

# ***EMERGENCY TELECOMMUNICATIONS 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](http://www.doe.nv.gov)

Adopted by the Nevada State Board of Education on  
December 9, 2021

The Nevada Department of Education does not discriminate on the basis of race, color, religion, national origin, sex, disability, sexual orientation, gender identity or expression, or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups.

For inquiries, contact the Equity Coordinator at (775) 687-9200.

**NEVADA STATE BOARD OF EDUCATION**

Dr. René Cantú  
Katie Coombs  
Dr. Katherine Dockweiler  
Russell Fecht  
Tamara Hudson  
Tim Hughes  
Cathy McAdoo  
Mark Newburn, Vice President  
Christina Nguyen  
Felicia Ortiz, President  
Mike Walker

**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

**VISION**

*All Nevadans ready for success in the 21st century*

**MISSION**

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



---

**TABLE OF CONTENTS**

Nevada State Board of Education / Nevada Department of Education .....	ii
Acknowledgements / Standards Development Members / Business and Industry Validation / Project Coordinator .....	iv
Introduction .....	v
Content Standard 1.0 Integrate Career and Technical Student Organizations (CTSOs) .....	2
Content Standard 2.0 Understand the History of Telecommunications.....	3
Content Standard 3.0 Identify the Roles and Responsibilities of Emergency Telecommunications .....	4
Content Standard 4.0 Legal Responsibilities .....	5
Content Standard 5.0 Telecommunications Technology .....	6
Content Standard 6.0 Mapping and Geo Information Services .....	7
Content Standard 7.0 Demonstrate the Types of Communication.....	8
Content Standard 8.0 Effective Call Management.....	9
Content Standard 9.0 Health and Well-Being .....	10
Content Standard 10.0 Law Enforcement Call Classification .....	11
Content Standard 11.0 Fire and Rescue Call Classification .....	12
Content Standard 12.0 Medical Call Classification.....	13
Content Standard 13.0 Quality Assurance and Improvement .....	14
Content Standard 14.0 Recognize and Implement Radio and Radio Broadcast Procedures.....	15
Content Standard 15.0 Disaster Preparedness and Management.....	16
Crosswalks and Alignments .....	18

### ACKNOWLEDGEMENTS

The development of Nevada career and technical standards and assessments is a collaborative effort sponsored by the Office of Career Readiness, Adult Learning, and Education Options at the Department of Education. The Department of Education relies on teachers and industry representatives who have the technical expertise and teaching experience to develop standards and performance indicators that truly measure student skill attainment. Most important, however, is recognition of the time, expertise and great diligence provided by the writing team members in developing the career and technical standards for Emergency Telecommunications.

### STANDARDS DEVELOPMENT MEMBERS

Lori Henricksen	Emergency Telecommunications Instructor	Veterans Tribute CTA, Las Vegas
Christina O’Keeffe	Emergency Telecommunications Instructor	West Wendover HS, West Wendover
Shelly Kinnunen	Emergency Medical Services Instructor	Rancho High School, Las Vegas
Ms. Brandin Smith	Lyon Co. 911 Dispatcher	Elko County School District, Elko
Shannon Lund	Chief Communications Specialist	Las Vegas Fire and Rescue, Las Vegas

### BUSINESS AND INDUSTRY VALIDATION

All CTE standards developed through the Nevada Department of Education are validated by business and industry through one or more of the following processes: (1) the standards are developed by a team consisting of business and industry representatives; or (2) a separate review panel was coordinated with industry experts to ensure the standards include the proper content; or (3) the adoption of nationally recognized standards endorsed by business and industry.

The Emergency Telecommunications standards were validated through active participation of business and industry representatives on the development team. The standards were validated with the adoption of the nationally recognized objectives approved by the International Academies of Emergency Dispatch (IAED) and APCO International (Association of Public Safety Communications Officials).

### PROJECT COORDINATOR

Randi Hunewill, Education Programs Supervisor  
Office of Career Readiness, Adult Learning, and Education Options  
Nevada Department of Education

## 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 Telecommunications 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 Telecommunications program perform learning activities that support, either directly or indirectly, achievement of the academic content standards that are listed.

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

## Emergency Telecommunications

### Program Information

**Program of Study:** Emergency Telecommunications  
**Standards Reference Code:** ETEL  
**Career Cluster:** Public Service & Safety  
**Career Pathway(s):** Emergency Telecommunications  
**Program Length:** 2-year, completed sequentially  
**CTSO:** HOSA

### 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
<b>R</b>	Emergency Telecommunications I	EMER TELECOMM I
<b>R</b>	Emergency Telecommunications II	EMER TELECOMM II
<b>C</b>	Emergency Telecommunications II Lab	EMER TELECOMM II L
<b>C</b>	Emergency Telecommunications Advanced Studies	EMER TELECOMM AS
<b>C</b>	CTE Work Experience - Law Public Safety Corrections and Security	WORK EXPER LAW
<b>C</b>	Industry Recognized Credential – Emergency Telecommunications	IRC EMER TELECOMM

**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: UNDERSTAND THE HISTORY OF TELECOMMUNICATIONS****PERFORMANCE STANDARD 2.1: ANALYZE DEVELOPMENT OF EMERGENCY TELECOMMUNICATIONS**

- 2.1.1 Identify the development of the 9-1-1 system throughout the United States
- 2.1.2 Investigate incidents that have impacted the modern 9-1-1 system
- 2.1.3 Explore the history and origin of local public safety agencies

**CONTENT STANDARD 3.0: IDENTIFY THE ROLES AND RESPONSIBILITIES OF EMERGENCY TELECOMMUNICATIONS****PERFORMANCE STANDARD 3.1: IDENTIFY THE ROLES OF THE EMERGENCY TELECOMMUNICATOR**

- 3.1.1 Analyze various roles of the Emergency Telecommunicator
- 3.1.2 Exhibit positive character traits and flexibility when interacting with others
- 3.1.3 Explain service aspect of the Emergency Telecommunicator

**PERFORMANCE STANDARD 3.2: ANALYZE THE RESPONSIBILITIES OF THE EMERGENCY TELECOMMUNICATOR**

- 3.2.1 Recognize the importance of continuing education and promotion
- 3.2.2 Compare and contrast emergency telecommunications careers
- 3.2.3 Identify the role of Quality Assurance/Quality Improvement for the emergency telecommunicator
- 3.2.4 Explain and demonstrate the importance of unit and scene safety at all times

**PERFORMANCE STANDARD 3.3: DISTINGUISH THE CHARACTER OF AN EMERGENCY TELECOMMUNICATIONS CENTER**

- 3.3.1 Compare horizontal and vertical dispatch
- 3.3.2 Compare and contrast roles of call takers and dispatchers
- 3.3.3 Define the 3 P's (Policy, Procedure, Protocol)
- 3.3.4 Use proper public safety vocabulary and terminology
- 3.3.5 Research the varying workplace conditions

**PERFORMANCE STANDARD 3.4: EXAMINE THE KNOWLEDGE, SKILLS, ATTITUDE, AND ABILITIES OF THE EMERGENCY TELECOMMUNICATOR**

- 3.4.1 Demonstrate accurate and efficient typing skills
- 3.4.2 Demonstrate accurate and efficient multi-tasking skills
- 3.4.3 Recognize and implement the Nevada Revised Statutes and Nevada Administrative Codes.
- 3.4.4 Utilize critical thinking skills to solve problems

**CONTENT STANDARD 4.0: LEGAL RESPONSIBILITIES****PERFORMANCE STANDARD 4.1: DIFFERENTIATE BETWEEN LAWS AND ETHICS**

- 4.1.1 Recognize local, state, and federal laws
- 4.1.2 Recognize the ethical responsibilities of the Emergency Telecommunicator
- 4.1.3 Model confidentiality and connect the implications of sharing information
- 4.1.4 Investigate legal recourse associated with social media outlets and confidentiality
- 4.1.5 Identify the role of the media in public safety

**PERFORMANCE STANDARD 4.2: IDENTIFY AND EXPLAIN LEGAL TERMINOLOGY**

- 4.2.1 Examine the four elements of a tort
- 4.2.2 Define liability in relation to the Emergency Telecommunicator
- 4.2.3 Explore courtroom procedures and etiquette

**PERFORMANCE STANDARD 4.3: IDENTIFY DISPATCH DANGER ZONES**

- 4.3.1 Model proper call verification procedures
- 4.3.2 Identify and utilize department protocols
- 4.3.3 Demonstrate a service-oriented attitude

**CONTENT STANDARD 5.0: TELECOMMUNICATIONS TECHNOLOGY****PERFORMANCE STANDARD 5.1: IDENTIFY AND EXPLAIN TELEPHONE AND RADIO TECHNOLOGY**

- 5.1.1 Differentiate the basic principles of wired and wireless telephone technology
- 5.1.2 Examine Next Generation 9-1-1 technology
- 5.1.3 Discuss emergency number routing
- 5.1.4 Research ADA (Americans with Disabilities Act) compliant emergency telecommunications systems
- 5.1.5 Operate public safety radios

**PERFORMANCE STANDARD 5.2: IDENTIFY AND EXPLAIN COMPUTERIZED TECHNOLOGY**

- 5.2.1 Examine the basics of alarm systems and monitoring
- 5.2.2 Analyze the various components of Computer Aided Dispatch (CAD) systems
- 5.2.3 Understand the importance of archiving, logging, and recording systems
- 5.2.4 Analyze and understand how information regarding wants, previous, and registration is obtained and shared by public safety agencies in the State of Nevada
- 5.2.5 Recognize Automatic Number Identification (ANI) and Automatic Location Information (ALI) and their uses

**PERFORMANCE STANDARD 5.3: EXPLAIN ALTERNATIVE DISPATCHING**

- 5.3.1 Respond to situations involving technological failures
- 5.3.2 Explore alternative means of dispatching

**CONTENT STANDARD 6.0: MAPPING AND GEO INFORMATION SERVICES****PERFORMANCE STANDARD 6.1: UTILIZING MAPPING SYSTEMS**

- 6.1.1 Interpret geographical information using paper and electronic media
- 6.1.2 Identify jurisdictions and mutual aid agreements
- 6.1.3 Locate local landmarks
- 6.1.4 Navigate hundred block systems

**CONTENT STANDARD 7.0: DEMONSTRATE THE TYPES OF COMMUNICATION****PERFORMANCE STANDARD 7.1: EMPLOY STRATEGIES FOR EFFECTIVE ORAL COMMUNICATION**

- 7.1.1 Explain the telecommunication cycle
- 7.1.2 Demonstrate effective communication skills
- 7.1.3 Explain the concepts of effective listening and apply them to the tasks involved in public safety communication
- 7.1.4 Demonstrate total voice control

**PERFORMANCE STANDARD 7.2: IMPLEMENT STRATEGIES FOR EFFECTIVE WRITTEN COMMUNICATION AND READING COMPREHENSION**

- 7.2.1 Use proper field-specific acronyms and abbreviations
- 7.2.2 Model clear and concise written documentation style
- 7.2.3 Exhibit accurate reading comprehension skills

**CONTENT STANDARD 8.0: EFFECTIVE CALL MANAGEMENT****PERFORMANCE STANDARD 8.1: ANALYZE AND ASSESS CALLER TYPES**

- 8.1.1 Recognize and implement the operation of ADA services including Telecommunications Device for the Deaf (TDD) and telephone relay services
- 8.1.2 Incorporate the use of interpretive services to communicate with foreign language callers
- 8.1.3 Differentiate caller types and utilize proper call management protocols (i.e., age, mental capacity, etc.)
- 8.1.4 Utilize techniques to communicate with hysterical and difficult callers
- 8.1.5 Identify domestic violence calls and recognize the importance of proper questioning for unit and citizen safety

**PERFORMANCE STANDARD 8.2: IDENTIFY THE IMPORTANCE OF CRISIS INTERVENTION**

- 8.2.1 Define mental illness
- 8.2.2 Identify mental illness with emphasis on bi-polar disease, schizophrenia, autism, depression, and dementia/Alzheimer's disease
- 8.2.3 Define crisis intervention and explain its importance in public safety telecommunications
- 8.2.4 Utilize proper communication techniques to assist mentally ill and/or suicidal callers

**PERFORMANCE STANDARD 8.3: CLASSIFY CALLER BEHAVIORS**

- 8.3.1 Explain the Emotional Content and Cooperation score
- 8.3.2 Interpret and investigate the Hysteria Threshold and Re-Freak Events
- 8.3.3 Identify causes of call-processing gaps and describe techniques to minimize their effect

**PERFORMANCE STANDARD 8.4: PRACTICE CUSTOMER SERVICE PROTOCOLS**

- 8.4.1 Identify the role of customer service in emergency telecommunications

**CONTENT STANDARD 9.0: HEALTH AND WELL-BEING****PERFORMANCE STANDARD 9.1: PRACTICE STRESS MANAGEMENT**

- 9.1.1 Examine stress and its effects on the human body and mind
- 9.1.2 Identify stressors unique to public safety
- 9.1.3 Describe the signs and symptoms of distress
- 9.1.4 Evaluate ways to manage all forms of stress
- 9.1.5 Describe critical incident stress and its place in public safety
- 9.1.6 Identify resources available to assist personnel in crisis intervention and counseling
- 9.1.7 Discuss workforce safety and wellness, distinguishing between positive and negative coping methods
- 9.1.8 Describe actions necessary to manage stress during an “in-progress” incident
- 9.1.9 Explain Critical Incident Stress Management (CISM)

**PERFORMANCE STANDARD 9.2: MODEL PHYSICAL HEALTH**

- 9.2.1 Assess practices and lifestyle choices (diet and physical activity) that promote prevention of disease and injury
- 9.2.2 Apply the best practices in ergonomics to avoid repetitive stress injuries

**CONTENT STANDARD 10.0: LAW ENFORCEMENT CALL CLASSIFICATION****PERFORMANCE STANDARD 10.1: UTILIZE PROTOCOLS TO CLASSIFY LAW ENFORCEMENT CALLS**

- 10.1.1 Identify the three basic levels of law enforcement calls
- 10.1.2 Explain how emergency telecommunicators use protocols to properly classify calls
- 10.1.3 Explain the general procedures for handling in-progress, just-occurred and past-event calls
- 10.1.4 Evaluate call classifications and procedures used for the most common calls

**CONTENT STANDARD 11.0: FIRE AND RESCUE CALL CLASSIFICATION****PERFORMANCE STANDARD 11.1: UTILIZE PROTOCOLS TO CLASSIFY FIRE AND RESCUE CALLS**

- 11.1.1 Summarize the resources available for fire and/or rescue calls
- 11.1.2 Apply the concepts for call classification and apply appropriate protocol
- 11.1.3 Explain the purpose of the fire and rescue Incident Command System (ICS)

**CONTENT STANDARD 12.0: MEDICAL CALL CLASSIFICATION****PERFORMANCE STANDARD 12.1: UTILIZE PROTOCOLS TO CLASSIFY MEDICAL CALLS**

- 12.1.1 Differentiate between the medical and trauma call
- 12.1.2 Use proper application of medical protocol
- 12.1.3 Summarize instructions given to callers prior to Emergency Medical Service (EMS) responder's arrival
- 12.1.4 Categorize resources available from partner agencies

**CONTENT STANDARD 13.0: QUALITY ASSURANCE AND IMPROVEMENT****PERFORMANCE STANDARD 13.1: EVALUATE A QUALITY ASSURANCE/IMPROVEMENT PROGRAM**

- 13.1.1 Define Quality Assurance and Quality Improvement (QA/QI)
- 13.1.2 Summarize elements of case review feedback
- 13.1.3 Connect case study feedback with continuous education
- 13.1.4 Investigate the necessity for continuing dispatch education

**CONTENT STANDARD 14.0: RECOGNIZE AND IMPLEMENT RADIO AND RADIO BROADCAST PROCEDURES****PERFORMANCE STANDARD 14.1: RECOGNIZE RADIO TECHNOLOGY UTILIZED IN PUBLIC SAFETY**

- 14.1.1 Explore basics of public safety radio technology, including repeaters, consoles, and control equipment
- 14.1.2 Interpret the characteristics of radio frequency and channel usage in public safety radio communications

**PERFORMANCE STANDARD 14.2: ANALYZE EFFECTIVE RADIO COMMUNICATION SKILLS**

- 14.2.1 Practice the various rules and procedures that are associated with public safety radio communication
- 14.2.2 Demonstrate effective and efficient radio etiquette

**PERFORMANCE STANDARD 14.3: FOLLOW RADIO COMMUNICATION REGULATIONS**

- 14.3.1 Analyze Federal Communications Commission (FCC) broadcast rules as they pertain to public safety dispatch
- 14.3.2 Explain the various rules and procedures that are associated with public safety communications

**CONTENT STANDARD 15.0: DISASTER PREPAREDNESS AND MANAGEMENT****PERFORMANCE STANDARD 15.1: RECOGNIZE THE NEED FOR DISASTER PREPAREDNESS**

- 15.1.1 Recognize the national, state, and local disaster preparedness and emergency management agencies
- 15.1.2 Interpret types of events that may trigger a disaster
- 15.1.3 Differentiate the various components of a command system
- 15.1.4 Formulate a disaster preparedness plan
- 15.1.5 Interpret the different types of emergency notification and warning resources used by local, state, and federal agencies for disaster incidents

**PERFORMANCE STANDARD 15.2: MANAGING A TERRORIST EVENT**

- 15.2.1 Identify different types of terrorism threats
- 15.2.2 Identify the nature of terrorist threats; chemical, biological, radiation, neurological, explosives (CBRNE)
- 15.2.3 Utilize appropriate resources during a terrorist incident
- 15.2.4 Identify the elements of an active shooter incident

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

The crosswalk of the Emergency Telecommunications Standards shows links to the Nevada Academic Content Standards. The crosswalk identifies the performance indicators in which the learning objectives in the Emergency Telecommunications program support academic learning. The performance indicators are grouped according to their content standard and are crosswalked to the Nevada Academic Content Standards in English Language Arts, Mathematics, and Science.

**ALIGNMENTS (MATHEMATICAL PRACTICES)**

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

**ALIGNMENTS (SCIENCE AND ENGINEERING PRACTICES)**

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

**CROSSWALKS (COMMON CAREER TECHNICAL CORE)**

The crosswalk of the Emergency Telecommunications Standards shows links to the Common Career Technical Core. The crosswalk identifies the performance indicators in which the learning objectives in the Emergency Telecommunications 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 Emergency Telecommunications Standards are crosswalked to the Health and Public Safety Career Cluster™ and the Law Enforcement Career Pathway.

**CROSSWALK OF EMERGENCY TELECOMMUNICATIONS STANDARDS  
AND THE NEVADA ACADEMIC CONTENT STANDARDS**

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

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

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

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

Performance Indicators	Nevada Academic Content Standards
1.5.2	<p><b>English Language Arts: Language Standards</b>  L.11-12.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p><b>English Language Arts: Speaking and Listening Standards</b>  SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b>  WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p>

## CONTENT STANDARD 2.0: UNDERSTAND THE HISTORY OF TELECOMMUNICATIONS

Performance Indicators	Nevada Academic Content Standards
2.1.2	<p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b>  RST.11-12.8 Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.</p> <p>RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b>  WHST.11-12.8 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>
2.1.3	<p><b>English Language Arts: Reading Standards for Informational Text</b>  RI.11-12.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</p> <p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b>  RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p><b>English Language Arts: Speaking and Listening Standards</b>  SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p>SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b>  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: IDENTIFY THE ROLES AND RESPONSIBILITIES OF EMERGENCY TELECOMMUNICATIONS

Performance Indicators	Nevada Academic Content Standards
3.1.1	<p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b></p> <p>RST.11-12.8 Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.</p> <p>RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b></p> <p>WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p>
3.1.3	<p><b>English Language Arts: Language Standards</b></p> <p>L.11-12.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p><b>English Language Arts: Speaking and Listening Standards</b></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>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><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b></p> <p>WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <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
3.2.1	<p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b> RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b> WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p>
3.2.2	<p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b> RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p><b>English Language Arts: Speaking and Listening Standards</b> SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b> WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p>

Performance Indicators	Nevada Academic Content Standards
3.2.4	<p><b>English Language Arts: Language Standards</b>  L.11-12.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p><b>English Language Arts: Speaking and Listening Standards</b>  SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p>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><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b>  WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</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>
3.3.1	<p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b>  RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p><b>English Language Arts: Speaking and Listening Standards</b>  SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b>  WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p>

Performance Indicators	Nevada Academic Content Standards
3.3.2	<p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b> RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p><b>English Language Arts: Speaking and Listening Standards</b> SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b> WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p>
3.3.5	<p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b> 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><b>English Language Arts: Speaking and Listening Standards</b> SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b> WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p>

Performance Indicators	Nevada Academic Content Standards
3.4.1	<p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b> 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><b>English Language Arts: Speaking and Listening Standards</b> SL.11-12.1d Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p> <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> <p><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b> WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p>
3.4.2	<p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b> 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><b>English Language Arts: Speaking and Listening Standards</b> SL.11-12.1d Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p> <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> <p><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b> WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p>
3.4.3	<p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b> RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b> WHST.11-12.8 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
3.4.4	<b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b> 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 4.0: LEGAL RESPONSIBILITIES

Performance Indicators	Nevada Academic Content Standards
4.1.1	<p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b> RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b> WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p>
4.1.2	<p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b> RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b> WHST.11-12.8 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>
4.1.4	<p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b> RST.11-12.8 Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.</p> <p>RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b> WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>WHST.11-12.8 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
4.2.1	<p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b></p> <p>RST.11-12.5 Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.</p> <p>RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b></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>
4.2.3	<p><b>English Language Arts: Reading Standards for Informational Text</b></p> <p>RI.11-12.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</p> <p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b></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><b>English Language Arts: Speaking and Listening Standards</b></p> <p>SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b></p> <p>WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p>

Performance Indicators	Nevada Academic Content Standards
4.3.3	<p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b>  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><b>English Language Arts: Speaking and Listening Standards</b>  SL.11-12.1d Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p> <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> <p><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b>  WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p>

## CONTENT STANDARD 5.0: TELECOMMUNICATIONS TECHNOLOGY

Performance Indicators	Nevada Academic Content Standards
5.1.1	<p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b> 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><b>English Language Arts: Speaking and Listening Standards</b> SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b> WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p>
5.1.2	<p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b> RST.11-12.5 Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.</p> <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><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b> WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p>
5.1.3	<p><b>English Language Arts: Speaking and Listening Standards</b> SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p>

Performance Indicators	Nevada Academic Content Standards
5.1.4	<p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b> 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><b>English Language Arts: Speaking and Listening Standards</b> SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b> WHST.11-12.7 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. WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.</p>
5.2.1	<p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b> RST.11-12.5 Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas. 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. RST.11-12.8 Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.</p> <p><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b> WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>
5.2.2	<p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b> RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b> WHST.11-12.8 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
5.2.4	<p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b> RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b> WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p>
5.2.5	<p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b> RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b> WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p>
5.3.2	<p><b>English Language Arts: Reading Standards for Informational Text</b> RI.11-12.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</p> <p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b> 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><b>English Language Arts: Speaking and Listening Standards</b> SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b> WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p>

## CONTENT STANDARD 6.0: MAPPING AND GEO INFORMATION SERVICES

Performance Indicators	Nevada Academic Content Standards
6.1.1	<p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b>  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><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b>  WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p><b>English Language Arts: Speaking and Listening Standards</b>  SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p>

CONTENT STANDARD 7.0: DEMONSTRATE THE TYPES OF COMMUNICATION

Performance Indicators	Nevada Academic Content Standards
7.1.1	<p><b>English Language Arts: Language Standards</b>                      L.11-12.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p><b>English Language Arts: Speaking and Listening Standards</b>                      SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>SL.11-12.6 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><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b>                      WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</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>
7.1.2	<p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b>                      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><b>English Language Arts: Speaking and Listening Standards</b>                      SL.11-12.1d Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p> <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>

Performance Indicators	Nevada Academic Content Standards
7.1.3	<p><b>English Language Arts: Language Standards</b>  L.11-12.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b>  RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p><b>English Language Arts: Speaking and Listening Standards</b>  SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b>  WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</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>
7.1.4	<p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b>  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><b>English Language Arts: Speaking and Listening Standards</b>  SL.11-12.1d Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p> <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>

## CONTENT STANDARD 8.0: EFFECTIVE CALL MANAGEMENT

Performance Indicators	Nevada Academic Content Standards
8.1.1	<p><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b>            WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p>
8.1.3	<p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b>            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.11-12.8 Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.</p> <p><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b>            WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p><b>English Language Arts: Speaking and Listening Standards</b>            SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p>
8.1.4	<p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b>            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>
8.2.4	<p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b>            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
8.3.1	<p><b>English Language Arts: Language Standards</b>  L.11-12.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b>  RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p><b>English Language Arts: Speaking and Listening Standards</b>  SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.  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.  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><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b>  WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>
8.3.2	<p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b>  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><b>English Language Arts: Speaking and Listening Standards</b>  SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b>  WHST.11-12.8 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 9.0: HEALTH AND WELL-BEING**

Performance Indicators	Nevada Academic Content Standards
9.1.1	<p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b>                      RST.11-12.5 Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.</p> <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.11-12.8 Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.</p> <p><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b>                      WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>
9.1.3	<p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b>                      RST.11-12.8 Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.</p> <p><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b>                      WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p><b>English Language Arts: Speaking and Listening Standards</b>                      L.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p><b>English Language Arts: Speaking and Listening Standards</b>                      SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p>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
9.1.4	<p><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b>            WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p>
9.1.5	<p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b>            RST.11-12.8 Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.</p> <p><b>English Language Arts: Speaking and Listening Standards</b>            L.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><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b>            WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p>
9.1.7	<p><b>English Language Arts: Speaking and Listening Standards</b>            SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>SL.11-12.2 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>

Performance Indicators	Nevada Academic Content Standards
9.1.8	<p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b>  RST.11-12.8 Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.</p> <p><b>English Language Arts: Speaking and Listening Standards</b>  L.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p>SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b>  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>
9.1.9	<p><b>English Language Arts: Language Standards</b>  L.11-12.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p><b>English Language Arts: Speaking and Listening Standards</b>  SL.11-12.4 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>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><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b>  WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</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
9.2.1	<b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b> 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.  RST.11-12.8 Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.

## CONTENT STANDARD 10.0: LAW ENFORCEMENT CALL CLASSIFICATION

Performance Indicators	Nevada Academic Content Standards
10.1.2	<p><b>English Language Arts: Language Standards</b>  L.11-12.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p><b>English Language Arts: Speaking and Listening Standards</b>  SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p>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><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b>  WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</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
10.1.3	<p><b>English Language Arts: Language Standards</b> L.11-12.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b> RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p><b>English Language Arts: Speaking and Listening Standards</b> SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b> WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. 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>
10.1.4	<p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b> RST.11-12.5 Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas. RST.11-12.8 Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.</p> <p><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b> WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. 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 11.0: FIRE AND RESCUE CALL CLASSIFICATION

Performance Indicators	Nevada Academic Content Standards
11.1.1	<p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b>                      RST.11-12.2 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.</p> <p><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b>                      WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p>
11.1.3	<p><b>English Language Arts: Language Standards</b>                      L.11-12.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p><b>English Language Arts: Speaking and Listening Standards</b>                      SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p>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><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b>                      WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</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 12.0: MEDICAL CALL CLASSIFICATION

Performance Indicators	Nevada Academic Content Standards
12.1.1	<p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b>  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.11-12.8 Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.</p> <p><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b>  WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p><b>English Language Arts: Speaking and Listening Standards</b>  SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p>
12.1.3	<p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b>  RST.11-12.2 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.</p> <p><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b>  WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p>

## CONTENT STANDARD 13.0: QUALITY ASSURANCE AND IMPROVEMENT

Performance Indicators	Nevada Academic Content Standards
13.1.2	<p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b> RST.11-12.2 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.</p> <p><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b> WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p>
13.1.4	<p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b> 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.11-12.8 Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.</p> <p><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b> WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p>

**CONTENT STANDARD 14.0: RECOGNIZE AND IMPLEMENT RADIO AND RADIO BROADCAST PROCEDURES**

Performance Indicators	Nevada Academic Content Standards
14.1.1	<p><b>English Language Arts: Reading Standards for Informational Text</b></p> <p>RI.11-12.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</p> <p>RI.11-12.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p> <p><b>English Language Arts: Speaking and Listening Standards</b></p> <p>SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p>SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b></p> <p>WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p>

Performance Indicators	Nevada Academic Content Standards
14.1.2	<p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b> 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><b>English Language Arts: Speaking and Listening Standards</b> SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b> WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p>
14.2.2	<p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b> 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><b>English Language Arts: Reading Standards for Literature</b> SL.11-12.1d Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p> <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>

Performance Indicators	Nevada Academic Content Standards
14.3.1	<p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b></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.11-12.8 Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.</p> <p><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b></p> <p>WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <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>
14.3.2	<p><b>English Language Arts: Language Standards</b></p> <p>L.11-12.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b></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> <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 15.0: RECOGNIZE AND IMPLEMENT RADIO AND RADIO BROADCAST PROCEDURES**

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

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

**ALIGNMENT OF EMERGENCY TELECOMMUNICATIONS STANDARDS  
AND THE MATHEMATICAL PRACTICES**

Mathematical Practices	Emergency Telecommunications Performance Indicators
1. Make sense of problems and persevere in solving them.	
2. Reason abstractly and quantitatively.	
3. Construct viable arguments and critique the reasoning of others.	
4. Model with mathematics.	6.1.4
5. Use appropriate tools strategically.	
6. Attend to precision.	
7. Look for and make use of structure.	
8. Look for and express regularity in repeated reasoning.	

**ALIGNMENT OF EMERGENCY TELECOMMUNICATIONS STANDARDS  
AND THE SCIENCE AND ENGINEERING PRACTICES**

Science and Engineering Practices	Emergency Telecommunications Performance Indicators
1. Asking questions (for science) and defining problems (for engineering).	
2. Developing and using models.	6.1.1
3. Planning and carrying out investigations.	
4. Analyzing and interpreting data.	13.1.2
5. Using mathematics and computational thinking.	
6. Constructing explanations (for science) and designing solutions (for engineering).	
7. Engaging in argument from evidence.	
8. Obtaining, evaluating, and communicating information.	7.1.2

**CROSSWALKS OF EMERGENCY TELECOMMUNICATIONS STANDARDS  
AND THE COMMON CAREER TECHNICAL CORE**

<b>Law, Public Safety, Corrections and Security Career Cluster</b>	<b>Performance Indicators</b>
1. Analyze the nature and scope of the Law, Public Safety, Corrections and Security Career Cluster and the role law, public safety, corrections and security play in society and the economy.	3.1.1, 3.1.3, 3.2.1, 3.4.4
2. Formulate ideas, proposals, and solutions to ensure effective and efficient delivery of law, public safety, corrections and/or security services.	3.1.1; 4.1.2
3. Assess and implement measures to maintain safe and healthy working conditions in a law, public safety, corrections and/or security environment.	3.3.5 9.1.1-9.1.2, 9.1.4, 9.1.6
4. Conduct law, public safety, corrections, and security work tasks in accordance with employee and employer rights, obligations, and responsibilities, including occupational safety and health requirements.	3.1.1, 3.3.5 4.1.2, 4.3.3
5. Analyze the various laws, ordinances, regulations, and organizational rules that apply to careers in law, public safety, corrections, and security.	3.4.3; 4.1.3-4.1.4, 4.2.1
6. Describe various career opportunities and means to those opportunities in each of the Law, Public Safety, Corrections and Security Career Pathways.	3.2.1-3.2.2

<b>Law Enforcement Services Career Pathway</b>	<b>Performance Indicators</b>
1. Demonstrate effective communication skills (e.g., writing, speaking, listening and nonverbal communication) required in law enforcement.	3.4.1-3.4.4; 4.1.3 7.1.2-7.1.4; 8.2.4
2. Demonstrate proficiency in the operation of communications equipment used in an emergency telecommunications center.	3.1.1-3.1.3; 10.1.2-10.1.4
3. Utilize anger and conflict management strategies to resolve problems in law enforcement settings.	
4. Model behaviors that exhibit integrity and commitment to a code of conduct and ethics for law enforcement professionals.	4.1.3
5. Analyze the impact of federal, state, and local laws on law enforcement procedures.	3.4.3; 4.1.1
6. Execute established procedures to avoid the violation of the rights guaranteed by the Fourth, Fifth, Sixth and Fourteenth Amendments.	
7. Manage crime and loss prevention programs in collaboration with the community.	4.1.5
8. Explain the appropriate techniques for managing crisis situations in order to maintain public safety.	3.2.4
9. Evaluate for the signs of domestic violence, child abuse and neglect.	
10. Demonstrate the routine day-to-day tasks conducted by various law enforcement agencies.	
11. Describe law enforcement protocols and procedures designed to handle incidents related to homeland security, terrorism, and other disaster situations.	15.2.1-15.2.4
12. Demonstrate the procedures to properly protect, document and process the crime scene and all related evidence.	

---

Law Enforcement Services Career Pathway	Performance Indicators
13. Describe the behavioral symptoms of drug use and the inherent dangers associated with handling dangerous drugs.	
14. Demonstrate procedures to assist individuals requiring special assistance from law enforcement personnel.	8.1.1-8.1.5; 8.2.1-8.2.4 8.3.1-8.3.3