

Dental Science Standards



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Vision

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

Mission

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



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

Standards Development Members

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Dr. Adam Lousignont, DMD	Dentist	Business and Industry Representative	Discovery Dental, Las Vegas

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) nationally recognized standards currently endorsed by business and industry.

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

Introduction

The standards in this document are designed to clearly state what the student should know and be able to do upon completion of an advanced high school Dental 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 crosswalks and alignment sections of the document show where the performance indicators support the Nevada Academic Content Standards. Where correlation with an academic content standard exists, students in the Dental Science program perform learning activities that connect with and support the academic content standards that are listed. The crosswalks and alignments are not intended to teach the academic standards.

All students are encouraged to participate in the career and technical student organization (CTSO) that relates to the Dental 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, DS is the Standards Reference Code for Dental Science. For Content Standard 2, Performance Standard 3, and Performance Indicator 4, the Standards Reference Code would be DS.2.3.4.

CONTENT STANDARD 1.0: INTEGRATE CAREER AND TECHNICAL STUDENT ORGANIZATIONS (CTSOs)***Performance Standard 1.1: Explore the History and Organization of CTSOs**

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

Performance Standard 1.2: Develop Leadership Skills

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

Performance Standard 1.3: Participate in Community Service

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

Performance Standard 1.4: Develop Professional and Career Skills

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

Performance Standard 1.5: Understand the Relevance of Career and Technical Education (CTE)

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

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

CONTENT STANDARD 2.0: INTRODUCTION TO DENTISTRY**Performance Standard 2.1: Review the History of Dentistry**

- 2.1.1 Construct the timeline of dental history, including prominent historical figures
- 2.1.2 List members of the dental team
- 2.1.3 Classify the roles and requirements of the members of the dental team

Performance Standard 2.2: Analyze Licensing Requirements

- 2.2.1 Recognize and implement the state dental practice act (NRS/NAC 631)
- 2.2.2 Describe professional development requirements
- 2.2.3 Critique state and national dental board examinations
- 2.2.4 Obtain Basic Life Support (BLS), Cardiopulmonary Resuscitation (CPR), and Automated External Defibrillator (AED) certification through the American Heart Association

Performance Standard 2.3: Understand Healthcare Systems

- 2.3.1 Discuss the various healthcare systems

Performance Standard 2.4: Compose a Resume

- 2.4.1 Create a cover letter and resume
- 2.4.2 Construct a portfolio

CONTENT STANDARD 3.0: UNDERSTAND THE VARIOUS DENTAL SPECIALTIES**Performance Standard 3.1: Understand the Specialist's Role in Dentistry**

- 3.1.1 Explain the role of a dental anesthesiologist
- 3.1.2 Explain the role of a general dentist
- 3.1.3 Explain the role of a pedodontist
- 3.1.4 Explain the role of a periodontist
- 3.1.5 Explain the role of a prosthodontist
- 3.1.6 Explain the role of a public health dentist
- 3.1.7 Explain the role of an endodontist
- 3.1.8 Explain the role of an oral surgeon
- 3.1.9 Explain the role of an orthodontist

CONTENT STANDARD 4.0: UNDERSTAND THE LEGAL AND ETHICAL RESPONSIBILITIES WITHIN THE HEALTHCARE SYSTEM**Performance Standard 4.1: Perform Duties According to Regulations, Policies, and Laws**

- 4.1.1 Describe laws covering the practice of healthcare professionals
- 4.1.2 Compare licensure, credentialing, and legislated scope of practice for dental care practitioners
- 4.1.3 Explain the Patient's Bill of Rights
- 4.1.4 Explain various forms of consent
- 4.1.5 Explain practices that could result in malpractice, liability, and/or negligence
- 4.1.6 Analyze legal responsibilities and limitations of healthcare providers
- 4.1.7 Apply standards for Health Insurance Portability and Accountability Act (HIPAA)
- 4.1.8 Recognize common threats to confidentiality
- 4.1.9 Demonstrate procedures for accurate documentation and recordkeeping

Performance Standard 4.2: Evaluate the Role of Ethical Issues Impacting Healthcare

- 4.2.1 Identify ethical viewpoints in decision-making
- 4.2.2 Explore ethical issues impacting healthcare
- 4.2.3 Compare personal, professional, and organizational ethics

Performance Standard 4.3: Demonstrate Professional and Ethical Standards Impacting Healthcare

- 4.3.1 Identify professional behaviors in healthcare
- 4.3.2 Identify medical practices that relate to diverse populations
- 4.3.3 Discuss the importance of respectful and empathetic interactions with diverse populations
- 4.3.4 Describe the influence of diversity on healthcare practices
- 4.3.5 Identify procedures for reporting violations of ethical standards

CONTENT STANDARD 5.0: UNDERSTAND MEDICAL AND DENTAL TERMINOLOGY

Performance Standard 5.1: Demonstrate Knowledge of Medical Terminology

- 5.1.1 Interpret roots, prefixes, and suffixes of medical terminology
- 5.1.2 Interpret and correctly utilize medical acronyms within documentation
- 5.1.3 Recognize body planes, directional terms, quadrants, and cavities
- 5.1.4 Utilize mathematical measurement terminology related to healthcare procedures
- 5.1.5 Demonstrate communication skills using the terminology applicable to medical science

Performance Standard 5.2: Demonstrate Knowledge of Dental Terminology

- 5.2.1 Interpret roots, prefixes, and suffixes of dental terminology
- 5.2.2 Interpret and correctly utilize dental acronyms within documentation
- 5.2.3 Demonstrate communication skills using the terminology applicable to dental science

CONTENT STANDARD 6.0: DISCUSS ANATOMY AND PHYSIOLOGY**Performance Standard 6.1: Demonstrate Knowledge of Microbiology**

- 6.1.1 Outline the history of microbiology, including classifying groups of microorganisms
- 6.1.2 Describe disease management
- 6.1.3 List diseases of major concern to the medical profession and identify modes of transmission
- 6.1.4 List immunizations and requirements

Performance Standard 6.2: Identify Body Systems

- 6.2.1 Differentiate between the anatomical structure and location of each system
- 6.2.2 Compare and contrast the functions of each body system

Performance Standard 6.3: Understand Head and Neck Anatomy

- 6.3.1 Identify landmarks of the face and oral cavity
- 6.3.2 Identify bones, muscles, and nerves of the head and neck
- 6.3.3 Describe Temporomandibular Joint (TMJ) and its functions
- 6.3.4 Describe the circulation of the head and neck
- 6.3.5 Demonstrate head and neck examination

Performance Standard 6.4: Discuss Tooth Morphology

- 6.4.1 Compare and contrast between primary and permanent dentition
- 6.4.2 Identify supporting structures of the teeth
- 6.4.3 Examine dental anatomy

CONTENT STANDARD 7.0: UNDERSTAND INFECTION CONTROL**Performance Standard 7.1: Utilize Hand Hygiene**

- 7.1.1 Demonstrate proper hand-washing techniques, including using different sanitizers and soaps
- 7.1.2 Maintain aseptic personal conditions

Performance Standard 7.2: Interpret Occupational Safety and Health Administration (OSHA) and Centers for Disease Control and Prevention (CDC) Guidelines

- 7.2.1 Compare and contrast between disinfection and sterilization
- 7.2.2 Recognize employee safety
- 7.2.3 Utilize Safety Data Sheet (SDS)
- 7.2.4 Practice water line disinfections and biofilm management
- 7.2.5 Complete the OSHA-10 certification

Performance Standard 7.3: Identify Personal Protective Equipment (PPE)

- 7.3.1 Draw conclusions on the importance of disease prevention
- 7.3.2 Demonstrate the proper use of personal protective equipment

Performance Standard 7.4: Identify and Illustrate Operatory Disinfection

- 7.4.1 Differentiate between the different types of waste disposal
- 7.4.2 Demonstrate barrier techniques and disposal between different clinical surfaces
- 7.4.3 Explain prevention of cross contamination, including when and how to use different disinfectants

CONTENT STANDARD 8.0: UNDERSTAND THE MAINTENANCE OF DENTAL HEALTH**Performance Standard 8.1: Describe Caries**

- 8.1.1 Define Greene Vardiman Black's classification of caries
- 8.1.2 Illustrate the caries process and the prevention of decay
- 8.1.3 Explain the process of caries removal and the process of restorative treatment

Performance Standard 8.2: Understand Periodontal Disease

- 8.2.1 Describe the clinical characteristics of gingivitis and periodontitis
- 8.2.2 Define the classifications of periodontal disease
- 8.2.3 Illustrate the periodontal disease process
- 8.2.4 Summarize the prevention of periodontal disease
- 8.2.5 Determine periodontitis treatment options

Performance Standard 8.3: Understand Preventive Dentistry

- 8.3.1 Demonstrate patient education and practice oral hygiene instruction
- 8.3.2 Relate importance of nutrition in oral health
- 8.3.3 Demonstrate the process of sealants

CONTENT STANDARD 9.0: EVALUATE PHARMACOLOGY IN DENTISTRY**Performance Standard 9.1: Understand the Basics of Pharmacology in a Dental Setting**

- 9.1.1 Distinguish between routes of pharmacological administration
- 9.1.2 Demonstrate writing of prescriptions
- 9.1.3 Demonstrate how to prepare a patient for sedation
- 9.1.4 Distinguish between classes of drugs
- 9.1.5 List commonly prescribed drugs and their interactions
- 9.1.6 Understand premedication prophylaxis guidelines
- 9.1.7 Explain how to use nitrous oxide on a patient

Performance Standard 9.2: Understand Dental Pain Management

- 9.2.1 Demonstrate the handling and identification of a syringe and needle along with proper disposal
- 9.2.2 Explain indications and contraindications of vasoconstrictors
- 9.2.3 Categorize different types of anesthetics

CONTENT STANDARD 10.0: UNDERSTAND RADIOLOGY**Performance Standard 10.1: Discuss Radiation Safety**

- 10.1.1 Identify the biological effects of ionizing radiation
- 10.1.2 Explain As Low As Reasonably Achievable (ALARA)
- 10.1.3 Explain the role of the National Council on Radiation Protection and Measurements (NCRP)
- 10.1.4 Explain NRS 459.201 and NAC 459.580
- 10.1.5 Demonstrate patient and operator techniques
- 10.1.6 Compare and contrast the risks and benefits of dental radiographs

Performance Standard 10.2: Identify Radiology Equipment

- 10.2.1 Identify components of the X-ray machine
- 10.2.2 Identify types of radiographic receptors and how to use X-ray device holders
- 10.2.3 Discuss panoramic indications and techniques
- 10.2.4 Demonstrate taking digital X-rays on a patient and how to use associated software

Performance Standard 10.3: Explain Radiological Exposure and Processing

- 10.3.1 Demonstrate the use of Extension Cone Paralleling (XCP) system
- 10.3.2 Differentiate between bisecting angle and parallel techniques
- 10.3.3 Demonstrate film-mounting techniques in both traditional film X-rays and digital X-rays in anatomic order
- 10.3.4 Review radiographs

CONTENT STANDARD 11.0: DEMONSTRATE PRE-CLINICAL PROCEDURES**Performance Standard 11.1: Differentiate Chairside Procedures**

- 11.1.1 Demonstrate obtaining and recording vital signs
- 11.1.2 Illustrate charting
- 11.1.3 Describe coronal polishing
- 11.1.4 Demonstrate four-handed dentistry, including instrument passing
- 11.1.5 Demonstrate suction techniques
- 11.1.6 Demonstrate patient and operator positioning and clinician ergonomics

Performance Standard 11.2: Assess Emergencies and Medical Considerations

- 11.2.1 Demonstrate patient assessment
- 11.2.2 Demonstrate how to respond to a medical emergency relating to specific medical conditions
- 11.2.3 List responsibilities of each team member during an emergency
- 11.2.4 Recognize accommodations for special needs patients
- 11.2.5 Practice fire safety

CONTENT STANDARD 12.0: UTILIZE DENTAL INSTRUMENTS AND EQUIPMENT**Performance Standard 12.1: Describe the use of Dental Instruments**

- 12.1.1 Compare and contrast restorative instruments
- 12.1.2 Compare and contrast surgical instruments
- 12.1.3 Compare and contrast periodontal instruments
- 12.1.4 Compare and contrast endodontic instruments
- 12.1.5 Compare and contrast crown and bridge instruments

Performance Standard 12.2: Describe the use of Dental Equipment

- 12.2.1 Analyze the types of laboratory equipment (model trimmer, dental vibrator, polishing lathe, vacuum former, 3D printer)
- 12.2.2 Describe the types of operatory equipment (patient dental chair, delivery system, amalgamator, composite curing light, operator and assistant stools, X-ray unit)
- 12.2.3 Demonstrate proper sterilization processes

CONTENT STANDARD 13.0: CATEGORIZE DENTAL MATERIALS**Performance Standard 13.1: Classify Materials**

- 13.1.1 Compare and contrast restorative materials
- 13.1.2 Compare and contrast impression materials
- 13.1.3 Compare and contrast laboratory materials
- 13.1.4 Compare and contrast provisional materials
- 13.1.5 Compare and contrast endodontic materials
- 13.1.6 Compare and contrast teeth-whitening materials

Performance Standard 13.2: Practice Laboratory Procedures

- 13.2.1 Construct study models and soap models
- 13.2.2 Demonstrate model trimming
- 13.2.3 Prepare bleach trays, orthodontic temporary retainers, and mouth guards
- 13.2.4 Demonstrate and explain how to take alginate impressions
- 13.2.5 Demonstrate and explain how to take intra oral and extra oral photos
- 13.2.6 Demonstrate how to mount photos for case presentation

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Crosswalks and Alignments

Crosswalks and alignments are intended to assist the teacher in making connections for students between the technical skills within a program and the academic standards. The crosswalks and alignments are not intended to teach the academic standards but to assist students in making meaningful connections between their CTE program of study and academic courses.

Crosswalks (Academic Standards)

The crosswalks of the Dental Science Standards show connections with the Nevada Academic Content Standards. The crosswalk identifies the performance indicators in which the learning objectives in the Dental Science program connect with and support academic learning. The performance indicators are grouped according to their content standard and are crosswalked with the Nevada Academic Content Standards in English Language Arts, Mathematics, and Science.

Alignments (Mathematical Practices)

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

Alignments (Science and Engineering Practices)

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

Crosswalks (Common Career Technical Core)

The crosswalks of the Dental Science Standards show connections with the Common Career Technical Core. The crosswalk identifies the performance indicators in which the learning objectives in the Dental Science program connect with and support the Common Career Technical Core. The Common Career Technical Core defines what students should know and be able to do after completing instruction in a program of study. The Dental Science Standards are crosswalked to the Health Science Career Cluster™ and the Therapeutic Services Career Pathway.

Crosswalk of Dental 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	<p>English Language Arts: Speaking and Listening Standards</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>English Language Arts: Speaking and Listening Standards</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>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</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>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</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
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1.2.4	<p>English Language Arts: Speaking and Listening Standards</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>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</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>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</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>English Language Arts: Speaking and Listening Standards</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>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</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>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</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>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</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>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</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>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.</p> <p>English Language Arts: Speaking and Listening Standards SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p>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.</p>

Content Standard 2.0: Introduction to Dentistry

Performance Indicators	Nevada Academic Content Standards
2.1.1	<p>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.</p>
2.1.2	<p>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.</p>
2.2.1	<p>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.</p> <p>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.</p>
2.2.2	<p>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.</p> <p>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.</p>
2.2.3	<p>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.</p> <p>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.</p>
2.3.1	<p>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.</p>

Content Standard 3.0: Understand the Various Dental Specialties

Performance Indicators	Nevada Academic Content Standards
3.1.1	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.
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.
3.1.3	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.
3.1.4	English Language Arts: Reading Standards for Literacy in Science and Technical Subjects RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
3.1.5	English Language Arts: Reading Standards for Literacy in Science and Technical Subjects RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
3.1.6	English Language Arts: Reading Standards for Literacy in Science and Technical Subjects RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
3.1.7	English Language Arts: Reading Standards for Literacy in Science and Technical Subjects RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
3.1.8	English Language Arts: Reading Standards for Literacy in Science and Technical Subjects RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

Content Standard 4.0: Understand the Legal and Ethical Responsibilities Within the Healthcare System

Performance Indicators	Nevada Academic Content Standards
4.1.3	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.
4.1.6	English Language Arts: Writing Standards for Literacy in Science and Technical Subjects WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
4.2.2	English Language Arts: Reading Standards for Informational Text 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.

Content Standard 5.0: Understand Medical and Dental Terminology

Performance Indicators	Nevada Academic Content Standards
5.1.1	<p>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.</p> <p>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.</p> <p>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.</p>
5.1.3	<p>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.</p>
5.1.5	<p>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.</p>
5.2.1	<p>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.</p> <p>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.</p> <p>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.</p>
5.2.3	<p>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.</p>

Content Standard 6.0: Discuss Anatomy and Physiology

Performance Indicators	Nevada Academic Content Standards
6.2.1	Science: HS-From Molecules to Organisms: Structures and Processes HS-LS1-1 Construct an explanation based on evidence for how the structure of DNA determines the structure of proteins which carry out the essential functions of life through systems of specialized cells.
6.2.2	Science: HS-From Molecules to Organisms: Structures and Processes HS-LS1-1 Construct an explanation based on evidence for how the structure of DNA determines the structure of proteins which carry out the essential functions of life through systems of specialized cells.
6.3.1	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.
6.3.2	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 7.0: Understand Infection Control

Performance Indicators	Nevada Academic Content Standards
7.1.1	<p>Science: HS-From Molecules to Organisms: Structures and Processes HS-LS1-1 Construct an explanation based on evidence for how the structure of DNA determines the structure of proteins which carry out the essential functions of life through systems of specialized cells.</p>
7.2.1	<p>Science: HS-Matter and Its Interactions HS-PS1-5 Apply scientific principles and evidence to provide an explanation about the effects of changing the temperature or concentration of the reacting particles on the rate at which a reaction occurs.</p>
7.3.1	<p>Science: HS-Biological Evolution: Unity and Diversity HS-LS4-2 Construct an explanation based on evidence that the process of evolution primarily results from four factors: (1) the potential for a species to increase in number, (2) the heritable genetic variation of individuals in a species due to mutation and sexual reproduction, (3) competition for limited resources, and (4) the proliferation of those organisms that are better able to survive and reproduce in the environment.</p> <p>Science: HS-Ecosystems: Interactions, Energy, and Dynamics HS-LS2-8 Evaluate the evidence for the role of group behavior on individual and species' chances to survive and reproduce.</p> <p>Science: HS-From Molecules to Organisms: Structures and Processes HS-LS1-4 Use a model to illustrate the role of cellular division (mitosis) and differentiation in producing and maintaining complex organisms.</p>
7.4.1	<p>Science: HS-Biological Evolution: Unity and Diversity HS-LS4-6 Create or revise a simulation to test a solution to mitigate adverse impacts of human activity on biodiversity.</p> <p>Science: HS-Earth and Human Activity HS-ESS3-1 Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and changes in climate have influenced human activity.</p> <p>HS-ESS3-4 Evaluate or refine a technological solution that reduces impacts of human activities on natural systems.</p> <p>Science: HS-Ecosystems: Interactions, Energy, and Dynamics HS-LS2-7 Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity.</p>

Content Standard 8.0: Understand the Maintenance of Dental Health

Performance Indicators	Nevada Academic Content Standards
8.1.2	<p>Science: HS-From Molecules to Organisms: Structures and Processes</p> <p>HS-LS1-2 Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms.</p> <p>HS-LS1-6 Construct and revise an explanation based on evidence for how carbon, hydrogen, and oxygen from sugar molecules may combine with other elements to form amino acids and/or other large carbon-based molecules.</p> <p>Science: HS-Heredity: Inheritance and Variation of Traits</p> <p>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.</p>
8.1.3	<p>Science: HS-Matter and Its Interactions</p> <p>HS-PS1-5 Apply scientific principles and evidence to provide an explanation about the effects of changing the temperature or concentration of the reacting particles on the rate at which a reaction occurs.</p> <p>Science: HS-Motion and Stability: Forces and Interactions</p> <p>HS-PS2-6 Communicate scientific and technical information about why the molecular-level structure is important in the functioning of designed materials.</p>
8.2.3	<p>Science: HS-From Molecules to Organisms: Structures and Processes</p> <p>HS-LS1-2 Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms.</p> <p>Science: HS-Heredity: Inheritance and Variation of Traits</p> <p>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.</p>

Content Standard 9.0: Evaluate Pharmacology in Dentistry

Performance Indicators	Nevada Academic Content Standards
9.1.1	Science: HS-Matter and Its Interactions HS-PS1-1 Use the periodic table as a model to predict the relative properties of elements based on the patterns of electrons in the outermost energy level of atoms.
9.1.4	Science: HS-Motion and Stability: Forces and Interactions HS-PS2-6 Communicate scientific and technical information about why the molecular-level structure is important in the functioning of designed materials.
9.2.2	Science: HS-Matter and Its Interactions HS-PS1-2 Construct and revise an explanation for the outcome of a simple chemical reaction based on the outermost electron states of atoms, trends in the periodic table, and knowledge of the patterns of chemical properties.
9.2.3	Science: HS-Motion and Stability: Forces and Interactions HS-PS2-6 Communicate scientific and technical information about why the molecular-level structure is important in the functioning of designed materials.

Content Standard 10.0: Understand Radiology

Performance Indicators	Nevada Academic Content Standards
10.1.1	<p>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.</p> <p>Science: HS-Matter and Its Interactions HS-PS1-8 Develop models to illustrate the changes in the composition of the nucleus of the atom and the energy released during the processes of fission, fusion, and radioactive decay.</p>
10.2.1	<p>Science: HS-Waves and Their Applications in Technologies for Information Transfer HS-PS4-5 Communicate technical information about how some technological devices use the principles of wave behavior and wave interactions with matter to transmit and capture information and energy.</p>
10.2.2	<p>Science: HS-Waves and Their Applications in Technologies for Information Transfer HS-PS4-5 Communicate technical information about how some technological devices use the principles of wave behavior and wave interactions with matter to transmit and capture information and energy.</p>
10.3.1	<p>Science: HS-Waves and Their Applications in Technologies for Information Transfer HS-PS4-5 Communicate technical information about how some technological devices use the principles of wave behavior and wave interactions with matter to transmit and capture information and energy.</p>

Content Standard 11.0: Demonstrate Pre-Clinical Procedures

Performance Indicators	Nevada Academic Content Standards
11.1.1	<p>Science: HS-Waves and Their Applications in Technologies for Information Transfer HS-PS4-2 Evaluate questions about the advantages of using a digital transmission and storage of information.</p>

Content Standard 12.0: Utilize Dental Instruments and Equipment

Performance Indicators	Nevada Academic Content Standards
12.2.1	Science: HS-Energy HS-PS3-1 Create a computational model to calculate the change in the energy of one component in a system when the change in energy of the other component(s) and energy flows in and out of the system are known.
12.2.3	Science: HS-Energy HS-PS3-5 Develop and use a model of two objects interacting through electric or magnetic fields to illustrate the forces between objects and the changes in energy of the objects due to the interaction.

Content Standard 13.0: Categorize Dental Materials

Performance Indicators	Nevada Academic Content Standards
13.1.1	<p>Science: HS-Earth and Human Activity HS-ESS3-2 Evaluate competing design solutions for developing, managing, and utilizing energy and mineral resources based on cost-benefit ratios.</p>
13.1.2	<p>Science: HS-Matter and Its Interactions HS-PS1-4 Develop a model to illustrate that the release or absorption of energy from a chemical reaction system depends upon the changes in total bond energy.</p> <p>HS-PS1-5 Apply scientific principles and evidence to provide an explanation about the effects of changing the temperature or concentration of the reacting particles on the rate at which a reaction occurs.</p>
13.1.3	<p>Science: HS-Matter and Its Interactions HS-PS1-4 Develop a model to illustrate that the release or absorption of energy from a chemical reaction system depends upon the changes in total bond energy.</p> <p>HS-PS1-5 Apply scientific principles and evidence to provide an explanation about the effects of changing the temperature or concentration of the reacting particles on the rate at which a reaction occurs.</p>
13.1.6	<p>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.</p>
13.2.1	<p>Science: HS-Energy HS-PS3-4 Plan and conduct an investigation to provide evidence that the transfer of thermal energy when two components of different temperature are combined within a closed system results in a more uniform energy distribution among the components in the system (second law of thermodynamics).</p> <p>Science: HS-Matter and Its Interactions HS-PS1-4 Develop a model to illustrate that the release or absorption of energy from a chemical reaction system depends upon the changes in total bond energy.</p>

**Alignment of Dental Science Standards
and the Mathematical Practices**

Mathematical Practices	Dental Science Performance Indicators
1. Make sense of problems and persevere in solving them.	2.1.3 4.3.3
2. Reason abstractly and quantitatively.	5.1.3, 5.1.4; 6.1.3, 6.2.1
3. Construct viable arguments and critique the reasoning of others.	6.4.1, 8.2.5, 13.1.6
4. Model with mathematics.	5.1.4; 9.1.3, 9.1.7; 10.1.3; 11.1.1
5. Use appropriate tools strategically.	7.2.3, 7.2.4, 7.3.2; 10.2.2, 10.2.4; 11.1.4; 12.2.2
6. Attend to precision.	4.1.9, 9.2.1, 10.3.4, 11.1.2
7. Look for and make use of structure.	6.4.3, 11.1.8
8. Look for and express regularity in repeated reasoning.	6.4.2, 8.2.2

Alignment of Dental Science Standards and the Science and Engineering Practices

Science and Engineering Practices	Dental Science Performance Indicators
1. Asking questions (for science) and defining problems (for engineering).	7.3.1, 7.4.2
2. Developing and using models.	6.2.1, 6.3.1, 6.3.2, 6.4.2; 8.2.3
3. Planning and carrying out investigations.	7.1.1, 7.2.4, 7.4.2; 12.2.3
4. Analyzing and interpreting data.	4.1.6, 9.1.7
5. Using mathematics and computational thinking.	5.1.3, 5.1.4
6. Constructing explanations (for science) and designing solutions (for engineering).	7.2.5
7. Engaging in argument from evidence.	4.2.1, 10.3.3
8. Obtaining, evaluating, and communicating information.	4.3.3, 8.2.5, 10.3.4

Crosswalks of Dental 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.	2.1.3; 2.2.1-2.2.3 2.4.1-2.4.2
2. Explain the healthcare worker's role within their department, their organization, and the overall healthcare system.	2.3.1 3.1.1-3.1.8 11.2.3
3. Identify existing and potential hazards to clients, coworkers, visitors, and self in the healthcare workplace.	5.1.4 7.1.1-7.1.2; 7.2.1-7.2.5 7.4.1-7.4.3
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.	3.1.1-3.1.8 4.1.2
5. Analyze the legal and ethical responsibilities, limitations, and implications of actions within the healthcare workplace.	4.1.3-4.1.9 4.2.1-4.2.3 4.3.1-4.3.5
6. Evaluate accepted ethical practices with respect to cultural, social, and ethnic differences within the healthcare workplace.	4.1.3-4.1.9 4.2.1-4.2.3 4.3.1-4.3.5

Therapeutic Services Career Pathway	Performance Indicators
1. Utilize communication strategies to answer patient/client questions and concerns on planned procedures and goals.	4.2.1-4.2.3; 4.3.1-4.3.5 5.1.5, 5.2.3 9.1.7
2. Communicate patient/client information among healthcare team members to facilitate a team approach to patient care.	4.3.5 5.1.5, 5.2.3 9.1.2 11.1.2
3. Utilize processes for assessing, monitoring, and reporting patient's/client's health status to the treatment team within protocol and scope of practice.	8.1.2, 8.3.3 9.1.7 10.1.1-10.1.6 11.2.1 13.2.4-13.2.6
4. Evaluate patient/client needs, strengths, and problems in order to determine if treatment goals are being met.	8.1.3 10.2.2-10.2.4; 10.3.4