.3.3   Describe screenings and therapies for diseases of public health importance

3.3.4   Explain how vaccinations prevent pathogenic diseases at both individual and population levels (herd immunity)

CONTENT STANDARD 4.0: IDENTIFY PATTERNS OF SOCIAL AND BEHAVIORAL HEALTH

PERFORMANCE STANDARD 4.1: UNDERSTAND THE PHYSICAL, EMOTIONAL, AND DEVELOPMENTAL STAGES OF THE LIFE CYCLE

4.1.1　Define the stages of life

4.1.2　Explain the importance of maternal and child health as a global indicator of society's health

4.1.3　Define prenatal care and its effects

4.1.4　Refute several common myths about life stage populations

PERFORMANCE STANDARD 4.2: OUTLINE HEALTH PROFILES FOR AGE GROUPS—INFANT, CHILDREN, ADOLESCENTS, ADULTS, AND THE ELDERLY

4.2.1　List the major causes of morbidity, and risk factors for each group

4.2.2　Explain the importance of being aware of different health concerns of the various age groups in the United States

4.2.3　Outline populations most at risk for abuse and neglect in the United States

4.2.4　Demonstrate the process surrounding mandated reporting of child and elder abuse

PERFORMANCE STANDARD 4.3: UNDERSTAND MENTAL HEALTH AND MENTAL DISORDERS

4.3.1　Research the history of mental healthcare and treatment

4.3.2　Analyze the variety of mental health disorders (i.e., schizophrenia, depression, attention deficit disorder, bipolar disorder)

4.3.3　Outline current treatment methods utilized for various mental health disorders

4.3.4　Discuss and dispel stigmas attached to mental health disorders

PERFORMANCE STANDARD 4.4: EXAMINE ALCOHOL, TOBACCO, AND OTHER DRUGS OF MISUSE (ADDICTION)

4.4.1　Recognize legal and illegal substances of misuse

4.4.2　Identify the physical and psychological effects of substance misuse

4.4.3　Research available treatments, interventions, and other local, state, and national resources

4.4.4　Analyze the financial and social impact of substance misuse on the community

CONTENT STANDARD 5.0: EXPLORE ENVIRONMENTAL HEALTH

PERFORMANCE STANDARD 5.1: UNDERSTAND ENVIRONMENTAL HEALTH AND JUSTICE

5.1.1 Describe methods used in epidemiology and toxicology to assess environmental exposures and hazards

5.1.2 Discuss ethical issues of environmental health and environmental justice that address the issues of poverty, racial/ethnic diversity

5.1.3 Investigate ways that society addresses environmental injustice and identify best practice intervention strategies at local, state, national, and global levels

5.1.4 Interpret the relationship among population growth, the environment and human health

5.1.5 Discuss community sensitivity to issues of environmental justice and equity

5.1.6 Research the impact of climate change on human health

PERFORMANCE STANDARD 5.2: CLASSIFY AIR QUALITY, WATER, SANITATION, AND HYGIENE

5.2.1 List the sources and types of indoor and outdoor air pollutants, and explain the difference between primary and secondary pollutants

5.2.2 Describe interventions, policies, and best practices to address indoor and outdoor air pollution

5.2.3 Investigate the risk factors associated with water, sanitation, and hygiene that affect human health

5.2.4 Describe interventions, policies, and best practices to address water, sanitation, and hygiene

CONTENT STANDARD 6.0: APPLY CONCEPTS OF EPIDEMIOLOGY

PERFORMANCE STANDARD 6.1: CLASSIFY AND DESCRIBE EPIDEMIOLOGICAL TERMS

6.1.1   Describe the basic epidemiological concepts of rates and public health surveillance

6.1.2   Define the terms outbreak, epidemic, endemic, and pandemic

6.1.3   Describe the importance of having a case definition, and the factors to consider in developing a case definition

6.1.4   Define the primary difference between descriptive studies and analytical studies

6.1.5   Describe the historical roots of epidemiological thinking and its contribution to the evolution of the scientific method

6.1.6   Distinguish between correlation and causation

PERFORMANCE STANDARD 6.2: INVESTIGATE DISEASE OUTBREAKS

6.2.1   List the steps, per Centers for Disease Control (CDC) definition, in the investigation of an outbreak

6.2.2   Given initial information of a possible disease outbreak, apply outbreak investigation techniques to determine whether an outbreak exists

6.2.3   Generate hypothesis of patterns of disease and injuries regarding person, place, and time

PERFORMANCE STANDARD 6.3: CALCULATE, ANALYZE, AND INTERPRET EPIDEMIOLOGICAL DATA

6.3.1   Define the primary difference between descriptive studies and analytical studies

6.3.2   Create a "line listing" using a spreadsheet

6.3.3   Calculate prevalence and incidence

6.3.4   Calculate a) mortality rate, b) morbidity rate, c) attack rate, and d) case-fatality rate. Identify the following types of epidemic curves: a) point source epidemic, b) continuous source epidemic, and c) propagated source epidemic

6.3.5   Distinguish between cross-sectional, cohort studies, and case-control studies

CONTENT STANDARD 7.0: EXPLORE BIOSTATISTICS

PERFORMANCE STANDARD 7.1: DEFINE AND DEMONSTRATE MEASUREMENT SCALES AND ERRORS

7.1.1   Distinguish between categorical and ordinal variables

7.1.2   Demonstrate the differences between imprecision and bias

7.1.3   Compare and contrast qualitative and quantitative data

PERFORMANCE STANDARD 7.2: DISCUSS AND APPLY STUDY DESIGN CONCEPTS

7.2.1   Distinguish between surveys and comparative studies (experimental and non-experimental studies)

7.2.2   Define the terms explanatory (independent) and response (dependent) variables

7.2.3   Explain the concepts of random assignment and blinding

CONTENT STANDARD 8.0: UNDERSTAND THE PRINCIPLES OF ADMINISTRATION AND POLICY

PERFORMANCE STANDARD 8.1: RECOGNIZE ETHICAL RESPONSIBILITIES

8.1.1   Identify ethical dilemmas in the fields of public health and healthcare

8.1.2   Analyze ethical case studies in public health using theories and principles

8.1.3   Evaluate how diverse populations influence ethical analysis and decision making

8.1.4   Research underserved rural and urban communities

PERFORMANCE STANDARD 8.2: DEMONSTRATE AND UNDERSTAND PROGRAM PLANNING, IMPLEMENTATION, AND EVALUATION

8.2.1   Describe the basic elements of program planning in public health: needs assessment, goals, objectives, activities, timeline, budget, and evaluation

8.2.2   Identify barriers to successful implementation of program plans

8.2.3   Identify methods for overcoming barriers to program implementation

8.2.4   Describe methods for process, effect, and impact evaluation of public health programs

8.2.5   Demonstrate the ability to plan, implement, and constructively evaluate public health programs

PERFORMANCE STANDARD 8.3: INVESTIGATE POLICY AND HEALTHCARE SYSTEMS

8.3.1   Outline the different kinds of healthcare, including population-based public health practice, preventative care, medical practice, long-term practice, and end-of-life practice

8.3.2   Describe how federal, state, and local health policy is created with engaged interest groups

8.3.3   Explore policy decisions which supersede individual rights for public good (i.e., quarantine, immunizations, Clean Air Act)

8.3.4   Critique healthcare systems, health policies, and healthcare financing in the U.S. and other selected countries

8.3.5   Explain the relationship between the cost of health services and quality of care

8.3.6   Describe the key principles of U.S. healthcare reform for individuals and the population

8.3.7   Research policies that includes community assessment, policy development, advocacy/lobbying, legislation, and policy analysis

CONTENT STANDARD 9.0: EXPLORE SOCIAL JUSTICE

PERFORMANCE STANDARD 9.1: RECOGNIZE DIVERSITY AND CULTURE

9.1.1   Define social justice and equity

9.1.2   Describe how the distribution of wealth and social privilege impacts community health

9.1.3   Recognize the Culturally and Linguistically Appropriate Services (CLAS) Standards

9.1.4   Evaluate how cultural generalizations and stereotyping impact community health

PERFORMANCE STANDARD 9.2: UNDERSTAND DISPARITIES

9.2.1   Differentiate between health disparities and incidence of disease

9.2.2   Identify causes of health disparities

9.2.3   Synthesize how historical realities create and impact health disparities

9.2.4   Demonstrate understanding of key data points of racial and ethnic disparities that impact healthcare

9.2.5   Explain the relevance of health disparities and social determinants within community health

9.2.6   Research various laws, regulations, and agencies that impact equity and inclusion

PERFORMANCE STANDARD 9.3: IDENTIFY RISK, PROTECTIVE FACTORS, AND DETERMINANTS

9.3.1   Outline various models that examine risk and protective factors

9.3.2   Discuss interventions for a specific population

9.3.3   Describe how the social determinants of health impact the overall health status of under-served communities

PERFORMANCE STANDARD 9.4: EVALUATE SELF-SUFFICIENCY AND ADVOCACY

9.4.1   Define advocacy

9.4.2   Research state or local resources that would promote individual and group self-sufficiency

PERFORMANCE STANDARD 9.5: EXPLORE COMMUNITY MOBILIZATION

9.5.1   Define community mobilization

9.5.2   Evaluate examples of community mobilization and discuss the impact

9.5.3   Identify current local, regional, or state community mobilization efforts

CONTENT STANDARD 10.0: CHARACTERIZE COMMUNITIES

PERFORMANCE STANDARD 10.1: RECOGNIZE UNDERSERVED POPULATIONS

10.1.1 Identify characteristics of an underserved population

10.1.2 Compare and contrast barriers which impact access to care and community health in rural, urban, immigrant, refugee, and other populations (i.e., food, medicine, healthcare)

PERFORMANCE STANDARD 10.2: IDENTIFY RESOURCES

10.2.1 Research a community needs evaluation

10.2.2 Demonstrate the ability to identify local community health resources

10.2.3 Recognize the various barriers that prevent individuals from accessing locally available resources

10.2.4 Research local partnerships available to students and other members of the community

CONTENT STANDARD 11.0: RECOGNIZE THE IMPORTANCE OF COMMUNICATIONS AND PROFESSIONALISM

PERFORMANCE STANDARD 11.1: DEVELOP HEALTH LITERACY SKILLS

11.1.1   Define health literacy

11.1.2   Identify reasons health literacy is a serious and costly issue in the United States

11.1.3   Describe ways to communicate health information

PERFORMANCE STANDARD 11.2: EXAMINE COMMUNITY ENGAGEMENT

11.2.1   Identify traditional and nontraditional methods of communication to engage the target population

11.2.2   Recognize the importance of establishing collaborations and partnerships when addressing individual and community needs

11.2.3   Determine routes for developing partnerships in local communities

CONTENT STANDARD 12.0: EXPLORE CAREER DEVELOPMENT

PERFORMANCE STANDARD 12.1: INVESTIGATE CAREER CHOICES AND OPPORTUNITIES

12.1.1   Critique the roles and responsibilities of various community health professions

PERFORMANCE STANDARD 12.2: DETERMINE WORKFORCE NEEDS AND PATHWAYS

12.2.1   Compare and contrast vocational training and educational requirements

12.2.2   Research the scope of career opportunities available, and the requirements for education, training, certification, and licensure

12.2.3   Explore various financial opportunities to support career pathways

PERFORMANCE STANDARD 12.3: IMPLEMENT CAREER ENHANCEMENTS

12.3.1   Create a resume or portfolio that is tailored to a specific health career pathway

12.3.2   Recognize the role and function of professional organizations, industry associations, and organized labor

CROSSWALKS AND ALIGNMENTS

CROSSWALKS (ACADEMIC STANDARDS)

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

CROSSWALKS (COMMON CAREER TECHNICAL CORE)

The crosswalk of the Community Health Science Standards shows links to the Common Career Technical Core. The crosswalk identifies the performance indicators in which the learning objectives in the Community Health Science 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 Community Health Science Standards are crosswalked to the Health Science Career Cluster™ and the Support Services Career Pathway.

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CROSSWALK OF COMMUNITY HEALTH SCIENCE STANDARDS
AND THE NEVADA ACADEMIC CONTENT STANDARDS

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

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

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

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

Performance Indicators	Nevada Academic Content Standards
1.5.2	**English Language Arts: Language Standards**
	L.11-12.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
	English Language Arts: Speaking and Listening Standards
	SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
	SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
	English Language Arts: Writing Standards for Literacy in Science and Technical Subjects
	WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

CONTENT STANDARD 2.0: DEVELOP PERSONAL HEALTH AND WELLNESS

Performance Indicators	Nevada Academic Content Standards
2.1.1	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.8 Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information. **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. **Science: HS-From Molecules to Organisms: Structures and Processes** HS-LS1-3 Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis.
2.1.2	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
2.2.1	**Science: HS-Heredity: Inheritance and Variation of Traits** HS-LS3-2 Make and defend a claim based on evidence that inheritable genetic variations may result from: (1) new genetic combinations through meiosis, (2) viable errors occurring during replication, and/or (3) mutations caused by environmental factors.
2.2.2	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.

CONTENT STANDARD 3.0: RESEARCH PUBLIC HEALTH BIOLOGY

Performance Indicators	Nevada Academic Content Standards
3.1.2	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
3.1.3	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem. **Science: HS-Biological Evolution: Unity and Diversity** HS-LS4-5 Evaluate the evidence supporting claims that changes in environmental conditions may result in: (1) increases in the number of individuals of some species, (2) the emergence of new species over time, and (3) the extinction of other species.
3.2.1	**English Language Arts: Speaking and Listening Standards** SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
3.3.4	**English Language Arts: Language Standards** L.11-12.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. **Science: HS-From Molecules to Organisms: Structures and Processes** HS-LS1-2 Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms.

CONTENT STANDARD 4.0: IDENTIFY PATTERNS OF SOCIAL AND BEHAVIORAL HEALTH

Performance Indicators	Nevada Academic Content Standards
4.1.2	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
4.3.1	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem. **English Language Arts: Speaking and Listening Standards** SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
4.3.2	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. **Science: HS-Heredity: Inheritance and Variation of Traits** HS-LS3-1 Ask questions to clarify relationships about the role of DNA and chromosomes in coding the instructions for characteristic traits passed from parents to offspring.

CONTENT STANDARD 5.0: EXPLORE ENVIRONMENTAL HEALTH

Performance Indicators	Nevada Academic Content Standards
5.1.1	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.8 Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.
5.1.2	**English Language Arts: Speaking and Listening Standards** 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.
5.1.3	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem. **Science: HS-Engineering Design** HS-ETS1-3 Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics, as well as possible social, cultural, and environmental impacts.
5.1.4	**English Language Arts: Speaking and Listening Standards** 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. **Science: HS-Engineering Design** HS-ETS1-3 Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics, as well as possible social, cultural, and environmental impacts.
5.2.1	**Science: HS-Earth and Human Activity** HS-ESS3-6 Use a computational representation to illustrate the relationships among Earth systems and how those relationships are being modified due to human activity.
5.2.2	**Science: HS-Engineering Design** HS-ETS1-3 Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics, as well as possible social, cultural, and environmental impacts.
5.2.3	**Science: HS-Earth and Human Activity** HS-ESS3-3 Create a computational simulation to illustrate the relationships among management of natural resources, the sustainability of human populations, and biodiversity.

CONTENT STANDARD 6.0: APPLY CONCEPTS OF EPIDEMIOLOGY

Performance Indicators	Nevada Academic Content Standards
6.1.1	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
6.3.1	**Math: Number & Quantity – Quantities** NQ.A.1 Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.
6.3.2	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. **Math: Number & Quantity – Quantities** NQ.A.3 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.
6.3.3	**Math: Number & Quantity – Quantities** NQ.A.2 Define appropriate quantities for the purpose of descriptive modeling.
6.3.4	**Math: Algebra – Creating Equations** ACED.A.1 Create equations and inequalities in one variable and use them to solve problems.

CONTENT STANDARD 7.0: EXPLORE BIOSTATISTICS

Performance Indicators	Nevada Academic Content Standards
7.1.1	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
7.1.3	**Math: Algebra – Creating Equations** ACED.A.1 Create equations and inequalities in one variable and use them to solve problems.
7.2.2	**Math: Algebra – Creating Equations** ACED.A.1 Create equations and inequalities in one variable and use them to solve problems.

CONTENT STANDARD 8.0: UNDERSTAND THE PRINCIPLES OF ADMINISTRATION AND POLICY

Performance Indicators	Nevada Academic Content Standards
8.1.1	**Science: HS-Earth and Human Activity** HS-ESS3-3　　Create a computational simulation to illustrate the relationships among management of natural resources, the sustainability of human populations, and biodiversity.
8.1.2	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.8　　Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.
8.1.3	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.7　　Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
8.2.1	**English Language Arts: Speaking and Listening Standards** SL.11-12.4　　Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
8.2.5	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.3　　Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
8.3.3	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.8　　Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

CONTENT STANDARD 9.0: EXPLORE SOCIAL JUSTICE

Performance Indicators	Nevada Academic Content Standards
9.1.2	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
9.1.3	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
9.2.6	**English Language Arts: Speaking and Listening Standards** SL.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 on page 54 for specific expectations.)
9.4.2	**English Language Arts: Speaking and Listening Standards** SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
9.5.3	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

CONTENT STANDARD 10.0: CHARACTERIZE COMMUNITIES

Performance Indicators	Nevada Academic Content Standards
10.1.2	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
10.2.2	**English Language Arts: Speaking and Listening Standards** SL.11-12.1d Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

CONTENT STANDARD 11.0: RECOGNIZE THE IMPORTANCE OF COMMUNICATIONS AND PROFESSIONALISM

Performance Indicators	Nevada Academic Content Standards
11.1.3	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
11.2.3	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.5 Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.

CONTENT STANDARD 12.0: EXPLORE CAREER DEVELOPMENT

Performance Indicators	Nevada Academic Content Standards
12.1.1	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
12.2.1	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
12.2.3	**English Language Arts: Speaking and Listening Standards** SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
12.3.1	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

ALIGNMENT OF COMMUNITY HEALTH SCIENCE STANDARDS
AND THE MATHEMATICAL PRACTICES

Mathematical Practices	Community Health Science Performance Indicators
1. Make sense of problems and persevere in solving them.	3.1.1 4.1.1 6.2.2; 6.3.1 8.1.1; 8.2.2, 8.2.5
2. Reason abstractly and quantitatively.	2.2.2 4.1.1–4.1.4; 4.2.1-4.2.4 5.2.3 9.1.2
3. Construct viable arguments and critique the reasoning of others.	3.1.3, 3.3.4 4.1.2, 4.1.4; 4.2.2
4. Model with mathematics.	4.2.3; 4.4.4 6.3.1-6.3.5 7.1.1-7.1.3
5. Use appropriate tools strategically.	2.2.2 6.3.2
6. Attend to precision.	5.1.4 7.2.1-7.2.3
7. Look for and make use of structure.	3.1.1-3.1.3 8.3.1-8.3.7 9.5.3
8. Look for and express regularity in repeated reasoning.	6.3.1-6.3.5

ALIGNMENT OF COMMUNITY HEALTH SCIENCE STANDARDS
AND THE SCIENCE AND ENGINEERING PRACTICES

Science and Engineering Practices	Community Health Science Performance Indicators
1. Asking questions (for science) and defining problems (for engineering).	3.1.1 5.1.1
2. Developing and using models.	2.2.2 4.1.1-4.1.4; 4.2.1-4.2.4 5.1.3; 5.2.1, 5.2.4
3. Planning and carrying out investigations.	2.2.1 5.1.1
4. Analyzing and interpreting data.	3.1.1-3.1.3; 3.3.2, 3.3.4 4.1.2; 4.2.1, 4.2.2, 4.2.3; 4.3.2; 4.4.4 5.1.2, 5.1.4; 5.2.2, 5.2.4 6.2.2; 6.3.1-6.3.5 7.1.1-7.1.3; 7.2.1-7.2.3 8.1.2; 8.3.3, 8.3.5 10.2.1
5. Using mathematics and computational thinking.	6.2.2; 6.3.1-6.3.5 7.1.1-7.1.3; 7.2.1-7.2.3
6. Constructing explanations (for science) and designing solutions (for engineering).	2.2.2 3.3.4 4.2.2, 4.2.3; 4.4.3 5.1.2-5.1.4; 5.2.2, 5.2.4 6.1.5; 6.2.2 8.1.2, 8.2.5; 8.3.7 9.4.2 10.2.4
7. Engaging in argument from evidence.	2.1.1; 2.2.6 3.3.1, 3.3.4 4.2.2; 4.3.2 8.1.2
8. Obtaining, evaluating, and communicating information.	2.2.1 3.1.3 4.1.2; 4.4.3 5.2.3, 5.2.4 6.2.1-6.2.3 8.3.1-8.3.7 9.2.6

CROSSWALKS OF COMMUNITY HEALTH SCIENCE STANDARDS
AND THE COMMON CAREER TECHNICAL CORE

Health Science Career Cluster™	Performance Indicators
1. Determine academic subject matter, in addition to high school graduation requirements, necessary for pursuing a health science career.	11.2.1-11.2.3 12.2.1-12.2.3
2. Explain the healthcare worker's role within their department, their organization, and the overall healthcare system.	12.1.1
3. Identify existing and potential hazards to clients, coworkers, visitors, and self in the healthcare workplace.	8.1.1, 8.1.4
4. Evaluate the roles and responsibilities of individual members as part of the healthcare team and explain their role in promoting the delivery of quality health care.	8.2.1, 8.2.4, 8.2.5
5. Analyze the legal and ethical responsibilities, limitations, and implications of actions within the healthcare workplace.	5.1.2 8.1.1-8.1.4
6. Evaluate accepted ethical practices with respect to cultural, social, and ethnic differences within the healthcare workplace.	8.1.1-8.1.4

Support Services Career Pathway	Performance Indicators
1. Describe, differentiate, and safely perform the responsibilities of healthcare support services roles.	2.2.1 8.3.2
2. Demonstrate work practices that maintain a clean and healthy healthcare facility to reduce or eliminate pathogenic organisms.	5.1.1 6.1.1
3. Follow established internal and external guidelines in order to provide high-quality, effective support services in the healthcare facility.	2.2.5 8.3.1
4. Maximize available resources for proper care and use of healthcare equipment and materials.	8.2.5 10.2.2
5. Implement healthcare facility standards in order to maintain high-quality healthcare facilities.	8.3.1-8.3.7