

Early Childhood Education Standards



This document was prepared by:

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Adopted by the Nevada State Board of Education on
July 7, 2022

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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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Acknowledgements

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 education standards for Early Childhood Education.

Standards Development Members

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| Jenice Davies | Program Coordinator | Business and Industry Representative | Truckee Meadows Community College, Reno |
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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 coordinates with industry experts to ensure the standards include the proper content; or (3) nationally recognized standards currently endorsed by business and industry.

The Early Childhood Education 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 Early Childhood Education 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 section 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 Early Childhood Education 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 academic standards.

All students are encouraged to participate in the career and technical student organization (CTSO) that relates to the Early Childhood Education 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, ECE is the Standards Reference Code for Early Childhood Education. For Content Standard 2, Performance Standard 3, and Performance Indicator 4.

The Standards Reference Code would be ECE.2.3.4.

Early Childhood Education

Program Information

Program of Study: Early Childhood Education
Standards Reference Code: ECE
Career Cluster: Education
Career Pathway(s): Early Childhood Education
Program Length: 2-year, completed sequentially
CTSO: FCCLA

Program Structure Required Program of Study Courses

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

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

Course Sequence

| Required/ Complementary | Course Title | Abbreviated Name |
|----------------------------|---|------------------|
| R | Early Childhood Education I | EARLY CHILD I |
| R | Early Childhood Education II | EARLY CHILD II |
| C | Early Childhood Education II LAB | EARLY CHILD II L |
| C | Early Childhood Education Advanced Studies | EARLY AS |
| C | Industry Recognized Credential - Early Childhood Education | IRC EARLY CHILD |
| C | CTE Work Experience – Education and Learning | WORK EXPER EDUC |

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

- 1.1.1 Discuss the requirements of CTSO participation/involvement as described in Carl D. Perkins Law
- 1.1.2 Research nationally recognized CTOSs
- 1.1.3 Investigate the impact of federal and state government regarding the progression and operation of CTOSs (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: CAREER EXPLORATION AND PROFESSIONAL PRACTICES**Performance Standard 2.1: Explore Career Pathways**

- 2.1.1 Analyze career paths and opportunities for employment in early childhood education and related services
- 2.1.2 Describe specific work environments, salaries, and benefits that provide services to children and families at each level of the career ladder
- 2.1.3 Explain the roles and functions of individuals engaged in early childhood education and services
- 2.1.4 Examine entrepreneurial opportunities in early childhood education

Performance Standard 2.2: Investigate Professional Organizations Guidelines and Ethical Standards

- 2.2.1 Demonstrate confidentiality, sensitivity, and respect for young children, their families, and colleagues
- 2.2.2 Identify the core tenants of the National Association for the Education of Young Children (NAEYC) Code of Ethical Conduct and abide by its ideals and principles
- 2.2.3 Analyze ethical dilemmas and determine appropriate courses of action.
- 2.2.4 Investigate professional early childhood education organizations and programs (e.g., community agencies, National Association for the Education of Young Children [NAEYC], American Association of Family and Consumer Sciences (AAFCS), higher education institutions, Teacher Education and Compensation Helps [T.E.A.C.H.] Early Childhood NV Scholarship Program, Nevada Registry, Nevada Department of Education Office of Early Learning and Development, etc.)
- 2.2.5 Use resources available from professional organizations and programs

Performance Standard 2.3: Engage in Continuous, Collaborative Learning to Inform Practice

- 2.3.1 Demonstrate enthusiasm, initiative, and commitment to program goals and improvements
- 2.3.2 Facilitate and foster effective relationships within collaborative teams
- 2.3.3 Identify a variety of agencies and professionals available to young children and families
- 2.3.4 Determine resources available and when it is appropriate to reach out

Performance Standard 2.4: Integrate Knowledge, Reflection, and Critical Analysis Regarding Early Education Practices

- 2.4.1 Identify the personal qualities and abilities to be effective with children
- 2.4.2 Develop personal goals based on reflections of current practice with young children, families, and peers
- 2.4.3 Investigate and work toward professional certification
- 2.4.4 Create a portfolio/resource binder for use in preparation for industry certification and future employment (e.g., Child Development Associate [CDA] Credential)
- 2.4.5 Use professional communication skills including technology-mediated strategies to effectively support young children's learning and development and work with families and colleagues

Performance Standard 2.5: Engage in Informed Advocacy for Children and the Profession

- 2.5.1 Examine the impact of early childhood education and services occupations on local, state, national, and global economies
- 2.5.2 Summarize how local, state, and national legislation and public policy affect children, families, programs, and the early childhood professions
- 2.5.3 Discuss the significance of the early years and the value of quality early childhood education programs for the community
- 2.5.4 Inform the community about current research, trends, and evidence-based practices

CONTENT STANDARD 3.0: EXAMINE THE DEVELOPMENTAL PERIOD OF EARLY CHILDHOOD FROM BIRTH THROUGH AGE EIGHT**Performance Standard 3.1: Describe the Characteristics and Needs of Young Children**

- 3.1.1 Examine physical, cognitive, social and emotional, and linguistic domains including bilingual/multilingual development
- 3.1.2 Explain biological factors that impact children’s ability to meet their developmental milestones (e.g., prematurity, gender, prenatal exposure to alcohol and drugs, maternal infections, and low birth weight)
- 3.1.3 Explain environmental factors that impact children’s ability to meet their developmental milestones (e.g., nutrition, prenatal care, maternal depression, poverty, lead exposure, parental substance abuse, child abuse and neglect, and mother’s level of education)
- 3.1.4 Explain medical factors that impact children’s ability to meet their developmental milestones (e.g., genetics, metabolic disorders, and sensory impairment)
- 3.1.5 Develop goals for children based on individual needs and developmentally appropriate practice
- 3.1.6 Articulate possible limitations and adaptations for children with diverse abilities
- 3.1.7 Explore developmental theories, birth through age eight (e.g., Piaget, Erikson, Gardner, Maslow, and Vygotsky)
- 3.1.8 Identify critical aspects of brain development including executive function, learning motivation, and life skills

Performance Standard 3.2: Examine Multiple Influences on Development and Learning

- 3.2.1 Create experiences that address each child’s needs, temperament, interests, and learning styles
- 3.2.2 Develop materials and activities that affirm and respect cultural, environmental, ethnic, and linguistic diversity
- 3.2.3 Distinguish outside factors, including family dynamics, which may affect a child's behavior, health, and welfare

Performance Standard 3.3: Create Healthy, Respectful, Culturally, and Linguistically Responsive, Supportive, and Challenging Learning Environments

- 3.3.1 Differentiate developmental differences and unique characteristics of children
- 3.3.2 Assess developmentally appropriate guidance approaches that promote positive behaviors, problem solving, and self-control
- 3.3.3 Develop experiences that address the needs of young children to promote growth and development within the developmental domains

CONTENT STANDARD 4.0: PROMOTING FAMILY AND COMMUNITY RELATIONSHIPS**Performance Standard 4.1: Recognize Family and Community Characteristics**

- 4.1.1 Recognize that diversity exists in language, culture, socio-economic level, special needs, faith traditions, family structure, and individual differences
- 4.1.2 Discuss diverse family expectations for the child's early learning experience (e.g., type of care, family values, philosophy of education)
- 4.1.3 Explore practices which facilitate respect and acceptance of diverse families
- 4.1.4 Explain how children thrive across diverse family structures and that all families bring strengths

Performance Standard 4.2: Examine Partnerships with Families in Young Children's Development and Learning Through Respectful, Reciprocal Relationships and Engagement

- 4.2.1 Examine effective strategies for building reciprocal relationships with families
- 4.2.2 Explore information and referrals to community resources based on family needs and interests
- 4.2.3 Plan an opportunity for family engagement and participation

Performance Standard 4.3: Communicate the Role of Family and Community in Children's Development and Learning

- 4.3.1 Explore how families' perspectives influence children's abilities and interest in learning
- 4.3.2 Recognize families as the first and most influential teachers in their children's learning development
- 4.3.3 Utilize the community as a resource for children's learning and well-being (e.g., field trips and visitors)

CONTENT STANDARD 5.0: RECOGNIZE THAT ASSESSMENTS ARE CONDUCTED TO MAKE INFORMED CHOICES ABOUT INSTRUCTION AND FOR PLANNING IN EARLY LEARNING SETTINGS**Performance Standard 5.1: Evaluate the Goals, Benefits, and Uses of Assessment**

- 5.1.1 Explore a variety of screening and assessment tools and their appropriate uses
- 5.1.2 Interpret child observation, documentation, and assessment data to make informed choices about instruction and for planning in early learning settings
- 5.1.3 Analyze children’s developmental progress and summarize developmental issues and concerns
- 5.1.4 Assess the appropriateness of features of assessments for the developmental stage, culture, and language of the children being assessed

Performance Standard 5.2: Support Partnerships with Families and Other Professionals

- 5.2.1 Maintain confidentiality between the program and the child’s family
- 5.2.2 Research information on community resources based on family needs and interests
- 5.2.3 Perform simulations communicating observation and assessment results to families in a clear and supportive manner

CONTENT STANDARD 6.0: EXPLORE TEACHING AND LEARNING PRACTICES**Performance Standard 6.1: Utilize Positive Relationships and Supportive Interactions as the Foundation for Working with Young Children**

- 6.1.1 Establish ways to create positive and supportive relationships and interactions with young children and adults
- 6.1.2 Create a supportive, responsive, consistent, encouraging, and nurturing learning environment that promotes positive interactions and behaviors

Performance Standard 6.2: Formulate Effective Approaches, Strategies, and Tools for Early Education

- 6.2.1 Engage in everyday conversations with children to promote their positive self-concept
- 6.2.2 Use strategies to assist children in learning appropriate ways to express emotions and self-regulate
- 6.2.3 Select various teaching approaches to meet the individual needs of children
- 6.2.4 Identify teaching practices that are core to working with young children including differentiating instruction, free play, guided play, and teaching practices that build executive function skills
- 6.2.5 Explore teaching practices that are appropriate to a child's level of development, their individual characteristics, and the socio-cultural context in which they live

Performance Standard 6.3: Interpret Central Concepts, Inquiry Tools, and Structures of Content Areas or Academic Disciplines

- 6.3.1 Analyze a variety of curricula and instructional models
- 6.3.2 Develop curriculum using State of Nevada-approved content standards (i.e., Nevada Early Learning Guidelines, Nevada Pre-K Standards, and Nevada K-12 Standards)
- 6.3.3 Students will teach one another about developmentally appropriate curricula and learning environments
- 6.3.4 Analyze current research and effective practice regarding the use of technology in the classroom

Performance Standard 6.4: Integrate Resources to Design, Implement, and Evaluate Meaningful, Challenging Curriculum to Promote Positive Outcomes

- 6.4.1 Establish activities, routines, and transitions
- 6.4.2 Observe children for the purpose of making modifications and adaptations to support growth
- 6.4.3 Select appropriate materials, activities, learning centers, and strategies in an integrated curriculum that may include language and early literacy, math, science, social studies, nutrition, creative expression, etc.
- 6.4.4 Provide an interesting and secure environment that encourages play, exploration, and learning while using space, relationships, materials, and routines as resources
- 6.4.5 Ensure that the environment facilitates learning for all children in each developmental domain: cognitive, physical, language, creative, social, and emotional
- 6.4.6 Explore the importance of social interactions, relationships, and free and guided play across all domains

CONTENT STANDARD 7.0: DEMONSTRATE HEALTH, NUTRITION, AND SAFETY FOR THE LEARNING ENVIRONMENT**Performance Standard 7.1: Practice Sound Health Promotion and Nutrition Practices**

- 7.1.1 Maintain a sanitary environment by following appropriate policies and procedures
- 7.1.2 Recognize signs and symptoms of common childhood diseases
- 7.1.3 Model and promote good health practices (e.g., washing hands, brushing teeth, covering mouth and nose when coughing or sneezing)
- 7.1.4 Plan safe and healthy meals and snacks based on current nutrition guidelines
- 7.1.5 Implement current policies and procedures related to food, nutrition, physical activity, and maintaining a healthy weight
- 7.1.6 Know individual children’s allergies and health conditions and monitor compliance with requirements indicated by parents or medical professionals

Performance Standard 7.2: Implement a Broad Array of Safety Measures

- 7.2.1 Recognize signs and symptoms of child abuse and neglect and follow mandated reporting laws
- 7.2.2 Describe the functions of regulatory agencies (e.g., state licensing, health department, etc.)
- 7.2.3 Demonstrate active supervision and interactions with children to ensure safety both indoors and outdoors and in all other places where children are in care (e.g., field trips and transportation)
- 7.2.4 Teach simple safety precautions and rules to children and implement them consistently
- 7.2.5 Evaluate materials, furniture, and equipment for assurance of a safe environment
- 7.2.6 Practice emergency, safety, and security procedures

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 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 Early Childhood Education Standards show connections with the Nevada Academic Content Standards. The crosswalk identifies the performance indicators in which the learning objectives in the Early Childhood Education program connect and 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 connections with Nevada Academic Content Standards for Mathematics, many performance indicators support the Mathematical Practices. The following table illustrates the alignment of the Early Childhood Education Standards Performance Indicators and the Mathematical Practices. This alignment identifies the performance indicators in which the learning objectives in the Early Childhood Education 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 Early Childhood Education Standards Performance Indicators and the Science and Engineering Practices. This alignment identifies the performance indicators in which the learning objectives in the Early Childhood Education program connect with and support academic learning.

Crosswalks (Common Career Technical Core)

The crosswalk of the Early Childhood Education Standards shows links to the Common Career Technical Core. The crosswalk identifies the performance indicators in which the learning objectives in the Early Childhood Education 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 Early Childhood Education Standards are crosswalked to the Education and Training Career Cluster and the Teaching/Training Career Pathway.

Crosswalk of Early Childhood Education 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 |
|------------------------|--|
| 1.2.1 | <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> |
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| 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.</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 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: Career Exploration and Professional Practices

| Performance Indicators | Nevada Academic Content Standards |
|------------------------|--|
| 2.1.1 | <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> |
| 2.1.2 | <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> <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> |
| 2.1.3 | <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> <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> |

| Performance Indicators | Nevada Academic Content Standards |
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| 2.1.4 | <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> <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> |
| 2.2.1 | <p>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.</p> <p>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.)</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> |
| 2.2.4 | <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: 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> <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> |
| 2.2.5 | <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: 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> |

| Performance Indicators | Nevada Academic Content Standards |
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| 2.3.1 | <p>English Language Arts: Speaking and Listening Standards</p> <p>SL.11-12.1d Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p> <p>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.)</p> |
| 2.3.2 | <p>English Language Arts: Speaking and Listening Standards</p> <p>SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> |
| 2.3.3 | <p>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</p> <p>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> |
| 2.3.4 | <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> |
| 2.4.2 | <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> |
| 2.4.4 | <p>English Language Arts: Writing Standards</p> <p>W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <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 |
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| 2.5.1 | <p>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</p> <p>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>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</p> <p>WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <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> |
| 2.5.2 | <p>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</p> <p>RST.11-12.2 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.</p> <p>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> |
| 2.5.3 | <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.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> |

| Performance Indicators | Nevada Academic Content Standards |
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| 2.5.4 | <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> <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 3.0: Promoting Child Development and Learning

| Performance Indicators | Nevada Academic Content Standards |
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| 3.1.1 | <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>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> |
| 3.1.2 | <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> |
| 3.1.3 | <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> |
| 3.1.4 | <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> |
| 3.1.5 | <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: 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> |

| Performance Indicators | Nevada Academic Content Standards |
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| 3.1.6 | <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: 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> <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.11-12.2 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.</p> |
| 3.1.7 | <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: 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> |

| Performance Indicators | Nevada Academic Content Standards |
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| 3.1.8 | <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>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: 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: 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> |
| 3.2.1 | <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> <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> |
| 3.2.2 | <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> <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> |
| 3.2.3 | <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> |
| 3.3.1 | <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> |

| Performance Indicators | Nevada Academic Content Standards |
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| 3.3.2 | <p>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</p> <p>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>RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> |
| 3.3.3 | <p>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</p> <p>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> <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> |

Content Standard 4.0: Explore Ways to Promote Family and Community Relationships

| Performance Indicators | Nevada Academic Content Standards |
|------------------------|---|
| 4.1.1 | <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> |
| 4.2.1 | <p>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.</p> |
| 4.2.2 | <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</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> |
| 4.3.1 | <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> |
| 4.3.3 | <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 5.0: Recognize That Assessments are Conducted to Make Informed Choices
About Instruction and for Planning in Early Learning Settings**

| 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>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> |
| 5.1.2 | <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>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> |
| 5.1.3 | <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>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> |

| Performance Indicators | Nevada Academic Content Standards |
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| 5.1.4 | <p>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</p> <p>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>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</p> <p>WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> |
| 5.2.2 | <p>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</p> <p>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>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</p> <p>WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> |
| 5.2.3 | <p>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</p> <p>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>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</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> |

Content Standard 6.0: Explore Teaching and Learning Practices

| Performance Indicators | Nevada Academic Content Standards |
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| 6.1.1 | <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> |
| 6.1.2 | <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> |
| 6.2.1 | <p>English Language Arts: Speaking and Listening Standards</p> <p>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.)</p> |
| 6.2.2 | <p>English Language Arts: Speaking and Listening Standards</p> <p>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.)</p> |
| 6.2.4 | <p>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</p> <p>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>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> |
| 6.2.5 | <p>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</p> <p>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>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> |

| Performance Indicators | Nevada Academic Content Standards |
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| 6.3.1 | <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.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> |
| 6.3.2 | <p>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects RST.11-12.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.</p> |
| 6.3.3 | <p>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.)</p> |
| 6.3.4 | <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.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> |
| 6.4.1 | <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> <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> |
| 6.4.2 | <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>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> |

| Performance Indicators | Nevada Academic Content Standards |
|------------------------|--|
| 6.4.3 | <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: 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> |
| 6.4.4 | <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> |
| 6.4.5 | <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> |
| 6.4.6 | <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> |

Content Standard 7.0: Demonstrate Health, Nutrition, and Safety for the Learning Environment

| Performance Indicators | Nevada Academic Content Standards |
|------------------------|--|
| 7.1.1 | <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> |
| 7.1.2 | <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> |
| 7.1.3 | <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</p> |
| 7.1.4 | <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> |
| 7.1.5 | <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> |
| 7.1.6 | <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> |
| 7.2.1 | <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> |
| 7.2.2 | <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> |
| 7.2.3 | <p>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.)</p> |
| 7.2.4 | <p>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.)</p> <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> |

| Performance Indicators | Nevada Academic Content Standards |
|------------------------|--|
| 7.2.5 | <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> |
| 7.2.6 | <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> |

**Alignment of Early Childhood Education Standards
and the Mathematical Practices**

| Mathematical Practices | Early Childhood Education Performance Indicators |
|---|---|
| 1. Make sense of problems and persevere in solving them. | 5.1.1-5.1.4 |
| 2. Reason abstractly and quantitatively. | 5.1.1-5.1.4 7.1.4 |
| 3. Construct viable arguments and critique the reasoning of others. | 2.5.1, 2.5.3, 2.5.4 5.1.1-5.1.4,5.2.3 6.1.2; 6.2.2, 6.2.3; 6.3.1-6.3.3; 6.4.3, 6.4.4 7.2.5 |
| 4. Model with mathematics. | 5.1.1-5.1.4 7.1.4 |
| 5. Use appropriate tools strategically. | 2.1.4; 2.4.4 5.1.1-6 7.1.4 |
| 6. Attend to precision. | 2.4.4 3.1.8 5.1.1-4 7.1.4 |
| 7. Look for and make use of structure. | 6.1.2; 6.2.2, 6.2.3; 6.3.1-6.3.3; 6.4.3, 6.4.4 7.2.5 |
| 8. Look for and express regularity in repeated reasoning. | 6.1.2; 6.2.2, 6.2.3; 6.3.2, 6.3.1-6.3.3; 6.4.3, 6.4.4 7.2.5 |

**Alignment of Early Childhood Education Standards
and the Science and Engineering Practices**

| Science and Engineering Practices | Early Childhood Education Performance Indicators |
|---|--|
| 1. Asking questions (for science) and defining problems (for engineering). | 3.1.5 |
| 2. Developing and using models. | 2.2.5; 2.4.3, 2.4.4; 2.5.1 3.1.7, 3.1.8; 3.3.2 4.2.2, 4.2.3; 4.3.3 6.1.2; 6.2.1-6.2.5; 6.3.1-6.3.4; 6.4.1-6.4.6 7.1.1-5; 7.2.1, 7.2.2, 7.2.5, 7.2.6 |
| 3. Planning and carrying out investigations. | 2.4.3, 2.4.4 4.3.1, 4.3.3 5.1.2, 5.1.3; 5.2.3 6.3.2; 6.4.2 |
| 4. Analyzing and interpreting data. | 2.1.1, 2.2.3; 2.5.1 3.1.1-3.1.5; 3.2.3; 3.3.2 4.2.3; 4.3.1 5.1.1-5.1.4; 5.2.3 6.3.1, 6.3.2, 6.3.4; 6.4.2 7.2.1, 7.2.2 |
| 5. Using mathematics and computational thinking. | |
| 6. Constructing explanations (for science) and designing solutions (for engineering). | 3.3.3 6.3.3; 6.4.3 |
| 7. Engaging in argument from evidence. | 2.2.3, 2.2.5 |
| 8. Obtaining, evaluating, and communicating information. | 2.2.3; 2.4.5; 2.5.4 3.1.6 4.1.1-4; 4.2.2, 4.2.3; 4.3.1, 4.3.3 5.1.2, 5.1.4; 5.2.2, 5.2.3 6.1.2; 6.2.1-6.2.5; 6.3.3; 6.4.6 7.1.3, 7.1.5, 7.1.6; 7.2.3, 7.2.4 |

**Crosswalks of Early Childhood Education Standards
and the Common Career Technical Core**

| Education & Training Career Cluster | Performance Indicators |
|---|---|
| 1. Apply communication skills with students, parents, and other groups to enhance learning and a commitment to learning. | 2.2.1; 2.4.5 4.1.1-4.1.4; 4.2.1-4.2.3 5.2.3 6.1.1, 6.1.2; 6.2.1, 6.2.2 6.3.2, 6.3.3 |
| 2. Demonstrate effective oral, written, and multimedia communication in multiple formats and contexts. | 2.4.5; 4.2.1 5.2.1, 5.2.3 6.3.2, 6.3.3 |
| 3. Use critical thinking to process educational communications, perspectives, policies and/or procedures. | 5.2.1, 5.2.3 6.2.3-6.2.5; 6.3.1; 6.3.3 6.3.4; 6.4.2 |
| 4. Evaluate and manage risks to safety, health and the environment in education and training settings. | 7.1.1-7.1.6; 7.2.1-7.2.6 |
| 5. Demonstrate group collaboration skills to enhance professional education and training practice. | 2.3.1, 2.3.2 |
| 6. Analyze ethical and legal policies of professional education and training practice. | 7.2.2 |
| 7. Explain legal rights that apply to individuals and practitioners within education and training settings. | 2.2.1; 5.2.1 |
| 8. Demonstrate ethical and legal behavior within and outside of education and training settings. | 2.2.2, 2.2.3, 5.2.1 |
| 9. Describe state-specific professional development requirements to maintain employment and to advance in an education and training career. | 2.1.1-2.1.4, 2.2.4 2.4.3, 2.4.4 |
| 10. Apply organizational skills and logic to enhance professional education and training practice. | 6.4.1, 6.4.3-6.4.6 |
| 11. Demonstrate group management skills that enhance professional education and training practice. | 2.3.1, 2.3.2 |

| Teaching/Training Career Pathway | Performance Indicators |
|---|---|
| 1. Use foundational knowledge of subject matter to plan and prepare effective instruction and design courses or programs. | 3.1.1-3.1.5, 3.1.7, 3.1.8 3.2.1, 3.2.3; 3.3.1-3.3.3 4.1.4; 4.2.1; 6.2.3-6.2.5 6.3.1-6.3.4; 6.4.1-6.4.6 |
| 2. Employ knowledge of learning and developmental theory to describe individual learners. | 3.1.1-3.1.4, 3.1.6, 3.1.7 3.2.1-3.2.3; 3.3.2-3.3.3 6.2.3-6.2.5; 6.3.1, 6.3.3 6.3.4; 6.4.1-6.4.6 |
| 3. Use content knowledge and skills of instruction to develop standards-based goals and assessments. | 3.1.1, 3.1.5, 3.1.6, 3.1.8 3.2.1; 3.3.1-3.3.3 6.2.3, 6.2.4; 6.3.2-6.3.4 6.4.1-6.4.6 |
| 4. Identify materials and resources needed to support instructional plans. | 3.1.1; 3.2.1, 3.2.2; 3.3.3 4.2.2, 4.2.3; 4.3.3 5.2.2; 6.3.2-6.3.4 6.4.1-6.4.6 |
| 5. Establish a positive climate to promote learning. | 3.1.5, 3.1.6 3.2.1, 3.2.2, 3.3.3 4.1.1; 4.2.1, 4.2.3; 4.3.2 6.1.1, 6.1.2, 6.2.1-6.2.2 6.2.4-6.2.5; 6.3.3; 6.4.1- 6.4.6 |
| 6. Identify motivational, social, and psychological practices that guide personal conduct. | 3.1.1, 3.1.8; 3.2.1-3.2.3 3.3.2-3.3.3; 4.1.1 6.1.2; 6.2.1, 6.2.2, 6.2.5 6.3.2, 6.3.3; 6.4.1-6.4.6 |
| 7. Demonstrate organizational and relationship building skills used to manage instructional activities and related procedures. | 3.3.3; 6.1.2; 6.2.4; 6.3.2 6.4.1-6.4.6 |
| 8. Demonstrate flexibility and adaptability in instructional planning. | 3.1.6, 3.2.1, 3.2.2; 3.3.3 4.2.2; 6.2.4, 6.2.5 6.3.2, 6.3.3; 6.4.1-6.4.6 |
| 9. Utilize assessment and evaluation tools and data to advance learner achievement and adjust instructional plans. | 3.1.5, 3.1.6; 3.2.1; 3.3.3 5.1.1-3; 5.2.3 6.3.3; 6.4.1-6.4.6 |
| 10. Evaluate teaching and training performance indicators to determine and improve effectiveness of instructional practices and professional development. | 3.1.5; 5.1.1-5.1.3; 5.2.3 6.3.1; 6.4.1-6.4.6 |
| 11. Implement strategies to maintain relationships with others to increase support for the organization. | 4.1.2-4.1.4; 4.2.1-4.2.3 4.3.1, 4.3.2; 5.2.3 6.1.2; 6.4.1-6.4.6 |