MARKETING STANDARDS

This document was prepared by:

Office of Career Readiness, Adult Learning, and Education Options
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NEVADA STATE BOARD OF EDUCATION

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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

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 Marketing.

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BUSINESS AND INDUSTRY VALIDATION

All CTE standards developed through the Nevada Department of Education are validated by business and industry through one or more of the following processes: (1) the standards are developed by a team consisting of business and industry representatives; or (2) a separate review panel 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 Marketing standards were validated through active participation of business and industry representatives on the development team.

PROJECT COORDINATOR

Kristina Carey, Education Programs Professional
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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 Marketing 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 Marketing 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 Marketing 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, MKT is the Standards Reference Code for Marketing. For Content Standard 2, Performance Standard 3 and Performance Indicator 4 the Standards Reference Code would be MKT.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 Statues [NRS])

PERFORMANCE STANDARD 1.2: DEVELOP LEADERSHIP SKILLS

1.2.1 Discuss the purpose of parliamentary procedure

1.2.2 Demonstrate the proper use of parliamentary procedure

1.2.3 Differentiate between an office and a committee

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

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

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

PERFORMANCE STANDARD 1.3: PARTICIPATE IN COMMUNITY SERVICE

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

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

1.3.3 Engage with business and industry partners for community service

PERFORMANCE STANDARD 1.4: DEVELOP PROFESSIONAL AND CAREER SKILLS

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

1.4.2 Describe the appropriate professional/workplace attire and its importance

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

1.4.4 Participate in authentic contextualized instructional activities

1.4.5 Demonstrate technical skills in various student organization activities/events

PERFORMANCE STANDARD 1.5: UNDERSTAND THE RELEVANCE OF CAREER AND TECHNICAL EDUCATION (CTE)

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

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

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

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

CONTENT STANDARD 2.0: UNDERSTAND ECONOMIC CONCEPTS

PERFORMANCE STANDARD 2.1: EXPLAIN THE NATURE OF BUSINESS AND ITS CONTRIBUTION TO SOCIETY

   2.1.1   Explain the role of business in society

   2.1.2   Describe types of business activities

   2.1.3   Explain the organizational structure of businesses

   2.1.4   Describe factors that affect the business environment

   2.1.5   Explain the relationship between government and business

   2.1.6   Differentiate between sole proprietorships, partnerships, and corporations

   2.1.7   Compare limited and general partnerships

   2.1.8   Analyze the global environment in which businesses operate

PERFORMANCE STANDARD 2.2: EXAMINE ECONOMIC SYSTEMS

   2.2.1   Explain the types of economic systems

   2.2.2   Explain the concept of economic resources

   2.2.3   Describe the concepts of economics and economic activities

   2.2.4   Explain the principles of supply and demand

   2.2.5   Compare and contrast economic goods, services, production, scarcity, and opportunity cost

   2.2.6   Explain the concept of competition and private enterprise

PERFORMANCE STANDARD 2.3: EXAMINE ECONOMIC INDICATORS AND TRENDS

   2.3.1   Describe the nature and impact of domestic and global taxes on the economy

   2.3.2   Analyze impact of specialization/division of labor on productivity

   2.3.3   Explain the concept of organized labor and business

   2.3.4   Explain how organizations adapt to today's markets

   2.3.5   Determine factors affecting business risk

   2.3.6   Explain the concept of Gross Domestic Product

   2.3.7   Explain the impact of the law of diminishing return

   2.3.8   Describe market structures

   2.3.9   Explain how scarcity and surplus influence trade between countries

  2.3.10   Define the relationships of the major trade alliances between countries

CONTENT STANDARD 3.0: UNDERSTAND ETHICAL AND LEGAL ISSUES THAT IMPACT BUSINESS

PERFORMANCE STANDARD 3.1: EXPLAIN SOURCES OF LAW FOR LEGAL AND ETHICAL DECISION MAKING

3.1.1   Describe the connection between law and ethics

3.1.2   Explain ethical characteristics and traits

3.1.3   Demonstrate how a rule of law may conflict with moral and ethical decisions

3.1.4   Describe legislation related to technology with a focus on electronic transactions, computers, and the internet

PERFORMANCE STANDARD 3.2: DESCRIBE CONTRACTUAL RELATIONSHIPS

3.2.1   Explain the essential elements of a contract

3.2.2   Describe ways an offer and a contract come to a conclusion

3.2.3   Differentiate between fraud, nondisclosure, misrepresentation, duress, and undue influence

3.2.4   Research intellectual property rights

PERFORMANCE STANDARD 3.3: EXPLAIN THE ROLE OF EMPLOYMENT LAW AS IT RELATES TO THE NATIONAL MARKETPLACE

3.3.1   Discuss the right to work versus employment at will from a business perspective

CONTENT STANDARD 4.0: UNDERSTAND THE IMPORTANCE OF CUSTOMER RELATIONS

PERFORMANCE STANDARD 4.1: EXPLAIN THE NATURE OF CUSTOMER RELATIONS MANAGEMENT

4.1.1   Evaluate the nature of positive customer relations

4.1.2   Formulate solutions to customer/client complaints

4.1.3   Research business policies to respond appropriately to customer inquiries

4.1.4   Describe the use and importance of current technology, including social media, in customer relationship management

PERFORMANCE STANDARD 4.2: REINFORCE A COMPANY'S IMAGE TO EXHIBIT BRAND PROMISE

4.2.1   Describe a company's brand promise

4.2.2   Determine ways of impacting a company's image through internal and external constituents

4.2.3   Explain the role of ethics in customer relationship management

CONTENT STANDARD 5.0: DEMONSTRATE KNOWLEDGE OF EFFECTIVE COMMUNICATIONS

PERFORMANCE STANDARD 5.1: APPLY WRITTEN AND VERBAL COMMUNICATIONS TO CONVEY BUSINESS CONCEPTS

5.1.1   Identify and utilize communication styles appropriate to target audience (print, digital, social media, etc.)

5.1.2   Design and present a verbal and written presentation in industry acceptable format

5.1.3   Explain uses of social media platforms

5.1.4   Utilize appropriate formats for professional communications

5.1.5   Analyze company policies and procedures

CONTENT STANDARD 6.0: UNDERSTAND ENTREPRENEURSHIP

PERFORMANCE STANDARD 6.1: DESCRIBE TRAITS AND CHARACTERISTICS OF AN ENTREPRENEUR

6.1.1 Evaluate the characteristics of a successful entrepreneur

6.1.2 Compare social and traditional entrepreneurship

6.1.3 Describe entrepreneurial planning considerations

PERFORMANCE STANDARD 6.2: EXPLAIN THE ELEMENTS OF A BUSINESS PLAN

6.2.1 Explore the purpose and function of a business plan

6.2.2 Identify the target market (demographics, location, economic indicators, etc.)

6.2.3 Describe distribution channels

6.2.4 Explain the Lean Canvas business model

6.2.5 Evaluate an exit strategy

PERFORMANCE STANDARD 6.3: EMPLOY STRATEGIES TO GENERATE IDEAS FOR BUSINESS VENTURES

6.3.1 Analyze customers' buying motives and decisions

6.3.2 Identify methods/techniques to generate a product/service idea

6.3.3 Identify product/service opportunities

CONTENT STANDARD 7.0: UNDERSTAND FINANCE AND ACCOUNTING OPERATIONS

PERFORMANCE STANDARD 7.1: EXPLAIN PRINCIPLES OF MONEY AND FINANCIAL EXCHANGE

  7.1.1   Explain sources, purpose, and function of financial exchange (cash, credit, debit, electronic funds transfer, etc.)

  7.1.2   Identify types of financial instruments (paper money, coins, banknotes, government bonds, treasury notes, cryptocurrency, etc.)

  7.1.3   Explain the legal responsibilities associated with financial exchanges

  7.1.4   Describe types of financial service providers

  7.1.5   Explain the time value of money

PERFORMANCE STANDARD 7.2: EXAMINE CONCEPTS OF ACCOUNTING AND BUSINESS FINANCE

  7.2.1   Explain the nature of financial needs

  7.2.2   Explain warranties and guarantees

  7.2.3   Compare consumer and business taxes

  7.2.4   Calculate interest (simple and compound)

  7.2.5   Explain the concepts of profit and loss

  7.2.6   Describe primary factors affecting business profitability

  7.2.7   Analyze financial statements (income statement, profit/loss statement, balance sheet)

  7.2.8   Explain overhead/operation costs (service and maintenance contracts, leasing/purchasing of equipment and facilities, etc.)

PERFORMANCE STANDARD 7.3: DESCRIBE BUSINESS FINANCING

  7.3.1   Evaluate risks associated with obtaining business credit

  7.3.2   Explain business loan criteria and application processes

  7.3.3   Describe sources of financing a business

PERFORMANCE STANDARD 7.4: PROJECT MARKETING COSTS

  7.4.1   Determine the differences between variable costs and fixed costs

  7.4.2   Estimate project costs and return on marketing investment (ROMI)

  7.4.3   Explain the financial implications of product cannibalization

  7.4.4   Compare the life of the product to the cost of the product

CONTENT STANDARD 8.0: UNDERSTAND THE ROLE AND FUNCTION OF HUMAN RESOURCES

PERFORMANCE STANDARD 8.1: EXPLAIN THE ROLE OF HUMAN RESOURCES IN BUSINESS OPERATIONS

8.1.1   Explain the role of human resources in business operations

8.1.2   Explain the role of ethics in human resources management

8.1.3   Compare employee and employer rights

8.1.4   Determine hiring needs based on budget boundaries

PERFORMANCE STANDARD 8.2: DESCRIBE THE HIRING/FIRING PROCESS

8.2.1   Describe the hiring/firing process

CONTENT STANDARD 9.0: UNDERSTAND THE ROLE AND FUNCTION OF MARKETING

PERFORMANCE STANDARD 9.1: EXPLAIN THE ROLE OF MARKETING IN A GLOBAL ECONOMY

9.1.1   Explain marketing and its importance in a global economy

9.1.2   Describe marketing functions and related activities

9.1.3   Describe the role of the marketing mix which consists of the four P's of marketing: product, price, place, promotion

9.1.4   Identify the impact of cultural and social environments on world marketing and trade

PERFORMANCE STANDARD 9.2: DEMONSTRATE COMPREHENSION OF MARKETING INFORMATION MANAGEMENT

9.2.1   Describe the need for marketing information management

9.2.2   Define marketing research

9.2.3   Explain technological techniques used in marketing information management

9.2.4   Explain the use of descriptive statistics in marketing decision-making

PERFORMANCE STANDARD 9.3: DESCRIBE A COMPANY'S UNIQUE SELLING PROPOSITION

9.3.1   Identify a company's unique selling proposition

9.3.2   Explain the nature of product/service branding

9.3.3   Describe brand loyalty and customer retention strategies

PERFORMANCE STANDARD 9.4: EXPLAIN THE ROLE OF MARKET RESEARCH

9.4.1   Identify types of primary marketing research

9.4.2   Identify sources of primary and secondary data

9.4.3   Describe data collection methods

PERFORMANCE STANDARD 9.5: DEVELOP A MARKETING PLAN

9.5.1   Describe the elements of a marketing plan

9.5.2   Describe the marketing planning process as it relates to a situational analysis

9.5.3   Design and develop a marketing plan

CONTENT STANDARD 10.0: UNDERSTAND THE ROLE AND FUNCTION OF MANAGEMENT

PERFORMANCE STANDARD 10.1: EXPLAIN MANAGEMENT'S CONTRIBUTION TO BUSINESS SUCCESS

10.1.1   Explain business operations

10.1.2   Create a vision and mission statement

PERFORMANCE STANDARD 10.2: DESCRIBE THE ROLE OF QUALITY MANAGEMENT

10.2.1   Explain the nature of quality management

10.2.2   Describe the importance of health and safety regulations in business

10.2.3   Identify quality control measures

10.2.4   Explain loss prevention policies

10.2.5   Discuss the need for continuous improvement of the quality process

PERFORMANCE STANDARD 10.3: EXPLAIN THE IMPORTANCE OF INFORMATION MANAGEMENT

10.3.1   Explain security issues with technology used to protect consumer information and business data

10.3.2   Identify strategies to protect customer transactions

10.3.3   Describe the nature of information management

10.3.4   Explain legal and ethical issues associated with information management

10.3.5   Utilize technology tools to manage information and perform work

10.3.6   Explain the tools in a database system used to access information

PERFORMANCE STANDARD 10.4: EXPLORE PROJECT MANAGEMENT

10.4.1   Identify the elements of a project plan

10.4.2   Explain the importance of organizing the implementation of the plan

PERFORMANCE STANDARD 10.5: ACQUIRE INFORMATION TO GUIDE BUSINESS DECISION-MAKING

10.5.1   Describe the nature of business records

CONTENT STANDARD 11.0: UNDERSTAND THE NATURE OF PRODUCT/SERVICE MANAGEMENT

PERFORMANCE STANDARD 11.1: DESCRIBE PRODUCT/SERVICE MANAGEMENT

11.1.1   Identify the impact of product life cycles on marketing decisions

11.1.2   Describe use of technology in the product/service management functions

11.1.3   Explain business ethics in product/service management

11.1.4   Discuss the types of product/service management decisions needed to sell a business's products/services/ideas

PERFORMANCE STANDARD 11.2: DEMONSTRATE A COMPREHENSION OF PRODUCT MIX

11.2.1   Explain the concept of product mix

11.2.2   Describe the nature and purpose of product bundling

11.2.3   Plan the product mix or determine services to be provided to a customer

PERFORMANCE STANDARD 11.3: POSITION PRODUCTS/SERVICES AND COMPANY TO ACQUIRE DESIRED BUSINESS IMAGE

11.3.1   Describe factors used by marketers to position products/services

11.3.2   Explain nature of product/service branding

11.3.3   Develop strategies to position products/services

11.3.4   Explain the nature and value of corporate branding

CONTENT STANDARD 12.0: UNDERSTAND THE NATURE AND SCOPE OF PRICING

PERFORMANCE STANDARD 12.1: UNDERSTAND THE PROCESS FOR ESTABLISHING PRICES FOR THE VALUE OF GOODS AND SERVICES

12.1.1   Explain the ethical and legal considerations in pricing

12.1.2   Explain the factors that affect pricing decisions

12.1.3   Calculate discounts and allowances that can be used to adjust base prices

12.1.4   Assess how market prices provide an incentive to produce goods and services

12.1.5   Determine product cost

12.1.6   Calculate break-even point

12.1.7   Determine price sensitivity

12.1.8   Describe the function of pricing in various markets

12.1.9   Select pricing policies and strategies

CONTENT STANDARD 13.0: UNDERSTAND CONCEPTS AND STRATEGIES RELATING TO PROMOTION

PERFORMANCE STANDARD **13.1**: EXPLAIN THE CONCEPT OF PROMOTION MIX

13.1.1   Determine market segments

13.1.2   Develop strategies to position a product

13.1.3   Describe the elements of the promotion mix

13.1.4   Explain the role of social media in product promotion

13.1.5   Explain the nature and significance of word-of-mouth

13.1.6   Define buzz-marketing

13.1.7   Explain the use of celebrities/influencers as a word-of-mouth strategy

13.1.8   Categorize publicity as positive or negative and explain the effects on the business

13.1.9   Understand the relationship between employee, customer, community relations, and public relations

PERFORMANCE STANDARD **13.2**: EXPLAIN THE CONCEPT AND PURPOSE OF PUBLICITY AND PUBLIC RELATIONS

13.2.1   Analyze the reasons why a company participates in goodwill endeavors with its local community

13.2.2   Define public relations and its interaction with customers, media, and government officials

13.2.3   Describe the use of crisis management in public relations

13.2.4   Explain the duties and responsibilities of public relations specialists

13.2.5   Create and prepare a news release for a product and determine the most cost-effective way to publicize it

PERFORMANCE STANDARD **13.3**: DESCRIBE THE CONCEPT AND PURPOSE OF SALES PROMOTION

13.3.1   Compare and contrast trade promotions, consumer promotions, sales promotions, and specialty promotions

13.3.2   Compare the differences between a lottery, sweepstakes, and a contest

13.3.3   Define cross marketing

13.3.4   Distinguish between visual merchandising and a display

13.3.5   Prepare merchandise for display

13.3.6   Critique the layout of a local department store in terms of ease of entry, traffic flow, display space, and customer conveniences

PERFORMANCE STANDARD **13.4**: DESCRIBE THE CONCEPT AND PURPOSE OF ADVERTISING

13.4.1   Compare/contrast various types of advertising media

13.4.2   Summarize the effectiveness of different types of media

13.4.3   Describe components of an advertising campaign and how it reaches a target audience

13.4.4   Analyze the cost/benefit of various forms of advertising

13.4.5   Present an argument that supports justifying money spent on advertising

13.4.6   Analyze an advertising campaign

PERFORMANCE STANDARD 13.5: EXPLAIN THE ROLE OF ENDORSEMENTS AND SPONSORSHIPS IN SPORTS AND ENTERTAINMENT MARKETING

13.5.1   Explain the role of endorsements in sports/event marketing

13.5.2   Explain the use of naming rights in sports/event marketing

13.5.3   Explain the nature of sponsorship in the sports/event industries

CONTENT STANDARD 14.0: UNDERSTAND THE NATURE AND SCOPE OF SELLING

PERFORMANCE STANDARD 14.1: DEMONSTRATE AN UNDERSTANDING OF THE NATURE AND SCOPE OF SELLING

14.1.1   Define selling, prospecting, clientele, and e-commerce

14.1.2   Analyze the key factors in building a clientele

14.1.3   Identify the various sources of prospecting

14.1.4   Summarize the impact of e-commerce to the selling function

14.1.5   Explain the role of customer service as a component of selling relationships

PERFORMANCE STANDARD 14.2: DEMONSTRATE THE PROCESS AND TECHNIQUES OF SELLING

14.2.1   Analyze consumer buying behaviors

14.2.2   Describe the steps of the selling process

14.2.3   Evaluate sales follow-up strategies

14.2.4   Role-play a sales presentation using a specific product

14.2.5   Describe an effective client/customer relationship

PERFORMANCE STANDARD 14.3: DEMONSTRATE AN UNDERSTANDING OF THE RELATIONSHIP BETWEEN KNOWLEDGE OF THE PRODUCT OR SERVICE AND SELLING

14.3.1   Define product knowledge and features/benefits

14.3.2   Analyze product information to identify product features and benefits

14.3.3   Compare and contrast the features versus benefits of a product

PERFORMANCE STANDARD 14.4: DEMONSTRATE AN UNDERSTANDING OF SUPPORT ACTIVITIES AS THEY RELATE TO SELLING

14.4.1   Define cash, credit, debit, and layaway

14.4.2   Define returns, exchanges, and store credit

14.4.3   Describe the use of technology in the selling function

14.4.4   Demonstrate how to complete a sales transaction

14.4.5   Demonstrate proper cash control procedures

CONTENT STANDARD 15.0: UNDERSTAND CHANNEL MANAGEMENT AS A FUNCTION OF MARKETING

PERFORMANCE STANDARD 15.1: EXPLAIN CHANNEL MANAGEMENT

15.1.1   Explain the nature and scope of channel management

15.1.2   Describe the difference between horizontal and vertical distribution

15.1.3   Explain the relationship between customer service and channel management

15.1.4   Describe the use of technology in the channel management function

CROSSWALKS AND ALIGNMENTS

CROSSWALKS (ACADEMIC STANDARDS)

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

CROSSWALKS (COMMON CAREER TECHNICAL CORE)

The crosswalk of the Marketing Standards shows links to the Common Career Technical Core. The crosswalk identifies the performance indicators in which the learning objectives in the Marketing 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 Marketing Standards are crosswalked to the Marketing Career Cluster™ and the Marketing Management Career Pathway.

CROSSWALK OF MARKETING 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.
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	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: UNDERSTAND ECONOMIC CONCEPTS

Performance Indicators	Nevada Academic Content Standards
2.1.4	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects**
	RST.11-12.8 Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.
	RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
2.1.5	**English Language Arts: Reading Standards for Informational Text**
	RI.11-12.8 Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).
	RI.11-12.9 Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.
2.1.6	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects**
	WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
2.1.7	**English Language Arts: Reading Standards for Informational Text**
	RI.11-12.9 Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.
2.1.8	**English Language Arts: Speaking and Listening Standards**
	SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
	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.
2.2.2	**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.
2.2.3	**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.

Performance Indicators	Nevada Academic Content Standards
2.2.4	**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.
2.2.6	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.8 Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information. RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
2.3.2	**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.
2.3.10	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.

CONTENT STANDARD 3.0: UNDERSTAND ETHICAL AND LEGAL ISSUES THAT IMPACT BUSINESS

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.
3.1.2	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
3.1.3	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
3.1.4	**English Language Arts: Speaking and Listening Standards** SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** 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.
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: Speaking and Listening Standards** SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
3.2.2	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.1d Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

Performance Indicators	Nevada Academic Content Standards
3.2.3	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
3.2.4	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CONTENT STANDARD **4.0**: UNDERSTAND THE IMPORTANCE OF CUSTOMER RELATIONS

Performance Indicators	Nevada Academic Content Standards
4.1.1	**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.11-12.1d 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. **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.1b Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
4.1.2	**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. 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.
4.2.1	**English Language Arts: Speaking and Listening Standards** SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

Performance Indicators	Nevada Academic Content Standards
4.2.3	**English Language Arts: Reading Standards for Informational Text** RI.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. **English Language Arts: 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: DEMONSTRATE KNOWLEDGE OF EFFECTIVE COMMUNICATIONS

Performance Indicators	Nevada Academic Content Standards
5.1.2	**English Language Arts: Speaking and Listening Standards** SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. **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.
5.1.4	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.6 Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.
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.

CONTENT STANDARD 6.0: UNDERSTAND ENTREPRENEURSHIP

Performance Indicators	Nevada Academic Content Standards
6.1.1	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.2d Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
6.1.3	**English Language Arts: Reading Standards for Informational Text** RI.11-12.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.2a 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.
6.1.4	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.
6.2.6	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.2b Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

CONTENT STANDARD 7.0: UNDERSTAND FINANCE AND ACCOUNTING OPERATIONS

Performance Indicators	Nevada Academic Content Standards
7.1.1	**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: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. **English Language Arts: Speaking and Listening Standards** SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.2a 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.
7.1.3	**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: Speaking and Listening Standards** SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.2a 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.
7.2.4	**Math: Number & Quantity – Quantities** NQ.A.2 Define appropriate quantities for the purpose of descriptive modeling. NQ.A.3 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.
7.2.7	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** 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.

Performance Indicators	Nevada Academic Content Standards	
7.3.3	**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: Writing Standards for Literacy in Science and Technical Subjects	
	WHST.11-12.2d	Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
7.4.1	**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.
	English Language Arts: Writing Standards for Literacy in Science and Technical Subjects	
	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.
7.4.2	**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.11-12.1d	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.
7.4.3	**English Language Arts: Language Standards**	
	L.11-12.2b	Spell correctly.
	English Language Arts: Reading Standards for Literacy in Science and Technical Subjects	
	RST.11-12.5	Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.
7.4.4	**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.11-12.2	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.

CONTENT STANDARD 8.0: UNDERSTAND THE ROLE AND FUNCTION OF HUMAN RESOURCES

Performance Indicators	Nevada Academic Content Standards
8.1.1	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.2d Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
8.1.2	**English Language Arts: Reading Standards for Informational Text** RI.11-12.8 Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses). **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.
8.1.4	**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.11-12.1d 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.
8.2.3	**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.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.

CONTENT STANDARD 9.0: UNDERSTAND THE ROLE AND FUNCTION OF MARKETING

Performance Indicators	Nevada Academic Content Standards
9.1.1	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.2 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms. RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.
9.1.2	**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: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.
9.5.2	**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 10.0: UNDERSTAND THE ROLE AND FUNCTION OF MANAGEMENT

Performance Indicators	Nevada Academic Content Standards
10.1.1	**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. **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** 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.
10.1.5	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
10.3.3	**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. SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. SL.11-12.1c Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. 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.
10.3.4	**English Language Arts: Reading Standards for Informational Text** RI.11-12.8 Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses). **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.
10.4.6	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

CONTENT STANDARD 11.0: UNDERSTAND THE NATURE OF PRODUCT/SERVICE MANAGEMENT

Performance Indicators	Nevada Academic Content Standards
11.1.2	**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.
11.1.3	**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.
11.1.4	**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.
11.2.1	**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.
11.2.2	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.
11.3.1	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.1b Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
11.3.2	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.
11.3.4	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.2b Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

Performance Indicators	Nevada Academic Content Standards
11.3.5	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.2b Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

CONTENT STANDARD 12.0: UNDERSTAND THE NATURE AND SCOPE OF PRICING

Performance Indicators	Nevada Academic Content Standards
12.1.2	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.2b Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

CONTENT STANDARD 13.0: UNDERSTAND CONCEPTS AND STRATEGIES RELATING TO PROMOTION

Performance Indicators	Nevada Academic Content Standards
13.1.3	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.2b Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
13.1.4	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.2b Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
13.2.4	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. 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.
13.2.5	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.
13.3.3	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.
13.3.5	**English Language Arts: Speaking and Listening Standards** SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
13.4.1	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.
13.4.2	**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
13.4.5	**English Language Arts: Speaking and Listening Standards** SL.11-12.1c Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. 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.
13.5.1	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
13.5.2	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
13.5.3	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CONTENT STANDARD 14.0: UNDERSTAND NATURE AND SCOPE OF SELLING

Performance Indicators	Nevada Academic Content Standards
14.1.1	**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.11-12.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics. 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.
14.1.4	**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.
14.2.4	**English Language Arts: Speaking and Listening Standards** SL.11-12.1c Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
14.4.1	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.

ALIGNMENT OF MARKETING STANDARDS
AND THE MATHEMATICAL PRACTICES

Mathematical Practices	Marketing Performance Indicators
1. Make sense of problems and persevere in solving them.	2.2.4 8.1.4 9.4.5 10.3.6 13.3.4
2. Reason abstractly and quantitatively.	2.2.4, 2.2.6; 2.3.1, 2.3.7 7.2.3; 7.4.6 9.1.3; 9.5.1, 9.5.2 10.3.6 13.4.4
3. Construct viable arguments and critique the reasoning of others.	6.2.6 8.2.3 9.1.3 10.5.3, 10.5.4
4. Model with mathematics.	6.2.9, 6.2.10 7.1.5; 7.2.4 9.5.1, 9.5.2 12.1.3, 12.1.5, 12.1.6 14.4.5
5. Use appropriate tools strategically.	10.3.5, 10.3.6
6. Attend to precision.	6.2.9 14.4.5
7. Look for and make use of structure.	10.4.1, 10.4.4
8. Look for and express regularity in repeated reasoning.	7.2.5, 7.2.6 10.3.6

ALIGNMENT OF MARKETING STANDARDS
AND THE SCIENCE AND ENGINEERING PRACTICES

Science and Engineering Practices	Marketing Performance Indicators
1. Asking questions (for science) and defining problems (for engineering).	2.3.2
2. Developing and using models.	9.5.6
3. Planning and carrying out investigations.	9.4.2-9.4.5; 9.5.8
4. Analyzing and interpreting data.	6.2.9 7.2.6; 7.4.4 9.4.2, 9.4.9; 9.5.1 12.1.7
5. Using mathematics and computational thinking.	7.2.4 9.5.2 12.1.3, 12.1.5, 12.1.6
6. Constructing explanations (for science) and designing solutions (for engineering).	2.3.7
7. Engaging in argument from evidence.	9.5.5
8. Obtaining, evaluating, and communicating information.	5.1.4

CROSSWALKS OF MARKETING STANDARDS
AND THE COMMON CAREER TECHNICAL CORE

Marketing Career Cluster	Performance Indicators
1. Describe the impact of economics, economics systems and entrepreneurship on marketing.	2.1.1-2.1.6; 1.2.1-1.2.6 1.3.1-1.3.10
2. Implement marketing research to obtain and evaluate information for the creation of a marketing plan.	9.4.1-9.4.9; 9.5.1-9.5.8
3. Plan, monitor, manage and maintain the use of financial resources for marketing activities.	7.1.1-7.1.5; 7.2.1-7.2.7 7.3.1-7.3.3; 7.4.1-7.4.4 13.5.1-13.5.3
4. Plan, monitor and manage the day-to-day activities required for continued marketing business operations.	11.1.1-11.1.4 11.3.1-11.3.4
5. Describe career opportunities and the means to achieve those opportunities in each of the Marketing Career Pathways.	6.1.2, 6.1.5
6. Select, monitor and manage sales and distribution channels.	13.3.1-13.3.6 14.1.1-14.1.5 14.3.1-14.3.3
7. Determine and adjust prices to maximize return while maintaining customer perception of value.	12.1.1-12.1.9
8. Obtain, develop, maintain and improve a product or service mix in response to market opportunities.	11.1.1-11.1.4 11.2.1-11.2.3
9. Communicate information about products, services, images and/or ideas to achieve a desired outcome.	5.1.1-5.1.5 12.1.1-12.1.9 13.1.1-13.1.9 13.2.1-13.2.5 13.4.1-13.4.6
10. Use marketing strategies and processes to determine and meet client needs and wants.	6.3.1

Marketing Management Career Pathway	Performance Indicators
1. Plan, organize and lead marketing staff to achieve business goals.	8.1.1-8.1.4; 8.2.1 10.1.1-101.6 10.2.1-10.2.6
2. Plan, manage and monitor day-to-day marketing management operations.	9.1.1-9.1.4; 10.4.1-10.4.6
3. Plan, manage and organize to meet the requirements of the marketing plan.	9.6.1-9.6.3
4. Access, evaluate and disseminate information to aid in making marketing management decisions.	9.2.1-9.2.4; 10.3.1-10.3.9
5. Determine and adjust prices to maximize return and meet customers' perceptions of value.	12.1.1-12.1.9
6. Obtain, develop, maintain and improve a product or service mix in response to market opportunities.	11.1.1-11.1.4 11.2.1-,1.2.3
7. Communicate information about products, services, images and/or ideas.	10.1.1-10.1.4