Emergency Medical Technician Standards

This document was prepared by:

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

www.doe.nv.gov

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Nevada State Board of Education

Nevada Department of Education

Jhone M. Ebert
Superintendent of Public Instruction

Jessica Todtman
Deputy Superintendent for Educator Effectiveness and Family Engagement

Craig Statucki
Director for the Office of Career Readiness, Adult Learning, and Education Options

Jennifer Fisk
Education Programs Professional, Office of Career Readiness, Adult Learning, and Education Options

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

Nevada Department of Education

Nevada Ready!

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Acknowledgements

Standards Development Members

Name	Occupation/Title	Stakeholder Affiliations	School/Organization
Sheri Jones	Teacher, Critical Care Paramedic	Secondary Educator, Business and Industry	Western High School, Clark County School District; Community Ambulance
Tiffany Pinkerton	Teacher, Paramedic	Secondary Educator, Business and Industry	Rancho High School, Clark County School District; American Medical Response
Braiden Green	EMS Program Director, Critical Care Paramedic	Postsecondary Educator, Business and Industry	College of Southern Nevada, Las Vegas; Medic West
Hilary Kohntopp	Teacher	Secondary Educator	Elko High School, Elko County School District
Heather Spencer	Teacher, Advanced Emergency Medical Technician	Secondary Educator, Business and Industry	Academy of Arts, Careers and Technology, Washoe County School District; Remsa Health

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 is coordinated with industry experts to ensure the standards include the proper content; or (3) nationally recognized standards currently endorsed by business and industry.

The Emergency Medical Technician 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 Emergency Medical Technician program. These standards are designed for a two-credit course sequence that prepares the student for a technical assessment directly aligned to the standards.

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

The standards are organized as follows:

- **Content Standards** are general statements that identify major areas of knowledge, understanding, and the skills students are expected to learn in key subject and career areas by the end of the program.

- **Performance Standards** follow each content standard. Performance standards identify the more specific components of each content standard and define the expected abilities of students within each content standard.

- **Performance Indicators** are very specific criteria statements for determining whether a student meets the performance standard. Performance indicators may also be used as learning outcomes, which teachers can identify as they plan their program learning objectives.

The crosswalk and alignment section of the document shows where the performance indicators support the Nevada Academic Content Standards. Where correlation with an academic content standard exists, students in the Emergency Medical Technician perform learning activities that connect with and support the academic content standards that are listed. The crosswalk and alignment sections 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 Emergency Medical Technician 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, EMT is the Standards Reference Code for Emergency Medical Technician. For Content Standard 2, Performance Standard 3, and Performance Indicator 4, the Standards Reference Code would be EMT.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: RELATE ACADEMIC FOUNDATIONS TO ACHIEVE SKILL REQUIREMENT

Performance Standard 2.1: Apply Concepts of Language Arts Knowledge

2.1.1   Model behaviors that demonstrate active listening

2.1.2   Organize oral and written information

2.1.3   Predict potential outcomes and/or solutions

Performance Standard 2.2: Select and Employ Appropriate Reading and Communication Strategies

2.2.1   Identify the use of content, technical concepts, and vocabulary for analyzing information

2.2.2   Interpret information, data, and observations for application

2.2.3   Transcribe information and data, and apply information

2.2.4   Communicate information and apply to medical emergencies

Performance Standard 2.3: Enhance the Diversity to Enhance Skills

2.3.1   Apply factors and strategies for communicating with a diverse workforce

2.3.2   Demonstrate ability to communicate and resolve conflicts

Performance Standard 2.4: Create Verbal and Nonverbal Behaviors

2.4.1   Interpret verbal behaviors when communicating with clients and coworkers

2.4.2   Respond with restatement and clarification techniques

2.4.3   Exhibit public relations skills to increase internal and external satisfaction

CONTENT STANDARD 3.0: DEMONSTRATE PROBLEM SOLVING AND CRITICAL THINKING

Performance Standard 3.1: Utilize Critical Thinking Skills Independently and as an Emergency Response Team

3.1.1   Identify common tasks that require problem solving in an emergency situation

3.1.2   Analyze elements of a problem to develop solutions

3.1.3   Identify alternative treatments using a variety of skills

Performance Standard 3.2: Employ Interpersonal Skills to Resolve Conflicts in Emergency Situations

3.2.1   Analyze situations that affect conflict management

3.2.2   Determine outcomes and options

3.2.3   Implement stress management techniques

3.2.4   Demonstrate conflict resolution and reinforce positive outcomes

CONTENT STANDARD 4.0: USE INFORMATION TECHNOLOGY TOOLS

Performance Standard 4.1: Organize and Manipulate Tasks related to Emergency Response

    4.1.1   Operate computer-based applications involving patient care

    4.1.2   Facilitate group work through management

    4.1.3   Manage interrelated data elements

CONTENT STANDARD 5.0: IDENTIFY KEY ORGANIZATIONAL SYSTEMS

Performance Standard 5.1: Describe the Scope of Departmental Organizations

5.1.1   Differentiate the types and functions of Emergency Medical Services (EMS) departments

5.1.2   Explain the interactions of common emergency departments

5.1.3   Identify local, state, and national organizational systems

5.1.4   Complete National Incident Management System (NIMS) and Incident Command System (ICS) 100, 200, 700, and 800

5.1.5   Identify career tracks within the EMS agencies

Performance Standard 5.2: Implement Quality Control Systems and Practices

5.2.1   Understand quality control standards and practices

5.2.2   Use national and statewide standards to implement control practices

CONTENT STANDARD 6.0: UNDERSTAND THE IMPORTANCE OF HEALTH, SAFETY, AND THE ENVIRONMENT

Performance Standard 6.1: Implement Personal and Departmental Safety Regulations

6.1.1   Assess workplace conditions with regard to safety and health

6.1.2   Identify and determine safety hazards

6.1.3   Select appropriate personal protective equipment

6.1.4   Implement safety precautions to maintain a safe workplace

6.1.5   Recognize reporting responsibilities for occupational exposures or injuries

Performance Standard 6.2: Employ Emergency Procedures and Disaster Response Plans

6.2.1   Obtain certification in Basic Life Support (BLS) and Cardiopulmonary Resuscitation (CPR)

6.2.2   Participate in safety equipment training

6.2.3   Assess and evaluate emergency and/or disaster situations

6.2.4   Identify and contrast systems of disaster response

Performance Standard 6.3: Describe and Apply Healthy Behaviors

6.3.1   Recognize different types of stress

6.3.2   Develop healthy stress management techniques

CONTENT STANDARD 7.0: UNDERSTAND THE IMPORTANCE OF ETHICS AND LEGAL RESPONSIBILITIES AS AN EMERGENCY MEDICAL TECHNICIAN

Performance Standard 7.1: Apply Ethical Reasoning to Workplace Situations

    7.1.1   Evaluate alternative responses to legal responsibilities and employer policies

    7.1.2   Identify personal and long-term workplace consequences for unethical behaviors

    7.1.3   Discuss a plan to deal with legal and ethical considerations

Performance Standard 7.2: Interpret Written Agency Policies and Procedures

    7.2.1   Review different departmental policies and procedures

    7.2.2   Discuss the effect of policies and procedures on a specific work situation

    7.2.3   Create standard operating procedures for a department or agency

CONTENT STANDARD 8.0: USE LEADERSHIP AND TEAMWORK SKILLS AS AN EMERGENCY MEDICAL TECHNICIAN

Performance Standard 8.1: Employ Leadership Skills to Accomplish Goals and Objectives

8.1.1   Analyze various roles of leadership within a medical organization

8.1.2   Exhibit positive character traits and flexibility when interacting with others during a medical event

Performance Standard 8.2: Establish and Maintain Effective Working Relationships

8.2.1   Build effective working relationships with patients and colleagues using interpersonal skills

8.2.2   Demonstrate sensitivity to and value for diversity

8.2.3   Manage stress and control emotions during emergencies

8.2.4   Recognize methods for building positive team relationships

8.2.5   Collaborate electronically with peers, experts, and others to create digital products including medical records

Performance Standard 8.3: Use Teamwork to Accomplish Goals and Objectives

8.3.1   Work collaboratively toward common goals

8.3.2   Develop and communicate patient goals and objectives

8.3.3   Prioritize tasks to be completed

8.3.4   Develop timelines using time management knowledge and skills

8.3.5   Use project management skills to improve workflow and efficiency

8.3.6   Collaborate with the healthcare team using healthcare information and technologies

CONTENT STANDARD 9.0: DEMONSTRATE KNOWLEDGE AND TECHNICAL SKILLS

Performance Standard 9.1: Identify Fundamentals of Emergency Medical Services

9.1.1   Define the roles and responsibilities of personnel in EMS systems

9.1.2   Recognize the role of evidence-based research in EMS development

9.1.3   Define quality assurance and continuous quality improvement

9.1.4   Discuss workforce safety and wellness, distinguishing between positive and negative coping methods

9.1.5   Understand principles of medical documentation and report writing

9.1.6   Incorporate dynamic team communication within EMS systems

9.1.7   Identify components of the EMS communication systems

9.1.8   Recognize principles of communicating with patients in a manner that achieves a positive relationship

9.1.9   Explain the importance, necessity, and legality of patient confidentiality

9.1.10   Compare various statutory responsibilities regarding standard of care

9.1.11   Identify mandated reporting situations

9.1.12   Recognize moral dilemmas in patient advocacy

Performance Standard 9.2: Describe the Structure and Function of Human Body Systems

9.2.1   Use simple knowledge of anatomy and physiology as a foundation of emergency care and treatment

9.2.2   Apply fundamental knowledge of human systems to the practice of EMS

Performance Standard 9.3: Incorporate Principles of Pathophysiology

9.3.1   Understand concepts specific to shock and respiratory compromise when responding to life threats

9.3.2   Apply fundamental knowledge of the pathophysiology of respiration and perfusion to patient assessment and management

Performance Standard 9.4: Understand Fundamentals of Pharmacology

9.4.1   Develop awareness of emergency medications

9.4.2   Apply fundamental knowledge of the medications that the EMS personnel may assist/administer to a patient during an emergency (e.g., Naloxone, aspirin, etc.)

9.4.3   Understand medication safety principles

Performance Standard 9.5: Describe Techniques of Airway Management

9.5.1   Use knowledge of general anatomy and physiology to ensure patent airway and adequate ventilation

9.5.2   Understand anatomy and physiology as applied to patient assessment in respiratory emergencies

Performance Standard 9.6: Discuss Rationale for Systematic Assessment

9.6.1   Discuss the components of scene size-up and management

9.6.2   Describe stages of primary assessment and immediate life-saving interventions

9.6.3   Demonstrate components of medical history-taking

9.6.4   Demonstrate the skills involved in performing physical examination and assessment of vital signs

Performance Standard 9.7: Identify Medical Emergencies

9.7.1   Identify patients exhibiting general medical complaints

9.7.2   Assess and manage patients with respiratory complaints

9.7.3   Recognize and manage patients with cardiac complaints

9.7.4   Assess and manage patients with diabetic and altered mental status complaints

9.7.5   Assess and manage patients with allergic reactions

9.7.6   Assess and manage patients with poisoning and overdose emergencies

9.7.7   Assess and manage patients having an environmental emergency

9.7.8   Assess and manage patients with behavioral emergencies

9.7.9   Assess and manage patients experiencing an obstetrical or gynecological emergency

Performance Standard 9.8: Identify Symptoms and Treatment of Shock

9.8.1   Use assessment information to recognize shock

9.8.2   Apply fundamental knowledge of the causes, pathophysiology, and management of shock

Performance Standard 9.9: Recognize and Manage Trauma Emergencies

9.9.1   Apply fundamental knowledge of trauma systems and associated care

9.9.2   Recognize and manage various injuries associated with trauma

9.9.3   Develop awareness of special considerations in trauma treatment

9.9.4   Analyze and manage environmental emergencies

9.9.5   Assess and manage multi-system traumas

9.9.6   Assess and manage a Multi-Casualty Incident (MCI) using the National Incident Management System guidelines

9.9.7   Perform various hemorrhage control techniques

Performance Standard 9.10: Understand Special Patient Populations

9.10.1   Assess and manage emergencies involving obstetrics, neonates, pediatrics, geriatrics, and patients with special challenges

9.10.2   Distinguish age-related differences to assess and care for patients

9.10.3   Apply fundamental knowledge of life span development to patient assessment and management

Performance Standard 9.11: Understand EMS Operations

9.11.1   Identify safe operating procedures for a ground ambulance

9.11.2   Describe safe air method operations and criteria for utilizing air medical response

9.11.3   Identify hazardous materials scene procedures

9.11.4   Recognize risks and responsibilities of operating on the scene of a natural or man-made disaster

9.11.5   Demonstrate lifting and moving techniques

CONTENT STANDARD 10.0: DEMONSTRATE EMPLOYABILITY SKILLS

Performance Standard 10.1: Demonstrate Job Retention and Lifelong Learning Skills

10.1.1   Demonstrate an understanding of the need for continuous education and licensure as an EMT

10.1.2   Investigate various educational options needed for job advancement in the field of emergency medical services

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

Crosswalks (Common Career Technical Core)

The crosswalks of the Emergency Medical Technician Standards show connections to the Common Career Technical Core. The crosswalk identifies the performance indicators in which the learning objectives in the Emergency Medical Technician 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 Emergency Medical Technician Standards are crosswalked to the Health Science Career Cluster™ and both Diagnostics and Therapeutic Services Career Pathways.

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Crosswalk of Emergency Medical Technician Standards
and the Nevada Academic Content Standards

Content Standard 1.0: Integrate Career and Technical Student Organizations (CTSOs)

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

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

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

Performance Indicators	Nevada Academic Content Standards
1.5.2	**English Language Arts: Language Standards**
	L.11-12.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
	English Language Arts: Speaking and Listening Standards
	SL.11-12.1a 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.
	English Language Arts: Writing Standards for Literacy in Science and Technical Subjects
	WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

Content Standard 2.0: Relate Academic Foundations to Achieve Skill Requirement

Performance Indicators	Nevada Academic Content Standards
2.1.2	**English Language Arts: Writing Standards** W.11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
2.1.3	**English Language Arts: Writing Standards** W.11-12.3e Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
2.2.1	**English Language Arts: Reading Standards for Informational Text** RI.11-12.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
2.2.2	**Math: Number & Quantity – Quantities** NQ.A.1 Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.
2.2.3	**English Language Arts: Writing Standards** 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. **Math: Functions – Interpreting Functions** FIF.B.6 Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.
2.2.4	**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.
2.3.1	**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.
2.3.2	**English Language Arts: Speaking and Listening Standards** SL.11-12.1b Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
2.4.1	**English Language Arts: Language Standards** L.11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2.4.2	**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.)

Content Standard 3.0: Demonstrate Problem Solving and Critical Thinking

Performance Indicators	Nevada Academic Content Standards
3.1.1	**Math: Algebra – Reasoning with Equations and Inequalities**
	AREI.A.1 Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method.
3.1.2	**Math: Algebra – Seeing Structure in Expressions**
	ASSE.A.1 Interpret expressions that represent a quantity in terms of its context.
3.2.1	**English Language Arts: Speaking and Listening Standards**
	SL.11-12.1d Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

Content Standard 4.0: Use Information Technology Tools

Performance Indicators	Nevada Academic Content Standards
4.1.1	**English Language Arts: Writing Standards** W.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.

Content Standard 5.0: Identify Key Organizational Systems

Performance Indicators	Nevada Academic Content Standards
5.1.1	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.
5.1.2	**English Language Arts: Speaking and Listening Standards** SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. **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.
5.1.3	**English Language Arts: Writing Standards** W.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 task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

Content Standard 6.0: Understand the Importance of Health, Safety, and the Environment

Performance Indicators	Nevada Academic Content Standards
6.2.4	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

Content Standard 7.0: Understand the Importance of Ethics and Legal Responsibilities

Performance Indicators	Nevada Academic Content Standards
7.1.3	**English Language Arts: Speaking and Listening Standards** SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. **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.
7.2.2	**English Language Arts: Reading Standards for Informational Text** RI.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. **English Language Arts: Speaking and Listening Standards** 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. 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.11-12.1c Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

Content Standard 8.0: Use Leadership and Teamwork Skills

Performance Indicators	Nevada Academic Content Standards
8.1.1	**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.
8.2.2	**English Language Arts: Speaking and Listening Standards** SL.11-12.1c Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
8.3.2	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.

Content Standard 9.0: Demonstrate Knowledge and Technical Skills

Performance Indicators	Nevada Academic Content Standards
9.1.4	**English Language Arts: Speaking and Listening Standards** 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.
9.1.6	**English Language Arts: Speaking and Listening Standards** SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
9.1.8	**English Language Arts: Speaking and Listening Standards** SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
9.5.1	**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.
9.5.2	**Science: HS-From Molecules to Organisms: Structures and Processes** HS-LS1-7 Use a model to illustrate that cellular respiration is a chemical process whereby the bonds of food molecules and oxygen molecules are broken and the bonds in new compounds are formed resulting in a net transfer of energy.
9.9.4	**Science: HS-Biological Evolution: Unity and Diversity** HS-LS4-5 Evaluate the evidence supporting claims that changes in environmental conditions may result in: (1) increases in the number of individuals of some species, (2) the emergence of new species over time, and (3) the extinction of other species.
9.11.1	**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.

Content Standard 10.0: Demonstrate Employability Skills

Performance Indicators	Nevada Academic Content Standards
10.1.2	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

Alignment of Emergency Medical Technician Standards
and the Mathematical Practices

Mathematical Practices	Emergency Medical Technician Performance Indicators
1. Make sense of problems and persevere in solving them.	2.2.1-2.2.4 3.1.1-3.1.3 4.1.3 9.2.2; 9.3.2; 9.5.2; 9.6.4; 9.10.2
2. Reason abstractly and quantitatively.	2.1.3; 2.2.1-2.2.4 3.1.1-3.1.2 4.1.1-4.1.3 6.2.3 9.2.2; 9.3.2; 9.5.2; 9.6.4; 9.10.2
3. Construct viable arguments and critique the reasoning of others.	2.2.1; 2.4.1-2.4.3 3.2.1-3.2.4 7.1.1-7.1.3; 7.2.2 8.2.1-8.2.4
4. Model with mathematics.	2.2.2-2.2.3 9.3.2; 9.4.2; 9.5.2; 9.7.2-9.7.9; 9.8.2; 9.10.1
5. Use appropriate tools strategically.	5.1.4 6.1.4; 6.2.2 9.1.5; 9.7.4-9.7.9
6. Attend to precision.	2.2.2-2.2.3 9.3.2; 9.4.2; 9.5.2; 9.7.2-9.7.9; 9.8.2; 9.10.1
7. Look for and make use of structure.	9.2.1-9.2.2; 9.3.1-9.3.3; 9.4.2-9.4.3; 9.5.1-9.5.2; 9.7.2-9.7.9; 9.9.3
8. Look for and express regularity in repeated reasoning.	

Alignment of Emergency Medical Technician Standards
and the Science and Engineering Practices

Science and Engineering Practices	Emergency Medical Technician Performance Indicators
1. Asking questions (for science) and defining problems (for engineering).	2.2.1-2.2.4 3.1.1-3.1.3 4.1.3 9.2.2; 9.3.2; 9.5.2; 9.6.4; 9.10.2
2. Developing and using models.	2.2.2-2.2.3 9.3.2; 9.4.2; 9.5.2; 9.7.2-9.7.9; 9.8.2; 9.10.1
3. Planning and carrying out investigations.	2.1.3 3.1.2-3.1.3 9.2.2; 9.3.2; 9.5.2; 9.6.4; 9.10.2
4. Analyzing and interpreting data.	2.1.3; 2.2.1-2.2.4 3.1.1-3.1.2 4.1.1-4.1.3 6.2.3 9.2.2; 9.3.2; 9.5.2; 9.6.4; 9.10.2
5. Using mathematics and computational thinking.	2.1.3; 2.2.1-2.2.4 3.1.1-3.1.2 4.1.1-4.1.3 6.2.3 9.2.2; 9.3.2; 9.5.2; 9.6.4; 9.10.2
6. Constructing explanations (for science) and designing solutions (for engineering).	2.2.1; 2.4.1-2.4.3 3.2.1-3.2.4 7.1.1-7.1.3; 7.2.2 8.2.1-8.2.4
7. Engaging in argument from evidence.	2.2.1; 2.4.1-2.4.3 3.2.1-3.2.4 7.1.1-7.1.3; 7.2.2 8.2.1-8.2.4
8. Obtaining, evaluating, and communicating information.	2.2.1; 2.4.1-2.4.3 3.2.1-3.2.4 7.1.1-7.1.3; 7.2.2 8.2.1-8.2.4

Crosswalks of Emergency Medical Technician 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.	5.1.5 10.1.1-10.1.2
2. Explain the healthcare worker's role within their department, their organization, and the overall healthcare system.	5.1.1-5.1.5
3. Identify existing and potential hazards to clients, coworkers, visitors, and self in the healthcare workplace.	6.1.1-6.1.5
4. Evaluate the roles and responsibilities of individual members as part of the healthcare team and explain their role in promoting the delivery of quality health care.	8.1.1-8.1.2 8.3.1-8.3.6
5. Analyze the legal and ethical responsibilities, limitations, and implications of actions within the healthcare workplace.	7.1.1-7.1.3 7.2.1-7.2.3
6. Evaluate accepted ethical practices with respect to cultural, social, and ethnic differences within the healthcare workplace.	7.1.1-7.1.3

Diagnostic Services Career Pathway	Performance Indicators
1. Communicate key diagnostic information to healthcare workers and patients in an accurate and timely manner.	2.4.1-2.4.3 8.2.1; 9.1.4-9.1.8
2. Assess and report patient's/client's health status in order to monitor and document patient progress.	5.1.4 9.1.5, 9.1.7
3. Demonstrate the principles of body mechanics for positioning, transferring, and transporting of patients/clients, and perform them without injury to the patient/client or self.	9.7.2-9.7.9 9.9.6; 9.10.1; 9.11.5
4. Explain procedures and goals to the patient/client accurately and effectively, using strategies to respond to questions and concerns.	2.2.4; 2.3.1-2.3.2 2.4.1-2.4.3
5. Select, demonstrate, and interpret diagnostic procedures.	

Therapeutic Services Career Pathway	Performance Indicators
1. Utilize communication strategies to answer patient/client questions and concerns on planned procedures and goals.	2.2.4; 2.3.1-2.3.2 2.4.1-2.4.3
2. Communicate patient/client information among healthcare team members to facilitate a team approach to patient care.	2.2.4; 2.3.1-2.3.2 2.4.1-2.4.3
3. Utilize processes for assessing, monitoring, and reporting patient's/client's health status to the treatment team within protocol and scope of practice.	2.2.4; 2.3.1-2.3.2 2.4.1-2.4.3; 5.1.4 9.1.5, 9.1.7
4. Evaluate patient/client needs, strengths and problems in order to determine if treatment goals are being met.	