# *Logistics Management Standards*



This document was prepared by:

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

www.doe.nv.gov

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## Nevada State Board of Education

## Nevada Department of Education

Jhone M. Ebert
Superintendent of Public Instruction

Jessica Todtman
Deputy Superintendent for Educator Effectiveness and Family Engagement

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

Kristina Carey
Education Programs Professional, 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*

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## Acknowledgements

## Standards Development Members

| Name | Occupation/Title | Stakeholder Affiliation | School/Organization |
| --- | --- | --- | --- |
| Brian Addington | Instructor | Postsecondary Teacher | Truckee Meadows Community College, Reno |
| Mike Andrews | Real Estate Office Owner and Broker | Business and Industry Representative | RE/MAX Great Basin Realty, Winnemucca |
| Brent Baker | Human Resources Manger | Business and Industry Representative | Nevada National Security Site, Las Vegas |
| George Kleeb | Instructor | Postsecondary Teacher | Great Basin College, Elko |
| Patrick McFarland | Director of Marketing | Business and Industry Representative | ITS Logistics, Reno |
| Terry Price | Instructor | Secondary Teacher | Desert Pines High School, Las Vegas |
| Lisa Scott | CTE Coordinator, Instructor | Secondary Educator, Secondary Teacher | Albert M Lowry High School, Humboldt County School District |
| Anthony Thiele | Instructor | Secondary Teacher | West Wendover High School, Elko |

## 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 Logistics Management 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 Logistics Management 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 Logistics Management 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 Logistics Management 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, LOGMGT is the Standards Reference Code for Logistics Management. For Content Standard 2, Performance Standard 3 and Performance Indicator 4 the Standards Reference Code would be LOGMGT.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: UTILIZE STANDARD OFFICE SOFTWARE APPLICATIONS**

**Performance Standard 2.1: Demonstrate Proficiency in Word Processing**
2.1.1   Use a template to create a business document
2.1.2   Create tables, charts, and graphs to depict information
2.1.3   Demonstrate appropriate formatting and design to create business documents (i.e., letters, emails, memos, reports, and proposals)
2.1.4   Write, edit, and revise written work consistent with professional standards
2.1.5   Create a professional resume
2.1.6   Demonstrate competency in typing with a minimum net speed of 40 wpm and a minimum 90% accuracy

**Performance Standard 2.2: Demonstrate Proficiency in Spreadsheet Applications**
2.2.1   Generate formulas and use functions to solve a problem
2.2.2   Utilize formatting and editing to create a spreadsheet consistent with professional standards
2.2.3   Create tables, charts, and graphs to depict information
2.2.4   Demonstrate sorting and filtering data
2.2.5   Export data to other software applications to support claims and findings
2.2.6   Import data to create spreadsheets
2.2.7   Implement security measures for spreadsheet protection
2.2.8   Interpret and modify charts and graphs

**Performance Standard 2.3: Demonstrate Proficiency in Database Applications**
2.3.1   Utilize data to create tables
2.3.2   Create forms to collect and enter data
2.3.3   Formulate reports utilizing data queries to convey meaningful information
2.3.4   Utilize filters to answer inquiries and create final reports
2.3.5   Edit and revise collected data consistent with professional standards

**Performance Standard 2.4: Demonstrate Proficiency in Presentation Software**
2.4.1   Use a template to create a presentation
2.4.2   Demonstrate appropriate formatting and design of business presentations
2.4.3   Edit and revise presentation content consistent with professional standards
2.4.4   Apply effective animations and transitions to customize presentation
2.4.5   Capture and insert graphics, audio, and video appropriate to the presentation
2.4.6   Demonstrate professional presentation skills

**Performance Standard 2.5: Demonstrate Proficiency in Technology Media**

2.5.1 Compare and contrast security measures taken in various formats and/or business environments

2.5.2 Evaluate internet research sites for credibility and reliability

2.5.3 Implement an electronic file storage system (naming conventions, drop box applications, etc.)

2.5.4 Compare and contrast Cloud- and server-based technology to maintain and secure client and business information

2.5.5 Research and evaluate various mobile and remote applications for a workplace setting

2.5.6 Explain usage of social media platforms for a workplace setting

**CONTENT STANDARD 3.0: UNDERSTAND ACCOUNTING FUNCTIONS**

**Performance Standard 3.1: Perform Accounting Functions to Classify, Record, and Summarize Data to Produce Needed Financial Information**

3.1.1  Use T-accounts/double entry bookkeeping

3.1.2  Describe a variety of source documents (check receipt, memo, etc.)

3.1.3  Classify items as assets, liabilities, and owner's equity

3.1.4  Describe the use and purpose of financial statements (balance sheet, profit/loss, etc.)

3.1.5  Discuss the steps of the accounting cycle

**Performance Standard 3.2: Perform Accounts Payable and Accounts Receivable Functions to Record Payments and Disbursements**

3.2.1  Explain the nature of accounts payable and accounts receivable

**Performance Standard 3.3: Select, Utilize, and Maintain Appropriate Software**

3.3.1  Use integrated business software application packages (e.g., Microsoft Office, QuickBooks, Quicken)

**CONTENT STANDARD 4.0: UNDERSTAND ETHICAL AND LEGAL ISSUES THAT IMPACT BUSINESS**

**Performance Standard 4.1: Understand Ethics in Business**

    4.1.1   Explain ethical characteristics and traits

    4.1.2   Discuss business ethics in the office environment

    4.1.3   Describe the importance of workplace confidentiality

    4.1.4   Discuss and examine ethical usage of media content

**Performance Standard 4.2: Understand the Role of Law in Business**

    4.2.1   Describe various fraudulent business activities

    4.2.2   Explain legal issues associated with information management

    4.2.3   Describe methods used to protect copyrights, intellectual property, and corporate property

**CONTENT STANDARD 5.0: UNDERSTAND THE IMPORTANCE OF POSITIVE CUSTOMER RELATIONS**

**Performance Standard 5.1: Foster Positive Relationships with Customers to Enhance Company Image**

5.1.1   Explain the nature of positive customer relations

5.1.2   Demonstrate a customer service mindset

5.1.3   Reinforce service orientation through communication

5.1.4   Apply business policies to respond appropriately to customer inquiries

5.1.5   Explain the role of administrative services in customer relations

5.1.6   Explain the role of customer service representatives

**Performance Standard 5.2: Resolve Conflicts With/for Customers to Encourage Repeat Business**

5.2.1   Discuss important steps in resolving conflict

5.2.2   Role play customer conflict scenarios

5.2.3   Formulate solutions to customer/client complaints

5.2.4   Understand emotional intelligence and its role in conflict resolution (i.e., WIN/WIN attitude)

**CONTENT STANDARD 6.0: UNDERSTAND THE ROLE OF HUMAN RESOURCES**

**Performance Standard 6.1: Explain the Role of Human Resources in Business Operations**

6.1.1    Discuss the elements of human resources management

6.1.2    Describe the use of technology in human resources management

6.1.3    Prioritize tasks and projects of employees and management

6.1.4    Explore the roles of different classifications of employees (e.g., office, field, salaried versus non-salaried, union versus non-union)

**Performance Standard 6.2: Understand the Hiring and Termination Process**

6.2.1    Practice selecting, hiring, and terminating employees

6.2.2    Explain state and federal labor laws and regulations for hiring

6.2.3    Explain state and federal labor laws and regulations for terminating an employee

6.2.4    Compare and contrast the selecting, hiring, and termination of the different classifications of employees (e.g., gig workers, full-time employees, part-time employees)

**Performance Standard 6.3: Evaluate Practices to Manage Staff and Resolve Employee Issues**

6.3.1    Describe the purpose of employee orientation

6.3.2    Discuss the need for employee recognition

6.3.3    Assess employee performance

6.3.4    Role play resolution of employee complaints and grievances

6.3.5    Explain the role of policies/procedures to protect the privacy of human resources information

6.3.6    Identify coaching and training needs

**CONTENT STANDARD 7.0: UNDERSTAND BUSINESS AND OFFICE OPERATIONS AND EXPLORE CAREERS**

**Performance Standard 7.1: Manage Daily Office Functions for a Business**
- 7.1.1   Demonstrate effective management of office projects and meeting deadlines
- 7.1.2   Develop and manage an electronic office calendar
- 7.1.3   Plan and organize a meeting
- 7.1.4   Plan organization/department activities to support decision management
- 7.1.5   Describe the function of facility management
- 7.1.6   Explain purchasing, shipping, and receiving procedures
- 7.1.7   Describe various types of shipping services and their costs
- 7.1.8   Describe the importance of warehouse and inventory procedures

**Performance Standard 7.2: Understand How Businesses are Organized**
- 7.2.1   Describe the hierarchy of a business organization and the roles of key officers in an organization
- 7.2.2   Describe the differences between the various types of business ownership
- 7.2.3   Compare and contrast various types of management styles (e.g., intergenerational workplace)
- 7.2.4   Discuss the hierarchy organization of internal, operational/external, and sales partners

**Performance Standard 7.3: Understand Proper use of Office Tools and Equipment**
- 7.3.1   Compare and contrast sources for scanned documents
- 7.3.2   Discuss function and usage of copy machines
- 7.3.3   Practice 10-Key by touch
- 7.3.4   Describe web-based and video conferencing
- 7.3.5   Discuss technology device usage and trends as applied to past and present business environments
- 7.3.6   Setup and install audio visual equipment
- 7.3.7   Explain the use of multi-line phones and conference calls

**Performance Standard 7.4: Investigate Careers in Office and Logistics Management (OLM)**
- 7.4.1   Research various careers related to office and logistics management
- 7.4.2   Compare personal traits, likes, and dislikes with characteristics typical in office and logistics management careers
- 7.4.3   Explain the role and responsibilities of administrative professionals
- 7.4.4   Explore the role of professional organizations that support operational and logistical positions
- 7.4.5   Explore job descriptions and roles (drivers, warehouse, sales, marketing)

**CONTENT STANDARD 8.0: EXPLORE THE SUPPLY CHAIN AND ITS COMPONENTS**

**Performance Standard 8.1: Investigate Modes of Transportation for Movement of Goods**

8.1.1   Describe the characteristics of the five main modes of transportation (trucking, rail, air, ocean, pipelines)

8.1.2   Explore the intermodal aspect of transportation (e.g., drayage from ship to truck to rail to truck)

8.1.3   Understand the terminology used in logistics management

8.1.4   Understand the role of the transportation management system (TMS)

**Performance Standard 8.2: Explore the Roles of Warehouse, Distribution, and Fulfillment**

8.2.1   Describe the functions of a warehouse (e.g., inbound, putaway, picking, packing, outbound, manual, and automated)

8.2.2   Describe the role of technology and automation in the warehouse

8.2.3   Understand the role of the warehouse management system (WMS)

**Performance Standard 8.3: Understand the Concept of Third-party Logistics and its Role in the Movement of Goods**

8.3.1   Describe the reasons why companies seek third party logistics (e.g., cost reductions, focus on core competencies, improve customer service)

8.3.2   Describe the types of transportation activities that are outsourced (e.g., domestic transportation, distribution/warehouse/fulfillment, international transportation, freight forwarding, customs brokerage)

8.3.3   Identify the different types of third-party logistics (3PL) service providers (e.g., asset based, non-asset based, transportation based, freight forwarder based, distribution/warehouse/fulfillment)

**Performance Standard 8.4: Understand the Role of Government in Transportation**

8.4.1   Describe the three primary roles of government engagement in transportation (i.e., regulation, policy, and promotion)

8.4.2   Describe the role of the Department of Transportation and the Surface Transportation board in developing and enforcing policy and regulations for the transportation industry

8.4.3   Understand the role of the government in promoting safety (e.g., Department of Transportation [DOT] regulations, Federal Aviation Association [FFA] regulations)

8.4.4   Describe the role of government in promoting the different modes of transportation (i.e., air - FAA, highways - Federal Highway Trust Fund, rail - freight via privately owned versus commuter traffic)

**Performance Standard 8.5: Understand How Goods are Moved in the Global Supply Chain**

8.5.1   Identify the three critical transportation processes in global supply chains (i.e., transaction, distribution, communication)

8.5.2   Recognize the roles of Incoterms (International Commercial Terms) (i.e., EXW [Ex-Works], FOB [Freight/Free on Board], CIP [Carriage and Insurance Paid to]), insurance, and terms of payment (letters of credit) in managing global transportation risks and cost

8.5.3   Understand the value of timely, accurate global freight documentation (Shippers Export Declaration [SED], Certificate of Origin [COO], Bill of Lading [BOL], Pro Forma Invoice)

**CONTENT STANDARD 9.0: UNDERSTAND CAREERS IN LOGISTICS MANAGEMENT AND OPERATIONS**

**Performance Standard 9.1: Explore Opportunities and Requirements for Logistics Positions**

9.1.1   Explore entry level positions (e.g., warehouse positions, material handlers, drivers [requires CDLA], lead workers, quality assurance)

9.1.2   Explore intermediate positions (e.g., logistics sales, supervisors)

9.1.3   Explore advanced positions (e.g., logistics analyst, warehouse manager)

## Crosswalks and Alignments

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

### Crosswalks (Academic Standards)

The crosswalks of the Logistics Management Standards show connections with the Nevada Academic Content Standards. The crosswalk identifies the performance indicators in which the learning objectives in the Logistics Management 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 Logistics Management Standards Performance Indicators and the Mathematical Practices. This alignment identifies the performance indicators in which the learning objectives in the Logistics Management 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 Logistics Management Standards Performance Indicators and the Science and Engineering Practices. This alignment identifies the performance indicators in which the learning objectives in the Logistics Management program support academic learning.

### Crosswalks (Common Career Technical Core)

The crosswalks of the Logistics Management Standards show connections with the Common Career Technical Core. The crosswalk identifies the performance indicators in which the learning objectives in the Logistics Management 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 Logistics Management Standards are crosswalked to the Business Management and Administration Career Cluster™ and the Administrative Support, Business Information Management, General Management, and Operations Management Career Pathways. These standards are also crosswalked to the Transportation, Distribution, and Logistics Career Cluster™ and the Logistics Planning and Management Services, Transportation Operations, and Warehousing and Distribution Center Operations Career Pathways.

## Crosswalk of Logistics Management 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**<br><br>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.<br><br>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.<br><br>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**<br><br>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.<br><br>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.<br><br>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**<br><br>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**<br><br>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: Utilize Standard Office Software Applications

| Performance Indicators | Nevada Academic Content Standards |
|---|---|
| 2.1.2 | **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects**<br>WHST.11-12.2a  Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. |
| 2.1.3 | **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects**<br>WHST.11-12.4  Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| 2.1.4 | **English Language Arts: Language Standards**<br>L.11-12.2  Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| 2.2.1 | **Math: Algebra – Seeing Structure in Expressions**<br>ASSE.A.1  Interpret expressions that represent a quantity in terms of its context.<br><br>**Math: Number & Quantity – Quantities**<br>NQ.A.1  Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays. |
| 2.2.2 | **English Language Arts: Language Standards**<br>L.11-12.2  Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.<br><br>**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects**<br>WHST.11-12.4  Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| 2.2.3 | **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects**<br>WHST.11-12.2a  Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. |
| 2.2.4 | **English Language Arts: Reading Standards for Literacy in Science and Technical Subjects**<br>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. |
| 2.2.5 | **English Language Arts: Reading Standards for Literacy in Science and Technical Subjects**<br>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. |
| 2.2.6 | **English Language Arts: Reading Standards for Literacy in Science and Technical Subjects**<br>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. |
| 2.2.7 | **English Language Arts: Reading Standards for Literacy in Science and Technical Subjects**<br>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 |
|---|---|
| 2.3.1 | **English Language Arts: Reading Standards for Literacy in Science and Technical Subjects**<br>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.<br><br>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. |
| 2.3.2 | **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects**<br>WHST.11-12.2a   Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. |
| 2.3.3 | **English Language Arts: Reading Standards for Literacy in Science and Technical Subjects**<br>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. |
| 2.3.4 | **English Language Arts: Reading Standards for Literacy in Science and Technical Subjects**<br>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. |
| 2.3.5 | **English Language Arts: Language Standards**<br>L.11-12.2   Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| 2.4.1 | **English Language Arts: Language Standards**<br>L.11-12.2   Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| 2.4.3 | **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects**<br>WHST.11-12.4   Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| 2.4.4 | **English Language Arts: Reading Standards for Literacy in Science and Technical Subjects**<br>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.<br><br>**English Language Arts: Speaking and Listening Standards**<br>SL.11-12.5   Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. |
| 2.4.5 | **English Language Arts: Reading Standards for Literacy in Science and Technical Subjects**<br>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.<br><br>**English Language Arts: Speaking and Listening Standards**<br>SL.11-12.5   Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. |

| Performance Indicators | Nevada Academic Content Standards |
|---|---|
| 2.4.6 | **English Language Arts: Speaking and Listening Standards**<br>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.<br><br>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.) |
| 2.5.2 | **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects**<br>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.<br><br>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. |
| 2.5.4 | **English Language Arts: Reading Standards for Literacy in Science and Technical Subjects**<br>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.<br><br>**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects**<br>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. |
| 2.5.5 | **English Language Arts: Reading Standards for Literacy in Science and Technical Subjects**<br>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.<br><br>**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects**<br>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. |
| 2.5.6 | **English Language Arts: Reading Standards for Literacy in Science and Technical Subjects**<br>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.<br><br>**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects**<br>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. |

## Content Standard 3.0: Understand Accounting Functions

| 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. |
| 3.1.3 | **English Language Arts: Speaking and Listening Standards** | |
| | SL.11-12.1 | Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |
| 3.1.4 | **English Language Arts: Language Standards** | |
| | L.11-12.1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| 3.1.5 | **English Language Arts: Speaking and Listening Standards** | |
| | SL.11-12.1 | Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |
| 3.2.1 | **English Language Arts: Speaking and Listening Standards** | |
| | SL.11-12.1 | Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |

## Content Standard 4.0: Understand Ethical and Legal Issues That Impact Business

| Performance Indicators | Nevada Academic Content Standards | |
|---|---|---|
| 4.1.1 | **English Language Arts: Speaking and Listening Standards** | |
| | SL.11-12.1d | Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. |
| 4.1.2 | **English Language Arts: Speaking and Listening Standards** | |
| | SL.11-12.1d | Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. |
| 4.1.3 | **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. |
| 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. |
| | 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.) |
| 4.2.1 | **English Language Arts: Speaking and Listening Standards** | |
| | SL.11-12.1 | Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |
| | SL.11-12.1a | Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. |
| 4.2.2 | **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. |
| 4.2.3 | **English Language Arts: Speaking and Listening Standards** | |
| | SL.11-12.1 | Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |

**Content Standard 5.0: Understand the Importance of Positive Customer Relations**

| Performance Indicators | Nevada Academic Content Standards | |
|---|---|---|
| 5.1.1 | **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.11-12.1 | Write arguments focused on discipline-specific content. |
| | WHST.11-12.1e | Provide a concluding statement or section that follows from or supports the argument presented. |
| | WHST.11-12.4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| 5.1.2 | **English Language Arts: Reading Standards for Informational Text** | |
| | RI.11-12.7 | Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. |
| | **English Language Arts: Speaking and Listening Standards** | |
| | SL.11-12.1b | Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. |
| | SL.11-12.1d | Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. |
| 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; 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.11-12.1b | Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. |
| | SL.11-12.1c | Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. |
| | SL.11-12.1d | Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. |

| Performance Indicators | Nevada Academic Content Standards | |
|---|---|---|
| 5.1.4 | **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. |
| | SL.11-12.1b | Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. |
| | SL.11-12.1c | Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. |
| | SL.11-12.1d | Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. |
| 5.1.5 | **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. |
| 5.1.6 | **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. |
| 5.2.1 | **English Language Arts: Speaking and Listening Standards** | |
| | SL.11-12.1 | Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |

## Content Standard 6.0: Understand the Role of Human Resources

| Performance Indicators | Nevada Academic Content Standards | |
|---|---|---|
| 6.1.1 | **English Language Arts: Speaking and Listening Standards** | |
| | SL.11-12.1 | Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |
| 6.1.2 | **English Language Arts: Speaking and Listening Standards** | |
| | SL.11-12.1 | Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |
| 6.2.1 | **English Language Arts: Speaking and Listening Standards** | |
| | SL.11-12.1b | Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. |
| | SL.11-12.1c | Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. |
| | SL.11-12.1d | Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. |
| | 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.11-12.6 | 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.) |
| 6.2.2 | **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. |
| 6.2.3 | **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. |
| 6.3.1 | **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. |
| 6.3.2 | **English Language Arts: Speaking and Listening Standards** | |
| | SL.11-12.1 | Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |
| 6.3.3 | **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. |

| Performance Indicators | Nevada Academic Content Standards |
|---|---|
| 6.3.4 | **English Language Arts: Speaking and Listening Standards**<br>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. |
| 6.3.5 | **English Language Arts: Reading Standards for Literacy in Science and Technical Subjects**<br>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.<br><br>**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects**<br>WHST.11-12.1e   Provide a concluding statement or section that follows from or supports the argument presented.<br><br>WHST.11-12.4   Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |

### Content Standard 7.0: Understand Business and Office Operations and Explore Careers

| Performance Indicators | Nevada Academic Content Standards |
|---|---|
| 7.1.1 | **English Language Arts: Speaking and Listening Standards**<br>SL.11-12.1b    Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. |
| 7.1.2 | **English Language Arts: Reading Standards for Literacy in Science and Technical Subjects**<br>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. |
| 7.1.3 | **English Language Arts: Speaking and Listening Standards**<br>SL.11-12.1b    Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. |
| 7.1.4 | **English Language Arts: Speaking and Listening Standards**<br>SL.11-12.1b    Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. |
| 7.2.1 | **English Language Arts: Speaking and Listening Standards**<br>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. |
| 7.2.2 | **English Language Arts: Speaking and Listening Standards**<br>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. |
| 7.2.4 | **English Language Arts: Speaking and Listening Standards**<br>SL.11-12.1    Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |
| 7.3.1 | **English Language Arts: Reading Standards for Literacy in Science and Technical Subjects**<br>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. |
| 7.3.2 | **English Language Arts: Speaking and Listening Standards**<br>SL.11-12.1    Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |
| 7.3.4 | **English Language Arts: Speaking and Listening Standards**<br>SL.11-12.1    Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |
| 7.3.5 | **English Language Arts: Speaking and Listening Standards**<br>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. |
| 7.3.7 | **English Language Arts: Reading Standards for Literacy in Science and Technical Subjects**<br>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 | |
|---|---|---|
| 7.4.1 | **English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** | |
| | RST.11-12.1 | Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account. |
| | 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. |
| 7.4.2 | **English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** | |
| | RST.11-12.1 | Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account. |
| | 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. |
| 7.4.3 | **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. |
| 7.4.4 | **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. |

### Content Standard 8.0: Explore the Supply Chain and its Components

| Performance Indicators | Nevada Academic Content Standards | |
|---|---|---|
| 8.1.1 | **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. |
| 8.2.1 | **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. |
| 8.2.2 | **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. |
| 8.3.1 | **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. |
| 8.3.2 | **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. |
| 8.4.1 | **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. |
| 8.4.2 | **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. |
| 8.4.4 | **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. |

## Alignment of Logistics Management Standards
## and the Mathematical Practices

| Mathematical Practices | Logistics Management Performance Indicators |
|---|---|
| 1. Make sense of problems and persevere in solving them. | 2.2.1 |
| 2. Reason abstractly and quantitatively. | 8.1.2; 8.3.1; 8.5.3 |
| 3. Construct viable arguments and critique the reasoning of others. | 8.1.2; 8.3.1, 8.3.2; 8.4.1, 8.4.2; 8.5.2 |
| 4. Model with mathematics. | 2.3.3-2.3.5 |
| 5. Use appropriate tools strategically. | 2.3.3-2.3.5 |
| 6. Attend to precision. | 2.2.3-2.2.8 |
| 7. Look for and make use of structure. | 2.3.1-2.3.5 |
| 8. Look for and express regularity in repeated reasoning. | 2.2.1-2.2.8; 2.3.1-2.3.5 |

## Alignment of Logistics Management Standards and the Science and Engineering Practices

| Science and Engineering Practices | Logistics Management Performance Indicators |
|---|---|
| 1. Asking questions (for science) and defining problems (for engineering). | 5.2.1-5.2.4 |
| 2. Developing and using models. | 2.2.3, 2.2.8 |
| 3. Planning and carrying out investigations. | 2.3.2-2.3.4; 2.5.4 |
| 4. Analyzing and interpreting data. | 2.2.1-2.2.8; 2.3.1, 2.3.3-2.3.5 |
| 5. Using mathematics and computational thinking. | 2.2.1 |
| 6. Constructing explanations (for science) and designing solutions (for engineering). | 2.3.3 |
| 7. Engaging in argument from evidence. | 2.2.5, 2.2.8; 2.3.3 |
| 8. Obtaining, evaluating, and communicating information. | 2.4.1-2.4.6 |

## Crosswalks of Logistics Management Standards
## and the Common Career Technical Core

| Business Management and Administration Career Cluster | Performance Indicators |
|---|---|
| 1. Utilize mathematical concepts, skills and problem solving to obtain necessary information for decision-making in business. | 2.2.1-2.1.8 |
| 2. Describe laws, rules, and regulations as they apply to effective business operations. | 4.2.1-4.2.3 |
| 3. Explore, develop, and apply strategies for ensuring a successful business career. | 2.1.5; 4.1.1-4.1.4 7.1.1-7.1.4; 7.2.1-7.2.3 7.3.1-7.3.7; 7.4.1-7.4.3 |
| 4. Identify, demonstrate, and implement solutions in managing effective business customer relationships. | 5.1.1-5.1.3; 5.2.1-5.2.3 |
| 5. Implement systems, strategies and techniques used to manage information in a business. | 2.1.1-2.1.7; 2.2.1-2.2.8 2.3.1-2.3.7; 2.5.1-2.5.6 |
| 6. Implement, monitor, and evaluate business processes to ensure efficiency and quality results. | 3.1.1-3.1.5; 3.2.1-3.2.3 3.4.1-3.4.6; 5.1.1-5.1.6 5.2.1-5.2.3; 6.1.1-6.1.3 6.2.1-6.2.5; 6.3.1-6.3.6 7.1.1-7.1.4; 7.2.1-7.2.3 7.3.1-7.1.7 |

| Administrative Support Career Pathway | Performance Indicators |
|---|---|
| 1. Plan, staff, lead and organize human resources to enhance employee productivity and satisfaction. | 6.1.1-6.1.3; 6.2.1-6.2.5 6.3.1-6.3.6 |
| 2. Access, evaluate and disseminate information for business decision making. | 2.1.1-2.1.7; 2.2.1-2.2.8 2.3.1-2.3.7; 2.4.1-2.4.6 2.5.1-2.5.6 |
| 3. Plan, monitor and manage day-to-day business activities. | 7.1.1-7.1.4; 7.2.1-7.2.3 7.3.1.-7.3.7; 7.4.1-7.4.3 |

| Business Information Management Career Pathway | Performance Indicators |
|---|---|
| 1. Describe and follow laws and regulations affecting business operations and transactions. | 4.1.1-4.1.4; 4.2.1-4.2.3 |
| 2. Plan, monitor, manage and maintain the use of financial resources to ensure a business's financial wellbeing. | 3.1.1-3.1.5; 3.2.1-3.2.3 3.3.1; 3.4.1-3.4.6 |
| 3. Access, evaluate and disseminate information for business decision making. | 2.1.1-2.2.7; 2.2.1-2.2.8 2.3.1-2.3.7; 2.4.1-2.4.6 2.5.1-2.5.6 |

| Business Information Management  Career Pathway | Performance Indicators |
|---|---|
| 4.  Plan, monitor and manage day-to-day business activities to sustain continued business functioning. | 7.1.1-7.1.4; 7.2.1-7.2.3 7.3.1-7.3.7; 7.4.1-7.4.3 |
| 5.  Plan, organize and manage an organization/department to achieve business goals. | 3.1.1-3.1.5; 3.2.1-3.2.3 3.4.1-3.4.6; 5.1.1-5.1.6 5.2.1-5.2.3; 6.1.1-6.1.3 6.2.1-6.2.5; 6.3.1-6.3.6 7.1.1-7.1.4; 7.2.1-7.2.3 7.3.1-7.3.7 |

| General Management Career Pathway | Performance Indicators |
|---|---|
| 1.  Describe and follow laws and regulations affecting business operations and transactions. | 4.2.1-4.2.3 |
| 2.  Access, evaluate and disseminate information for business decision making. | 2.1.1-2.1.6; 2.3.1-2.3.7 2.4.1-2.4.6; 2.5.1-2.5.6 |
| 3.  Apply economic concepts fundamental to global business operations. | 2.2.1-2.2.8; 2.3.1-2.3.7 2.5.1-2.5.6; 3.1.1-3.1.5 3.2.1-3.2.3; 3.3.1 3.4.1-3.4.6 |
| 4.  Employ and manage techniques, strategies and systems to enhance business relationships. | 4.1.1-4.1.4; 4.2.1-4.2.3 5.1.1-5.1.5; 5.2.1-5.2.3 |
| 5.  Plan, monitor, manage and maintain the use of financial resources to ensure a business's financial wellbeing. | 3.1.1-3.1.5; 3.2.1, 3.2.3 3.3.1; 3.4.1-3.4.6 |
| 6.  Plan, monitor and manage day-to-day business activities to sustain continued business functioning. | 7.1.1-7.1.4; 7.3.1-7.3.7, |
| 7.  Plan, organize and manage an organization/department to achieve business goals. | 7.2.1-7.2.3 |
| 8.  Create strategic plans used to manage business growth, profit and goals. | 5.1.5; 5.2.3; 6.1.3; 6.3.5 7.1.4 |

| Operations Management Career Pathway | Performance Indicators |
|---|---|
| 1.  Describe and follow laws and regulations affecting business operations and transactions. | 4.2.1-4.2.3; 8.4.2 |
| 2.  Develop and maintain positive customer relationships. | 5.1.1-5.1.6; 5.2.1-5.2.4 |
| 3.  Apply inventory tracking systems to facilitate operational controls. | 8.2.1-8.2.3 |
| 4.  Plan, monitor and manage day-to-day business activities to maintain and improve operational functions. | 2.1.3, 2.1.4; 2.2.1-2.2.8 2.3.1-2.3.5; 2.4.1-2.4.6 2.5.1-2.5.6; 3.1.1-3.1.5 3.2.1; 3.3.1; 6.2.1-6.2.4 6.3.1-6.3.6; 7.1.1-7.1.8 7.2.1-7.2.4; 7.3.1-7.3.7 |

| Transportation, Distribution, and Logistics Career Cluster | Performance Indicators |
|---|---|
| 1. Describe the nature and scope of the Transportation, Distribution, and Logistics Career Cluster and the role of transportation, distribution and logistics in society and the economy. | 8.1.1-8.1.4; 8.2.1-8.2.3 8.3.1-8.3.3; 8.4.1-8.4.4 8.5.1-8.5.3 |
| 2. Describe the application and use of new and emerging advanced techniques to provide solutions for transportation, distribution, and logistics problems. | 8.1.2, 8.1.4; 8.2.2 |
| 3. Describe the key operational activities required of successful transportation, distribution, and logistics facilities. | 8.1.1-8.1.4; 8.2.1-8.2.3 8.3.1-8.3.3; 8.5.1-8.5.3 |
| 4. Identify governmental policies and procedures for transportation, distribution, and logistics facilities. | 8.4.1-8.4.4 |
| 5. Describe transportation, distribution and logistics employee rights and responsibilities and employers' obligations concerning occupational safety and health. | 8.4.2-8.4.3 |
| 6. Describe career opportunities and means to achieve those opportunities in each of the Transportation, Distribution, and Logistics Career Pathways. | 7.4.1-7.4.5; 9.1.1-9.1.3 |

| Logistics Planning and Management Services Career Pathway | Performance Indicators |
|---|---|
| 1. Develop solutions to provide and manage logistics services for the company and customers. | 8.1.1-8.1.4; 8.2.1-8.2.3 8.3.1-8.3.3; 8.5.1-8.5.3 |
| 2. Analyze and improve performance of logistics systems to provide logistics planning and management services. | 8.5.1-8.5.3 |

| Transportation Operations Career Pathway | Performance Indicators |
|---|---|
| 1. Develop and evaluate transportation plans to move people and/or goods to meet customer requirements. | 8.3.1-8.3.3 |
| 2. Analyze performance of transportation operations in order to improve quality and service levels and increase efficiency. | 8.5.1-8.5.3 |
| 3. Comply with policies, laws, and regulations in order to maintain safety, security and health and mitigate the economic and environmental risk of transportation operations. | 8.4.1-8.4.4 |

| Warehousing and Distribution Center Operations Career Pathway | Performance Indicators |
|---|---|
| 1. Demonstrate efficient and effective warehouse and distribution center operations. | 8.2.1-8.2.3 |
| 2. Describe ways to improve the performance of warehouse and distribution operations. | 8.2.1-8.2.3 |
| 3. Analyze compliance with company policies and government laws and regulations in warehouse and distribution operations. | 8.4.1-8.4.4 |