Hospitality and Tourism Standards

This document was prepared by:

Office of Career Readiness, Adult Learning, and Education Options
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Nevada State Board of Education

Nevada Department of Education

Vision

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

Mission

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

Nevada Department of Education — Nevada Ready!

Table of Contents

Acknowledgements

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Business and Industry Validation

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

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

Introduction

The standards in this document are designed to clearly state what the student should know and be able to do upon completion of an advanced high school Hospitality and Tourism program. These standards are designed for a two-credit course sequence that prepares the student for a technical assessment directly aligned to the standards.

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

The standards are organized as follows:

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

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

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

The crosswalks and alignment sections of the document show where the performance indicators support the Nevada Academic Content Standards. Where correlation with an academic content standard exists, students in the Hospitality and Tourism program perform learning activities that connect with and support the academic content standards that are listed. The crosswalks and alignments are not intended to teach academic standards.

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

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

Performance Standard 1.1: Explore the History and Organization of CTSOs

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

1.1.2   Research nationally recognized CTSOs

1.1.3   Investigate the impact of federal and state government regarding the progression and operation of CTSOs (e.g., Federal Statutes and Regulations, Nevada Administrative Code [NAC], Nevada Revised Statutes [NRS])

Performance Standard 1.2: Develop Leadership Skills

1.2.1   Discuss the purpose of parliamentary procedure

1.2.2   Demonstrate the proper use of parliamentary procedure

1.2.3   Differentiate between an office and a committee

1.2.4   Discuss the importance of participation in local, regional, state, and national conferences, events, and competitions

1.2.5   Participate in local, regional, state, or national conferences, events, or competitions

1.2.6   Describe the importance of a constitution and bylaws to the operation of a CTSO chapter

Performance Standard 1.3: Participate in Community Service

1.3.1   Explore opportunities in community service-related work-based learning (WBL)

1.3.2   Participate in a service learning (program related) and/or community service project or activity

1.3.3   Engage with business and industry partners for community service

Performance Standard 1.4: Develop Professional and Career Skills

1.4.1   Demonstrate college and career readiness (e.g., applications, resumes, interview skills, presentation skills)

1.4.2   Describe the appropriate professional/workplace attire and its importance

1.4.3   Investigate industry-standard credentials/certifications available within this Career Cluster™

1.4.4   Participate in authentic contextualized instructional activities

1.4.5   Demonstrate technical skills in various student organization activities/events

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

1.5.1   Make a connection between program standards to career pathway(s)

1.5.2   Explain the importance of participation and completion of a program of study

1.5.3   Promote community awareness of local student organizations associated with CTE programs

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

CONTENT STANDARD 2.0: INVESTIGATE THE HOSPITALITY AND TOURISM INDUSTRY

Performance Standard 2.1: Describe the Professional Hospitality and Tourism Industry, History, and Traditions

2.1.1   Describe the key sectors of hospitality and tourism

2.1.2   Describe hospitality and tourism industry goods and services

2.1.3   Explore the history of hospitality and tourism

2.1.4   Analyze the scope and role of the industry in the state, nationally, and internationally

2.1.5   Apply industry terminology

Performance Standard 2.2: Describe the Current Trends in the Hospitality and Tourism Industry

2.2.1   Investigate current trends in hospitality and tourism

2.2.2   Evaluate the effects of current events on the hospitality and tourism industry

2.2.3   Recognize the personal needs of all guests, including those needing special accommodations (e.g., language, health, Americans with Disabilities Act [ADA] requirements)

2.2.4   Examine the role of sustainability in the hospitality and tourism industry

Performance Standard 2.3: Analyze Career Paths and Opportunities in the Hospitality and Tourism Industry

2.3.1   Investigate career and educational opportunities in hospitality and tourism, (e.g., job descriptions, specifications, and requirements)

2.3.2   Maintain professional workplace appearance (e.g., attire, hygiene, presentation, accessories)

2.3.3   Demonstrate professional and ethical workplace behavior

2.3.4   Create a professional portfolio

CONTENT STANDARD 3.0: ACHIEVE FOUNDATIONAL KNOWLEDGE IN THE KEY SECTORS OF THE HOSPITALITY AND TOURISM INDUSTRY

Performance Standard 3.1: Demonstrate a Basic Understanding of the Travel and Tourism Sector

3.1.1   Classify the theories of travel motivation

3.1.2   Compare and contrast the different modes of transportation

3.1.3   Describe geographical locations, time zones, and seasonalities to create and enhance travel proposals

3.1.4   Identify current issues and trends in travel and tourism, (e.g., ecotourism, family history tourism, medical tourism, historical tourism)

3.1.5   Adapt the guest service strategy as it applies to the travel and tourism sector

3.1.6   Analyze cultural diversity factors to enhance travel planning

3.1.7   Research the types of documentation utilized in international travel

3.1.8   Research ways that technology impacts travel and tourism

3.1.9   Prepare a travel itinerary and/or promotional package that matches guests' needs, wants, and expectations

Performance Standard 3.2: Apply Foundational Knowledge and Skills of Lodging Operations

3.2.1   Differentiate among the types of lodging accommodations and guest amenities

3.2.2   Describe the role of franchising, independently operated companies, and management companies

3.2.3   Examine the functions and relationships of the various lodging departments

3.2.4   Describe the roles and responsibilities of lodging staff and management

3.2.5   Adapt the guest service strategy as it applies to the lodging sector

3.2.6   Describe the stages of the guest experience

3.2.7   Compare pricing strategies

3.2.8   Demonstrate various reservation procedures

3.2.9   Demonstrate various check-in and check-out procedures

3.2.10   Examine equipment and supplies used by each department

3.2.11   Explore the role of technology in lodging operations

3.2.12   Recognize cultural diversity factors to enhance lodging interactions

Performance Standard 3.3: Apply Foundational Knowledge and Skills of Food and Beverage Operations

3.3.1   Examine food and beverage operations in various contexts

3.3.2   Compare and contrast classifications of food services operations

3.3.3   Explain front- and back-of-the-house operations and positions

3.3.4   Discuss cultural and dietary needs in regard to menu development

3.3.5   Differentiate components of menu design

3.3.6   Adapt the guest service strategy as it applies to the food and beverage operations

3.3.7   Explain the importance of proper sanitation in food and beverage operations

3.3.8   Discuss equipment and supplies used in food and beverage operations

3.3.9   Explore the role of technology in food and beverage operations

Performance Standard 3.4: Apply Foundational Knowledge and Skills of Recreation, Amusement, and Attractions

3.4.1   Explore types of recreational and entertainment venues (e.g., amusements, attractions, gaming, stadiums)

3.4.2   Research ideas needed to develop programs and/or products unique to each venue

3.4.3   Compare different ticket sales options to maximize revenue

3.4.4   Adapt the guest service strategy as it applies to the recreation, amusement, and attractions sector

3.4.5   Explore the role of technology in recreation, amusement, and attractions

Performance Standard 3.5: Apply Foundational Knowledge and Skills of Event Management

3.5.1   Compare and contrast different kinds of events (e.g., meetings, conventions, weddings, expositions, festivals, parties)

3.5.2   Define the components of event coordination, including purpose, themes, timelines, budgets, agendas, event materials, and itineraries

3.5.3   Examine the role of third-party event coordinators

3.5.4   Adapt the guest service strategy as it applies to event management

3.5.5   Discuss forms and records necessary in event planning

3.5.6   Explore the role of technology in event management

3.5.7   Examine cultural diversity factors to enhance event planning

Performance Standard 3.6: Apply Foundational Knowledge and Skills for Sales, Catering, and Convention Services

3.6.1   Explain the functions and roles of the sales, catering, and convention departments

3.6.2   Compare and contrast the working relationship and communication needed between the departments

3.6.3   Identify key market segments found in the group sales

3.6.4   Describe the various styles of catering operations and catered functions

3.6.5   Explain the steps and procedures necessary to book, execute, and evaluate group business (e.g., rooms, catering, and convention services)

3.6.6   Diagram room layout and design for catered events

3.6.7   Adapt the guest service strategy as it applies to the sales, catering, and convention services

3.6.8   Discuss forms and records necessary for sales, catering, and convention services

3.6.9   Explore equipment, supplies, and technology used in sales, catering, and convention services

3.6.10   Research current trends in catering menus and practices

CONTENT STANDARD 4.0: DEMONSTRATE GUEST SERVICE STRATEGIES WITHIN THE HOSPITALITY AND TOURISM INDUSTRY

Performance Standard 4.1: Define Exceptional Guest Service

4.1.1   Analyze qualities and characteristics of an effective service professional

4.1.2   Demonstrate terminology, concepts, and principles associated with exceptional guest service

4.1.3   Compare and contrast company cultures and strategies for exceptional guest service

4.1.4   Discuss ways to manage and enhance the guest experience

4.1.5   Research methods to evaluate the guest experience

4.1.6   Understand the application of Customer Relationship Management (CRM)

Performance Standard 4.2: Summarize the Importance of Addressing Guest Complaints

4.2.1   Describe procedures to resolve guest complaints

4.2.2   Discuss the benefits of guest complaints

4.2.3   Identify retention and service strategies in relation to guest experiences

4.2.4   Practice proactive versus reactive techniques when interacting with guests

CONTENT STANDARD 5.0: APPLY FOUNDATIONAL KNOWLEDGE OF BUSINESS FUNCTIONS AS RELATED TO THE HOSPITALITY AND TOURISM INDUSTRY

Performance Standard 5.1: Demonstrate an Understanding of Basic Economic Systems, Cost-Profit Relationships, and Economic Indicators/Trends

5.1.1   Describe basic economic principles, including supply and demand, goods and services, international business, and economic resources

5.1.2   Examine the concept of cost-profit relationships

5.1.3   Explain the concept of competition and economic indicators

5.1.4   Explore the role of technology in business functions

Performance Standard 5.2: Understand the Techniques and Systems of Human Resources Management

5.2.1   Describe the purpose and application of policies and procedures

5.2.2   Identify types and functions of organizational charts

5.2.3   Discuss employee performance standards

5.2.4   Discuss employee compensation and benefits

5.2.5   Differentiate among various management styles and techniques

5.2.6   Explain the roles of orientation, training, and professional development, including diversity awareness and business ethics

Performance Standard 5.3: Explore Financial Management in the Hospitality and Tourism Industry

5.3.1   Explain the purpose of a budget

5.3.2   Differentiate between revenues, expenses, profit, and loss (EBITDA)

Performance Standard 5.4: Describe Purchasing Practices and Procedures

5.4.1   Explain purchasing activities to obtain business supplies, equipment, and services (e.g., sourcing and procurement)

5.4.2   Explore the compliance parameters related to purchasing

5.4.3   Discuss selection, purchasing, receiving, and storage of various hospitality and tourism products

Performance Standard 5.5: Explain the Importance of Safety, Security, and Environmental Issues Related to the Hospitality and Tourism Industry

5.5.1   Examine the role of Occupational Safety and Health Administration (OSHA) regulations and standards

5.5.2   Identify risk management policies, procedures, and practices to ensure efficiency, profitability, and success

5.5.3   Evaluate safety and sanitation policies and procedures

5.5.4   Identify procedures to respond to emergencies

5.5.5   Examine food storage and handling in accordance with local regulations

5.5.6   Explore the role of technology in safety and security

5.5.7   Recognize the use and storage of chemicals

Performance Standard 5.6: Demonstrate an Understanding of Marketing as Related to the Hospitality and Tourism Industry

    5.6.1   Explain the role of branding and marketing

    5.6.2   Describe the use of research and technology in hospitality and tourism marketing

    5.6.3   Examine current e-commerce and technology used in hospitality marketing

    5.6.4   Differentiate the four P's of marketing – product, price, place, and promotion

    5.6.5   Summarize common types of marketing promotions (e.g., advertising, public relations, sales promotions, direct sales)

    5.6.6   Distinguish features and benefits of goods and services

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Crosswalks and Alignments

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

Crosswalks (Academic Standards)

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

Alignments (Mathematical Practices)

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

Alignments (Science and Engineering Practices)

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

Crosswalks (Common Career Technical Core)

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

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Crosswalk of Hospitality and Tourism Standards
and the Nevada Academic Content Standards

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

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

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

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

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

Content Standard 2.0: Investigate the Hospitality and Tourism Industry

Performance Indicators	Nevada Academic Content Standards
2.1.1	**English Language Arts: Reading Standards for Literacy in Science and Technical Subject** RST.11-12.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics. **English Language Arts: Speaking and Listening Standards** SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
2.1.2	**English Language Arts: Speaking and Listening Standards** SL.11-12-1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. **English Language Arts: Reading Standards for Literacy in Science and Technical Subject** RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
2.1.3	**English Language Arts: Reading Standards for Informational Text** RI.11-12.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

Performance Indicators	Nevada Academic Content Standards
2.1.4	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects**
	RST.11-12.5 Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.
	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.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
	English Language Arts: Writing Standards for Literacy in Science and Technical Subjects
	WHST.11-12.7 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.
	WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.
2.1.5	**English Language Arts: Language Standards**
	L.11-12.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
	English Language Arts: Speaking and Listening Standards
	SL.11-12-1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
	SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

Performance Indicators	Nevada Academic Content Standards
2.2.1	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.7 — Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem. 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. RST.11-12.9 — Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.7 — 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.
2.2.2	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.7 — Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem. 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. RST.11-12.9 — Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.7 — 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.

Performance Indicators	Nevada Academic Content Standards
2.2.3	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
2.2.4	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.8 Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information. RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. **English Language Arts: Speaking and Listening Standard** SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. SL.11-12.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. 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.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

Performance Indicators	Nevada Academic Content Standards
2.3.1	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects**
	RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
	English Language Arts: Writing Standards for Literacy in Science and Technical Subjects
	WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
2.3.4	**English Language Arts: Writing Standards**
	W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content
	W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
	W.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
2.3.7	**English Language Arts: Writing Standards**
	W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content
	W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
	W.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.

Content Standard 3.0: Achieve Foundational Knowledge in the Key Sectors of the Hospitality and Tourism Industry

Performance Indicators	Nevada Academic Content Standards
3.1.2	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. **English Language Arts: Speaking and Listening Standards** SL.11-12-1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
3.1.3	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
3.1.4	**English Language Arts: Speaking and Listening Standards** SL.11-12-1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
3.1.7	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
3.1.8	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
3.1.9	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
3.2.1	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
3.2.2	**English Language Arts: Speaking and Listening Standards** SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

Performance Indicators	Nevada Academic Content Standards
3.2.4	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. **English Language Arts: Speaking and Listening Standards** SL.11-12-1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
3.2.6	**English Language Arts: Speaking and Listening Standards** SL.11-12-1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
3.2.7	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
3.2.8	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
3.2.9	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
3.2.11	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent of a process, phenomenon, or concept, resolving conflicting information when possible.
3.2.12	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
3.3.1	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
3.3.2	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

Performance Indicators	Nevada Academic Content Standards
3.3.4	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. **English Language Arts: Speaking and Listening Standards** SL.11-12-1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
3.3.5	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem. **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research
3.3.6	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
3.3.7	**English Language Arts: Speaking and Listening Standards** SL.11-12-1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
3.3.8	**English Language Arts: Speaking and Listening Standards** SL.11-12-1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
3.3.9	**English Language Arts: Speaking and Listening Standards** SL.11-12-1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
3.4.1	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
3.4.2	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

Performance Indicators	Nevada Academic Content Standards
3.4.4	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. **English Language Arts: Speaking and Listening Standards** SL.11-12-1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. W.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. **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. **Math: Statistics and Probability – Using Probability to Make Decisions** SMD.B.6 (+) Use probabilities to make fair decisions (e.g., drawing by lots, using a random number generator).
3.4.6	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
3.5.1	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
3.5.3	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem. RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.7 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.

Performance Indicators	Nevada Academic Content Standards
3.6.1	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
3.6.2	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
3.6.4	**English Language Arts: Speaking and Listening Standards** SL.11-12-1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
3.6.5	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. **English Language Arts: Speaking and Listening Standards** SL.11-12-1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
3.6.6	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
3.6.9	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
3.6.10	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

Content Standard 4.0: Demonstrate Guest Service Strategies Within the Hospitality and Tourism Industry

Performance Indicators	Nevada Academic Content Standards
4.1.1	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
4.1.2	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
4.1.3	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
4.1.4	**English Language Arts: Speaking and Listening Standards** SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
4.1.5	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
4.2.1	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. **English Language Arts: Speaking and Listening Standards** SL.11-12-1a Come to discussions prepared, having read and researched material under study; 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.
4.2.2	**English Language Arts: Speaking and Listening Standards** SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

Content Standard 5.0: Apply Foundational Knowledge of Business Functions as Related to the Hospitality and Tourism Industry

Performance Indicators	Nevada Academic Content Standards
5.1.1	**English Language Arts: Speaking and Listening Standards** SL.11-12-1a Come to discussions prepared, having read and researched material under study; 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.
5.1.2	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
5.1.3	**English Language Arts: Speaking and Listening Standards** SL.11-12-1a Come to discussions prepared, having read and researched material under study; 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.
5.1.5	**English Language Arts: Speaking and Listening Standards** SL.11-12-1a Come to discussions prepared, having read and researched material under study; 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.
5.2.1	**English Language Arts: Speaking and Listening Standards** SL.11-12-1a Come to discussions prepared, having read and researched material under study; 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.
5.2.2	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem. 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.
5.2.4	**English Language Arts: Speaking and Listening Standards** SL.11-12-1a Come to discussions prepared, having read and researched material under study; 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.
5.2.5	**English Language Arts: Speaking and Listening Standards** SL.11-12-1a Come to discussions prepared, having read and researched material under study; 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.
5.2.6	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

Performance Indicators	Nevada Academic Content Standards
5.3.2	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
5.4.1	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
5.4.2	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
5.4.3	**English Language Arts: Speaking and Listening Standards** SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
5.4.4	**English Language Arts: Speaking and Listening Standards** SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
5.4.5	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. **English Language Arts: Speaking and Listening Standards** SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
5.5.1	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
5.5.2	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
5.5.3	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Performance Indicators	Nevada Academic Content Standards
5.5.6	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. **English Language Arts: Speaking and Listening Standards** SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.7 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.
5.5.7	**English Language Arts: Speaking and Listening Standards** SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
5.6.1	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
5.6.2	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
5.6.4	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. **English Language Arts: Speaking and Listening Standards** SL.11-12-1a Come to discussions prepared, having read and researched material under study; 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.

Performance Indicators	Nevada Academic Content Standards
5.6.5	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects**
	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.
	RST.11-12.9　　Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
	English Language Arts: Writing Standards for Literacy in Science and Technical Subjects
	WHST.11-12.8　　Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
5.6.6	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects**
	RST.11-12.9　　Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
	English Language Arts: Writing Standards for Literacy in Science and Technical Subjects
	WHST.11-12.8　　Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

**ALIGNMENT OF HOSPITALITY AND TOURISM STANDARDS
AND THE MATHEMATICAL PRACTICES**

Mathematical Practices	Hospitality and Tourism 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.	3.2.7; 3.2.8
4. Model with mathematics.	
5. Use appropriate tools strategically.	2.3.7; 3.2.5, 3.2.7, 3.2.8, 3.2.9, 3.2.10, 3.2.11, 3.2.12; 3.3.5 3.3.6; 3.3.8; 3.3.9; 3.4.3, 3.4.4, 3.4.5; 3.4.6; 3.5.3, 3.5.6, 3.5.7; 3.6.1, 3.6.5 3.6.6, 3.6.7, 3.6.8, 3.6.9; 4.1.5; 4.2.1, 4.2.3; 5.1.4; 5.2.1 5.2.2, 5.2.3, 5.2.4; 5.3.1, 5.3.2; 5.3.3; 5.3.5; 5.5.2, 5.5.3, 5.5.5; 5.5.6; 5.6.3 5.6.5; 5.6.6
6. Attend to precision.	
7. Look for and make use of structure.	
8. Look for and express regularity in repeated reasoning.	

Alignment of Hospitality and Tourism Standards
and the Science and Engineering Practices

Science and Engineering Practices	Hospitality and Tourism Performance Indicators
1. Asking questions (for science) and defining problems (for engineering).	
2. Developing and using models.	
3. Planning and carrying out investigations.	2.2.1; 2.3.1; 3.2.12
4. Analyzing and interpreting data.	3.2.7
5. Using mathematics and computational thinking.	2.1.5; 3.1.9; 3.2.1, 3.2.7, 3.2.8, 3.2.9; 3.4.3
6. Constructing explanations (for science) and designing solutions (for engineering).	
7. Engaging in argument from evidence.	
8. Obtaining, evaluating, and communicating information.	2.1.3, 2.1.4; 2.2.1, 2.2.2; 2.2.5; 2.3.1; 2.3.4; 3.1.4; , 3.1.7; 3.1.8, 3.2.7; 3.3.1 3.3.3, 3.3.5, 3.3.6; 3.3.7; 3.4.1, 3.4.2, 3.4.3, 3.4.4; 3.4.6; 3.5.2; 3.6.3, 3.6.4 3.6.5; 4.1.1, 4.1.3, 4.1.5; 4.2.1, 4.2.3; 5.3.4; 5.4.3

Crosswalks of Hospitality and Tourism Standards
and the Common Career Technical Core

Hospitality & Tourism Career Cluster™ (HT)	Performance Indicators
1. Describe the key components of marketing and promoting hospitality and tourism products and services.	3.1.1; 3.3.6; 5.6.1 5.6.2, 5.6.3, 5.6.4, 5.6.5 5.6.6
2. Evaluate the nature and scope of the Hospitality & Tourism Career Cluster ™ and the role of hospitality and tourism in society and the economy.	2.1.1, 2.1.2, 2.1.3, 2.1.4; 2.2.1, 2.2.2; 2.2.4, 2.2.5; 3.1.3, 3.1.5; 5.1.1, 5.1.3
3. Demonstrate hospitality and tourism customer service skills that meet customers' needs.	2.2.3; 3.1.6, 3.1.7; 3.2.5 3.2.6, 3.2.7, 3.2.9, 3.2.10; 3.3.4, 3.3.8; 3.4.5; 3.5.5, 3.5.6, 3.5.7, 3.5.8; 3.6.4; 3.6.7, 3.6.8; 4.1.1, 4.1.2, 4.1.3, 4.1.4, 4.1.5, 4.1.6; 4.2.1, 4.2.2, 4.2.3, 4.2.4; 5.5.1, 5.5.2, 5.5.3, 5.5.4, 5.5.5, 5.5.6, 5.5.7
4. Describe employee rights and responsibilities and employers' obligations concerning occupational health and safety in the hospitality and tourism workplace.	2.3.2; 5.2.1, 5.2.2, 5.2.3 5.2.4; 5.2.5, 5.2.6, 5.2.7; 5.4.2; 5.5.1, 5.5.2 5.5.3, 5.5.4, 5.5.5, 5.5.6, 5.5.7
5. Identify potential, real, and perceived hazards and emergency situations and determine the appropriate safety and security measures in the hospitality and tourism workplace.	5.5.1-5.5.7
6. Describe career opportunities and means to attain those opportunities in each of the Hospitality &Tourism Career Pathways.	2.1.1, 2.1.2, 2.1.4, 2.1.6; 2.2.1, 2.2.5; 2.3.1

Lodging Career Pathway (HT-LOD)	Performance Indicators
1. Use various communication technologies to accomplish work tasks in lodging facilities.	
2. Explain the role and importance of housekeeping operations to lodging facility.	
3. Allocate staff positions to meet the needs of various lodging departments.	2.3.2, 2.3.3; 3.2.3
4. Describe the role and responsibilities of lodging managers.	2.2.4; 3.2.4
5. Compare the advantages and disadvantages of independently owned and chain-affiliated lodging facilities.	3.2.2
6. Analyze the departmental interrelationships of a lodging facility.	
7. Explain various check-in and check-out procedures used in the lodging industry.	3.2.9
8. Understand reservation procedures used in the lodging industry.	3.2.8
9. Explain how room access policies and procedures ensure guest safety and minimize risks to the lodging facility.	
10. Explain how cash control procedures are used in the lodging industry.	
11. Explain how guests and property are protected to minimize losses or liabilities in the lodging facility.	2.3.2; 3.2.11
12. Explain the basic legal issues in lodging management.	2.3.3

Travel & Tourism Career Pathway (HT-TT)	Performance Indicators
1. Apply information about time zones, seasons and domestic and international maps to create or enhance travel.	3.1.4
2. Apply unit and time conversion skills to develop travel schedules and compute cost, distance, and time (including travel time) factors.	
3. Analyze cultural diversity factors to enhance travel planning.	3.1.7; 3.2.12; 3.5.7
4. Assess the potential (real and perceived) hazards related to multiple environments, and recommend appropriate safety, health and security measures for travelers.	3.3.7; 5.5.1-5.5.7
5. Develop a safety and security plan containing proactive and reactive solutions to manage emergency situations for travelers and staff.	
6. Use common travel and tourism terminology used to communicate within the industry.	2.1.5; 4.1.2
7. Customize travel with diverse transportation, lodging, cruise, and food options.	2.2.3; 3.1.5, 3.1.6;
8. Compare and contrast services and products from related industries to understand and evaluate how they impact the delivery of travel and tourism products and services to customers.	3.3.2
9. Identify the community elements necessary to maintain cooperative tourism development efforts.	
10. Develop a travel product that matches customer needs, wants and expectations.	
11. Design promotional packages to effectively market travel and tourism.	5.6.3-5.6.5, 5.6.7
12. Select the most effective communication technique and media venue to convey travel marketing information to a target audience.	3.1.9; 3.5.7