HUMAN AND SOCIAL SERVICES 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

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

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*

Nevada Department
of Education
Nevada Ready!

TABLE OF CONTENTS

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 Human and Social Services.

STANDARDS DEVELOPMENT MEMBERS

Karyn Lanham	Teacher	Legacy High School, Las Vegas
Corina Mattson	Teacher	NW Career Technical Academy, Las Vegas
Kathie Smith	CTE Coordinator	Washoe County School District
Kelli Workman	Teacher	East Career Technical Academy, Las Vegas
Sarah Lobsinger	Teacher	Nevada State College, Las Vegas
Roni Green	Teacher	Reed High School, Reno
Courtney Levig	Teacher	Hug High School, Reno
Kyle Cassinelli	Counselor	Reed High School, Reno
Shannon Kelly Smith	CTE Coordinator	Clark County School District
Marina McHatton	Education Programs Professional	Nevada Department of Education

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 Human and Social Services standards were validated through active participation of business and industry representatives on the development team.

PROJECT COORDINATOR

Karen Chessell, Education Programs Professional
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 Human and Social Services 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 Human and Social Services 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 Human and Social Services 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, HSS is the Standards Reference Code for Human and Social Services. For Content Standard 2, Performance Standard 3 and Performance Indicator 4 the Standards Reference Code would be HSS.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: ANALYZE CAREER PATHS WITHIN HUMAN AND SOCIAL SERVICES

PERFORMANCE STANDARD 2.1: EXPLORE OPPORTUNITIES AND REQUIREMENTS WITHIN HUMAN AND SOCIAL SERVICES CAREERS

2.1.1 Explain the roles and functions of individuals engaged in human and social services careers

2.1.2 Investigate opportunities for employment and entrepreneurial endeavors in human and social services careers

2.1.3 Summarize education and training requirements and opportunities for career paths in human and social services careers

2.1.4 Analyze the effects of human and social services industries on local, state, national, and global economies

2.1.5 Create an employment portfolio to communicate human services knowledge and skills

PERFORMANCE STANDARD 2.2: ANALYZE FACTORS IN PROVIDING HUMAN AND SOCIAL SERVICES

2.2.1 Describe local, state, and national agencies and informal support resources providing human and social services

2.2.2 Explore funding of human and social services agencies (e.g., federal and state funding, grants, insurance, Medicaid, Medicare, etc.) and how it relates to benefits and compensation

2.2.3 Analyze professional, ethical, legal, and safety issues for human and social services employees

2.2.4 Summarize licensing laws and regulations that affect service providers and their participants

2.2.5 Analyze harmful, fraudulent, unethical, and deceptive human and social services practices

2.2.6 Explore effective advocacy strategies for human and social services professionals and their clients

2.2.7 Investigate community-networking opportunities in human and social services

CONTENT STANDARD 3.0: PERFORM PROFESSIONAL PRACTICES USED WITHIN COUNSELING AND MENTAL HEALTH SERVICES

PERFORMANCE STANDARD 3.1: DEMONSTRATE PROFESSIONAL BEHAVIORS, SKILLS, AND KNOWLEDGE IN PROVIDING HUMAN AND SOCIAL SERVICES

3.1.1   Evaluate rules, regulations, legal and work site policies that affect employer, employee, personal, and family rights and responsibilities

3.1.2   Demonstrate professional and ethical behavior with peers in a variety of settings

3.1.3   Analyze procedures for maintaining accurate and confidential documentation and submission practices

3.1.4   Demonstrate formal and informal assessment practices that evaluate participants' strengths, needs, preferences, and interests across the life span

3.1.5   Demonstrate use of current and evolving technology and equipment in human services (e.g., computers, presentation programs, social media platforms, industry specific computer software, etc.)

3.1.6   Perform different skills in counseling services, social services, and mental health services (e.g., matching client need with available resources, practice communicating using compassion and empathy, create a developmentally appropriate training activity, etc.)

3.1.7   Analyze data to design services that are sensitive to special needs and diverse populations, (e.g., culture, religion, disability, gender, age, etc.)

PERFORMANCE STANDARD 3.2: ANALYZE THE IMPACT OF CONDITIONS THAT INFLUENCE WELL-BEING

3.2.1   Investigate health, wellness, and safety issues

3.2.2   Analyze management and living environment issues (e.g., family, self, mental health, behavioral health, finance, nutritional, physical, etc.)

3.2.3   Explain personal, social, emotional, economic, vocational, educational, and recreational issues

3.2.4   Summarize the appropriate supports and interventions needed to address issues encountered in counseling services, social services, and mental health services

PERFORMANCE STANDARD 3.3: EVALUATE SERVICES THAT IMPACT WELL-BEING

3.3.1   Describe needs and accommodations for individuals with a variety of special needs

3.3.2   Analyze ways in which individuals with special needs affect their and their family members (e.g., financially, socially, physically, and emotionally)

3.3.3   Describe coping or adjustment strategies and stress management practices for the participant, a caregiver, and family members

3.3.4   Explore the importance of friends, family, and community relationships for individuals with a variety of special needs

3.3.5   Demonstrate effective verbal and nonverbal communication skills to meet client needs in a variety of scenarios

CONTENT STANDARD 4.0: DEMONSTRATE PROFESSIONAL PRACTICES USED WITHIN FAMILY AND COMMUNITY SERVICES, AND EARLY CHILDHOOD DEVELOPMENT AND SERVICES

PERFORMANCE STANDARD 4.1: DEMONSTRATE PROFESSIONAL BEHAVIORS, SKILLS, AND KNOWLEDGE IN PROVIDING FAMILY, COMMUNITY, AND EARLY CHILDHOOD DEVELOPMENT SERVICES

4.1.1 Evaluate rules, regulations, legal and work site policies that affect employer, employee, personal, and family rights and responsibilities

4.1.2 Demonstrate professional and ethical behavior with peers in a variety of settings

4.1.3 Analyze procedures for maintaining accurate and confidential documentation and submission practices

4.1.4 Demonstrate formal and informal assessment practices that evaluate participants' strengths, needs, preferences, and interests

4.1.5 Demonstrate use of current and evolving technology and equipment (e.g., computers, presentation programs, social media platforms, industry specific computer software, etc.)

4.1.6 Perform different skills in family, community, and early childhood development and services (e.g., matching client need with available resources, practice communicating using compassion and empathy, create a developmentally appropriate training activity, etc.)

4.1.7 Analyze data to design services that are sensitive to special needs and diverse populations, (e.g., culture, religion, disability, gender, age, etc.)

PERFORMANCE STANDARD 4.2: ANALYZE THE IMPACT OF CONDITIONS THAT INFLUENCE WELL-BEING

4.2.1 Investigate health, wellness, and safety issues

4.2.2 Analyze management and living environment issues (e.g., family, self, mental health, behavioral health, finance, nutritional, physical, etc.)

4.2.3 Analyze personal, social, emotional, economic, vocational, educational, and recreational issues

4.2.4 Summarize the appropriate supports and interventions needed to address issues encountered in early childhood development and services

PERFORMANCE STANDARD 4.3: EVALUATE SERVICES THAT IMPACT WELL-BEING

4.3.1 Describe needs and accommodations for people with a variety of special needs

4.3.2 Analyze ways in which individuals with special needs affect their and their family members (e.g., financially, socially, physically, and emotionally)

4.3.3 Describe coping or adjustment strategies and stress management practices

4.3.4 Explore the importance of friends, family, and community relationships

4.3.5 Demonstrate effective verbal and nonverbal communication skills

CONTENT STANDARD 5.0: APPLY PROFESSIONAL PRACTICES USED WITHIN PERSONAL CARE SERVICES AND CONSUMER SERVICES

PERFORMANCE STANDARD 5.1: DEMONSTRATE PROFESSIONAL BEHAVIORS, SKILLS, AND KNOWLEDGE IN PROVIDING PERSONAL CARE AND CONSUMER SERVICES

5.1.1   Evaluate rules, regulations, legal and work site policies that affect employer, employee, personal, and family rights and responsibilities

5.1.2   Demonstrate professional and ethical behavior with peers in a variety of settings

5.1.3   Demonstrate formal and informal assessment practices that evaluate participants' strengths, needs, preferences, and interests across the life span

5.1.4   Demonstrate use of current and evolving technology and equipment in personal care and consumer services (e.g., computers, presentation programs, social media platforms, industry specific computer software, etc.)

5.1.5   Perform different skills in personal care and consumer services (e.g., matching client need with available resources, practice communicating using compassion and empathy, create a developmentally appropriate training activity, etc.)

5.1.6   Analyze data to design services that are sensitive to special needs and diverse populations, (e.g., culture, religion, disability, gender, age, etc.)

PERFORMANCE STANDARD 5.2: ANALYZE THE IMPACT OF CONDITIONS THAT INFLUENCE WELL-BEING

5.2.1   Investigate health, wellness, and safety issues

5.2.2   Analyze management and living environment issues (e.g., family, self, mental health, behavioral health, finance, nutritional, physical, etc.)

5.2.3   Analyze personal, social, emotional, economic, vocational, educational, and recreational issues

5.2.4   Summarize appropriate supports and interventions to address selected personal care and consumer services needs

PERFORMANCE STANDARD 5.3: EVALUATE SERVICES THAT IMPACT WELL-BEING

5.3.1   Describe needs and accommodations for people with a variety of conditions

5.3.2   Analyze ways in which individuals with special needs affect their and their family members (e.g., financially, socially, physically, and emotionally)

5.3.3   Describe coping or adjustment strategies and stress management practices for the participant, a caregiver, and family members

5.3.4   Explore the importance of friends, family, and community relationships for individuals with a variety of special needs

5.3.5   Demonstrate effective verbal and nonverbal communication skills to meet client needs

CONTENT STANDARD 6.0: DEMONSTRATE BUSINESS OPERATIONS

PERFORMANCE STANDARD 6.1: EXAMINE ENTREPRENEURSHIP OPPORTUNITIES IN HUMAN AND SOCIAL SERVICES INDUSTRIES

6.1.1   Explore community needs related to human and social service careers

6.1.2   Determine business opportunities

6.1.3   Develop components of a business plan

6.1.4   Investigate support networks for entrepreneurship

PERFORMANCE STANDARD 6.2: EVALUATE MARKETING STRATEGIES USED BY BUSINESSES

6.2.1   Describe various marketing techniques

6.2.2   Create a marketing tool for a human and social services business

CROSSWALKS AND ALIGNMENTS

CROSSWALKS (ACADEMIC STANDARDS)

The crosswalk of the Human and Social Services Standards shows links to the Nevada Academic Content Standards. The crosswalk identifies the performance indicators in which the learning objectives in the Human and Social Services 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 Human and Social Services Standards Performance Indicators and the Mathematical Practices. This alignment identifies the performance indicators in which the learning objectives in the Human and Social Services 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 Human and Social Services Standards Performance Indicators and the Science and Engineering Practices. This alignment identifies the performance indicators in which the learning objectives in the Human and Social Services program support academic learning.

CROSSWALKS (COMMON CAREER TECHNICAL CORE)

The crosswalk of the Human and Social Services Standards shows links to the Common Career Technical Core. The crosswalk identifies the performance indicators in which the learning objectives in the Human and Social Services 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 Human and Social Services Standards are crosswalked to the Human Services Career Cluster™ and the Consumer Services, Counseling and Mental Health Services, Early Childhood Development and Services, Family and Community Services, and Personal Care Services Career Pathways.

CROSSWALK OF HUMAN AND SOCIAL SERVICES 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: ANALYZE CAREER PATHS WITHIN HUMAN AND SOCIAL SERVICES

Performance Indicators	Nevada Academic Content Standards
2.1.1	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.9　Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
2.1.2	**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.
2.1.3	**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.
2.1.4	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.9　Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
2.1.5	**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.
2.2.1	**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: 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.
2.2.2	**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: 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
2.2.3	**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.11-12.9 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.
2.2.5	**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.
2.2.6	**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.

Performance Indicators	Nevada Academic Content Standards
2.2.7	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.9 — Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. **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 3.0: PERFORM PROFESSIONAL PRACTICES USED WITHIN COUNSELING AND MENTAL HEALTH SERVICES

Performance Indicators	Nevada Academic Content Standards
3.1.1	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. **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.
3.1.2	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
3.1.3	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. **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.
3.1.4	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
3.1.5	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
3.1.6	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.

Performance Indicators	Nevada Academic Content Standards
3.1.7	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. **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.11-12.9 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.
3.2.2	**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: 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.
3.2.3	**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.

Performance Indicators	Nevada Academic Content Standards
3.3.1	**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.
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. **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.
3.3.3	**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.
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: 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: Speaking and Listening Standards** SL.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 on page 54 for specific expectations.)

CONTENT STANDARD 4.0: DEMONSTRATE PROFESSIONAL PRACTICES USED WITHIN FAMILY AND COMMUNITY SERVICES, AND EARLY CHILDHOOD DEVELOPMENT AND SERVICES

Performance Indicators	Nevada Academic Content Standards
4.1.1	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. **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.
4.1.2	**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.
4.1.4	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
4.1.5	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
4.1.6	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
4.1.7	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. **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
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: 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.
4.2.2	**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: 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.
4.2.3	**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.
4.2.4	**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: 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 5.0: APPLY PROFESSIONAL PRACTICES USED WITHIN PERSONAL CARE SERVICES AND CONSUMER SERVICES

Performance Indicators	Nevada Academic Content Standards
5.1.1	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
5.1.2	**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.
5.1.3	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
5.1.4	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
5.1.5	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
5.1.6	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. **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
5.2.1	**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: 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.
5.2.2	**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: 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.
5.2.3	**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.
5.2.4	**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: 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
5.3.1	**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.
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. **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.
5.3.3	**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.
5.3.4	**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: 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
5.3.5	**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.

CONTENT STANDARD 6.0: DEMONSTRATE BUSINESS OPERATIONS

Performance Indicators	Nevada Academic Content Standards
6.1.1	**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.11-12.4 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.
6.1.2	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem. 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.
6.1.3	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text. **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
6.1.4	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text. 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.
6.2.1	**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. 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
6.2.2	**English Language Arts: Writing 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.
	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.

ALIGNMENT OF HUMAN AND SOCIAL SERVICES STANDARDS
AND THE MATHEMATICAL PRACTICES

Mathematical Practices	Teaching and Training Performance Indicators
1. Make sense of problems and persevere in solving them.	3.1.7; 4.1.4, 4.1.7; 4.2.2- 4.2.3; 4.3.2; 5.1.6 5.2.2- 5.2.3; 5.3.2; 6.2.1
2. Reason abstractly and quantitatively.	3.1.7; 4.1.7; 5.1.6; 6.1.3, 6.2.1
3. Construct viable arguments and critique the reasoning of others.	3.1.7; 4.1.4, 4.1.7; 5.1.6; 6.1.3, 6.2.1
4. Model with mathematics.	
5. Use appropriate tools strategically.	3.1.7; 4.1.4, 4.1.7; 5.1.6
6. Attend to precision.	3.1.7; 4.1.4, 4.1.7; 5.1.6; 6.1.3, 6.2.1
7. Look for and make use of structure.	
8. Look for and express regularity in repeated reasoning.	

ALIGNMENT OF HUMAN AND SOCIAL SERVICES STANDARDS
AND THE SCIENCE AND ENGINEERING PRACTICES

Science and Engineering Practices	Teaching and Training Performance Indicators
1. Asking questions (for science) and defining problems (for engineering).	
2. Developing and using models.	
3. Planning and carrying out investigations.	
4. Analyzing and interpreting data.	3.1.7; 4.1.7; 5.1.6
5. Using mathematics and computational thinking.	3.2.1; 4.1.4, 4.2.1; 5.2.1
6. Constructing explanations (for science) and designing solutions (for engineering).	
7. Engaging in argument from evidence.	
8. Obtaining, evaluating, and communicating information.	3.1.5; 3.2.1; 4.1.5; 4.2.1; 5.1.4; 5.2.1

CROSSWALKS OF HUMAN AND SOCIAL SERVICES STANDARDS
AND THE COMMON CAREER TECHNICAL CORE

Human Services Career Cluster™	Performance Indicators
1. Evaluate principles of planning, development, implementation, and evaluation to accomplish long-range goals in the human services.	2.1.1; 2.2.7
2. Evaluate the role of the family, community and human services in society and the economy.	2.1.1, 2.1.4; 2.2.1, 2.2.5
3. Use effective communication with human services clients and their families.	2.2.5- 2.2.7
4. Demonstrate ethical and legal conduct in human services settings.	2.2.3, 2.2.5
5. Evaluate career opportunities in each of the Human Services Career Pathways.	2.1.2, 2.1.3, 2.1.5, 2.2.4
6. Explain how human development principles enhance the wellbeing of individuals and families.	2.1.1, 2.1.4; 2.2.1

Consumer Services Career Pathway	Performance Indicators
1. Summarize necessary credentials, licensures, or state-specific requirements to prepare for a career in consumer services.	2.1.3; 2.2.4
2. Communicate product or equipment features that meet the needs of clients and consumers.	6.2.1; 6.2.2
3. Make consumer services recommendations meeting the needs of clients or customers.	5.1.5; 5.2.4; 5.3.1
4. Analyze financial/economic situations when making recommendations about consumer services.	5.1.5, 5.1.6; 5.2.3, 5.2.4; 5.3.2
5. Use standard business processes or procedures to create consumer service information and facilitate client interactions.	5.1.2- 5.1.6; 5.2.2, 5.2.3, 5.2.4 5.3.2, 5.3.3,
6. Use a variety of methods to educate audiences about consumer services.	5.1.4, 5.1.5; 5.2.4; 5.3.3, 5.3.5
7. Demonstrate knowledge of ethical and legal responsibilities associated with providing consumer services.	5.1.1, 5.1.2; 5.2.1, 5.2.4
8. Apply business procedures and utilize equipment and facilities to produce satisfying client outcomes.	5.1.5, 5.1.6; 5.2.2-4; 5.3.1, 5.3.2 5.3.1, 5.3.2, 5.3.5

Counseling and Mental Health Services Career Pathway	Performance Indicators
1. Use clear written, spoken, and nonverbal messages when communicating with clients about mental health services and the counseling process.	3.1.4, 3.3.5
2. Utilize functional and specialized assessments to evaluate needs and solutions for counseling and mental health.	3.1.4
3. Evaluate client motivation, strengths, and weaknesses to develop a client treatment program.	3.1.4, 3.1.7; 3.2.2; 3.3.2
4. Demonstrate knowledge of an operational mental health or counseling program that meets organizational goals.	3.1.2, 3.1.4-6; 3.2.4; 3.3.1
5. Demonstrate the ethical and legal responsibilities of counseling and mental health services.	3.1.1, 3.1.2, 3.1.4, 3.1.5; 3.2.4
6. Choose appropriate counseling and therapy techniques to serve identified needs.	3.1.1, 3.1.2, 3.1.6; 3.2.4 3.3.1, 3.3.5

Early Childhood Development and Services Career Pathway	Performance Indicators
1. Demonstrate communication techniques with children to facilitate ongoing development and enhance learning.	4.3.5
2. Communicate effectively with fellow staff members to facilitate child development activities.	4.3.5
3. Maintain working knowledge of child development licensing and certification organizations to keep abreast of current procedures and changes.	4.1.1; 4.2.1
4. Create and maintain relationships between staff and parents/family members to encourage involvement and facilitate child development and learning.	4.1.2, 4.1.5, 4.1.6; 4.2.4; 4.3.5
5. Evaluate safety and sanitation procedures associated with the early childhood education environment to assure compliance and prevent potential hazards.	4.1.1, 4.1.5; 4.2.1; 4.3.1
6. Adhere to ethical and legal responsibilities, laws, and regulations to protect children and families.	4.1.1, 4.1.2, 4.1.5, 4.1.6; 4.2.4
7. Apply principles of child growth and development, including social, emotional, physical, and cognitive milestones, to provide comprehensive program offerings.	4.1.6; 4.2.2-4.2.4; 4.3.1
8. Evaluate curriculum for inclusiveness of children with special needs.	4.1.7; 4.2.4; 4.3.1

Family and Community Services Career Pathway	Performance Indicators
1. Use formal and informal assessment practices to create and evaluate a prevention and/or treatment plan.	4.1.4
2. Identify community resources to provide family and community services.	2.2.2, 2.2.7
3. Communicate effectively to gain support from the client's family and other support groups.	4.3.5
4. Comply with laws and procedures that govern abuse, neglect, confidentiality and other health and safety situations.	4.1.2, 4.1.5, 4.2.4
5. Evaluate crisis prevention, intervention, and resolution techniques to formulate emergency plans.	4.1.2, 4.1.3, 4.1.6, 4.2.1, 4.2.2 4.2.3, 4.2.4, 4.3.1, 4.3.3, 4.3.5

Personal Care Services Career Pathway	Performance Indicators
1. Analyze basic principles of biology, chemistry and human anatomy for safe and effective utilization and selection of personal care products and services.	5.1.4, 5.1.5, 5.2.1, 5.3.1
2. Evaluate an individualized personal care plan that reflects client preferences, needs, and for a course of treatment/action.	5.1.4, 5.1.5, 5.2.4, 5.3.1
3. Utilize data and information to maintain electronic records of client services and make recommendations for personal care services.	5.1.4, 5.1.6
4. Demonstrate policies and procedures to achieve a safe and healthy environment for personal care services.	5.1.1, 5.1.2, 5.1.5, 5.2.1, 5.2.4
5. Develop organizational policies, procedures and regulations that establish personal care organization priorities, accomplish the mission, and provide high-quality service to a diverse set of clients and families.	5.1.1, 5.1.2, 5.1.3, 5.1.4, 5.1.5 5.1.6, 5.2.1, 5.2.4, 5.3.1, 5.3.5
6. Identify personal care business opportunities enhanced by community involvement, self-improvement, and current trends.	2.1.2, 2.2.7
7. Apply methods of obtaining feedback to understand expectations and promote high-quality personal care services standards.	2.1.2, 2.2.7, 5.1.3, 6.1.4