

# ***NURSING ASSISTANT STANDARDS***



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Office of Career, Technical and Adult Education  
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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 Nursing Assistant standards were validated through active participation of business and industry representatives on the development team. These standards integrated the HOSA: Future Health Professionals' event guidelines for Nursing Assisting and the National Healthcare Foundation Standards and Accountability Criteria. The Nursing Assistant standards were also validated with the adoption of the Nevada State Board of Nursing, nursing assistant training program model curriculum, and NRS 632. The State Board of Nursing approved the standards for classroom support at their State Board of Nursing meeting on March 26, 2013.

## PROJECT COORDINATOR

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## 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 Nursing Assistant program. These standards are designed for a three-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 English Language Arts and the Mathematics Common Core State Standards, and the Nevada State Science Standards. Where correlation with an academic standard exists, students in the Nursing Assistant program perform learning activities that support, either directly or indirectly, achievement of one or more Common Core State Standards.

All students are encouraged to participate in the career and technical student organization (CTSO) that relates to their program area. CTSOs are co-curricular national associations that directly enforce 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.

|                   |                          |
|-------------------|--------------------------|
| Program Name      | Standards Reference Code |
| Nursing Assistant | NURSE                    |

Example: NURSE.2.3.4

| Standards         | Content Standard | Performance Standard | Performance Indicator |
|-------------------|------------------|----------------------|-----------------------|
| Nursing Assistant | 2                | 3                    | 4                     |

*\*THE TERMS “RESIDENT”, “CLIENT”, AND “PATIENT” ARE INTERCHANGEABLE FOR THE PURPOSES OF THIS DOCUMENT.\**

**CONTENT STANDARD 1.0 : UNDERSTAND THE ROLE AND RESPONSIBILITY OF A NURSING ASSISTANT**

**PERFORMANCE STANDARD 1.1 : UNDERSTAND SCOPE OF PRACTICE**

- 1.1.1 Follow guidelines of the Nevada State Board of Nursing (NSBN) Nurse Practice Act
- 1.1.2 Explain the licensure requirements for Certified Nursing Assistants (CNA) in the State of Nevada (NRS 632)
- 1.1.3 Differentiate scope of practice, skill guidelines, and job description
- 1.1.4 Identify clinical facility procedures and policies

**PERFORMANCE STANDARD 1.2 : DESCRIBE ETHICS AND LAW**

- 1.2.1 Recognize the implications of social media
- 1.2.2 Describe the ethical behavior of a nursing assistant
- 1.2.3 Discuss legal issues related to nursing assistant practice, including liability, negligence, tort laws, and incident reporting
- 1.2.4 Describe disciplinary actions which can be taken by the NSBN against a CNA
- 1.2.5 Understand Health Information Portability and Accountability Act (HIPAA) regulations

**PERFORMANCE STANDARD 1.3 : IDENTIFY RESIDENTS’ RIGHTS**

- 1.3.1 Describe residents’ rights and how to promote dignity and quality of life
- 1.3.2 Explain what is meant by elder abuse and the signs of elder abuse
- 1.3.3 Explain how to report if elder abuse is suspected
- 1.3.4 Explain CNA’s role and responsibility as mandated reporters of abuse
- 1.3.5 Explain federal guidelines for protection of vulnerable populations Omnibus Budget Reconciliation Act (OBRA )

**PERFORMANCE STANDARD 1.4 : UNDERSTAND HOW ROLE FITS INTO OVERALL HEALTHCARE ENVIRONMENT**

- 1.4.1 Differentiate between healthcare facilities
- 1.4.2 Describe the nursing assistant’s role in the continuum of healthcare
- 1.4.3 Identify the members of the healthcare and nursing teams

**CONTENT STANDARD 2.0 : DESCRIBE COMMUNICATION AND INTERPERSONAL RELATIONSHIPS**

**PERFORMANCE STANDARD 2.1 : DESCRIBE COMMUNICATION AND INTERPERSONAL RELATIONSHIPS**

- |       |  |
|-------|--|
| 2.1.1 | Describe elements in the communication process   |
| 2.1.2 | Describe barriers to communication   |
| 2.1.3 | Describe ways to promote effective communication   |
| 2.1.4 | Describe the nursing assistant's contribution to carrying out the plan of care   |
| 2.1.5 | Describe verbal and non-verbal communication   |
| 2.1.6 | Explore a plan of personal stress management (i.e., how to cope/deal effectively with residents and others in the workplace) |

**PERFORMANCE STANDARD 2.2 : USE PROPER DOCUMENTATION PROCESSES**

- |       |   |
|-------|---|
| 2.2.1 | Describe rules for recording and reporting  |
| 2.2.2 | Describe subjective and objective symptoms  |
| 2.2.3 | Demonstrate the ability to document and chart correctly, including electronic formats |
| 2.2.4 | Explain the purpose, sections, and information found in the medical record            |

**CONTENT STANDARD 3.0 : EXPLAIN AND DEMONSTRATE INDIRECT CARE PRACTICES**

**PERFORMANCE STANDARD 3.1 : PROMOTE RESIDENTS’ DIGNITY**

- 3.1.1 Demonstrate respect for vulnerability of illness
- 3.1.2 Demonstrate respect for diverse cultures

**PERFORMANCE STANDARD 3.2 : PROMOTE RESIDENTS’ RIGHTS**

- 3.2.1 Describe residents’ rights and how to promote a resident’s quality of life

**PERFORMANCE STANDARD 3.3 : PROMOTE RESIDENTS’ SAFETY**

- 3.3.1 List and recognize potential hazards in the resident’s environment
- 3.3.2 Identify safety measures used for resident care
- 3.3.3 List corrective actions when hazards are identified
- 3.3.4 Discuss components of fall prevention



**CONTENT STANDARD 4.0 : UNDERSTAND INFECTION PREVENTION CONCEPTS****PERFORMANCE STANDARD 4.1 : EXPLAIN INFECTION PREVENTION PROCESSES**

- |       |   |
|-------|---|
| 4.1.1 | Explain the chain of infection  |
| 4.1.2 | Follow Standard Precautions and Transmission-based Precautions                                  |
| 4.1.3 | Describe the Occupational Safety and Health Administration (OSHA) Bloodborne Pathogens standard |
| 4.1.4 | Define healthcare-acquired infections   |
| 4.1.5 | Define multidrug resistant infections (MDR)   |
| 4.1.6 | List the recommended immunizations for healthcare workers                                       |
| 4.1.7 | Utilize personal and environmental processes to prevent infection                               |

**CONTENT STANDARD 5.0 : UNDERSTAND HUMAN ANATOMY AND PHYSIOLOGY****PERFORMANCE STANDARD 5.1 : UNDERSTAND STRUCTURE AND FUNCTION OF BODY SYSTEMS**

- |       |   |
|-------|---|
| 5.1.1 | State the purpose of each body system                       |
| 5.1.2 | Explain the impact of the aging process on each body system |
| 5.1.3 | Discuss the impact of disease processes on each body system |

**PERFORMANCE STANDARD 5.2 : DIFFERENTIATE BETWEEN GROWTH AND DEVELOPMENT**

- |       |  |
|-------|--|
| 5.2.1 | Describe the principles of growth and development          |
| 5.2.2 | Differentiate between the stages of growth and development |

**PERFORMANCE STANDARD 5.3 : DEFINE MEDICAL TERMINOLOGY**

- |       |   |
|-------|---|
| 5.3.1 | Define vocabulary for each body system                          |
| 5.3.2 | Define three-word elements used in medical terms                |
| 5.3.3 | Differentiate between accepted abbreviations used in healthcare |

**CONTENT STANDARD 6.0 : DEMONSTRATE PERSONAL CARE PROCEDURES****PERFORMANCE STANDARD 6.1 : RECOGNIZE AND IMPLEMENT HYGIENE AND GROOMING PRINCIPLES**

- |       |  |
|-------|--|
| 6.1.1 | Explain the importance of hygiene and grooming   |
| 6.1.2 | Explain the importance of skin care, oral hygiene, bathing, dressing and undressing, shaving, and nail and hair care |
| 6.1.3 | Describe the functions of skin   |
| 6.1.4 | Describe factors that compromise skin integrity  |
| 6.1.5 | Identify pressure points   |
| 6.1.6 | Describe nursing actions which prevent and treat pressure ulcers   |

**PERFORMANCE STANDARD 6.2 : DEMONSTRATE PERSONAL CARE PROCEDURES**

- |       |  |
|-------|--|
| 6.2.1 | List the tasks performed in hygiene and grooming   |
| 6.2.2 | Demonstrate skills related to skin care, oral hygiene, bathing, dressing and undressing, shaving, and nail and hair care |

**PERFORMANCE STANDARD 6.3 : DEMONSTRATE SAFETY IN PERFORMING PERSONAL HYGIENE SKILLS**

- |       |   |
|-------|---|
| 6.3.1 | Identify safety measures when performing hygiene and grooming   |
| 6.3.2 | Identify safety measures used during skin care, oral hygiene, bathing, dressing and undressing, shaving, and nail and hair care |
| 6.3.3 | Describe reportable conditions as observed during care  |

**CONTENT STANDARD 7.0 : EXPLAIN AND DISCUSS PHYSIOLOGICAL MEASUREMENTS**
**PERFORMANCE STANDARD 7.1 : UNDERSTAND VITAL SIGNS**

- |       |   |
|-------|---|
| 7.1.1 | List the vital signs                                |
| 7.1.2 | Explain why vital signs are measured                |
| 7.1.3 | Describe factors which can affect vital signs       |
| 7.1.4 | State the normal ranges for vital signs             |
| 7.1.5 | State the normal characteristics of each vital sign |

**PERFORMANCE STANDARD 7.2 : DEMONSTRATE MEASUREMENTS**

- |       |  |
|-------|--|
| 7.2.1 | Explain the standards for reporting  |
| 7.2.2 | Demonstrate how to take an accurate blood pressure reading, pulse and respiration, and the use of thermometers |
| 7.2.3 | List signs and symptoms of pain  |
| 7.2.4 | Describe oxygen devices  |
| 7.2.5 | Demonstrate how to use a pulse oximeter  |
| 7.2.6 | Demonstrate how to measure height and weight accurately  |

**PERFORMANCE STANDARD 7.3 : DEMONSTRATE SAFETY AND ACCURACY IN PHYSIOLOGICAL MEASUREMENTS**

- |       |   |
|-------|---|
| 7.3.1 | Demonstrate safe cleaning of equipment to prevent the transmission of infection |
| 7.3.2 | Describe factors which may cause equipment to malfunction                       |
| 7.3.3 | Describe procedures to place malfunctioning equipment out-of-service            |

**CONTENT STANDARD 8.0 : DIFFERENTIATE BETWEEN NUTRITIONAL REQUIREMENTS AND TECHNIQUES**

**PERFORMANCE STANDARD 8.1 : IDENTIFY GENERAL NUTRITIONAL CONCEPTS**

- |       |  |
|-------|--|
| 8.1.1 | Explain general nutritional requirements, including USDA recommendations |
| 8.1.2 | Compare and contrast the various special diets for patients              |
| 8.1.3 | Discuss thickened liquids for the client with swallowing difficulties    |
| 8.1.4 | Describe fluid balance   |
| 8.1.5 | Describe signs and symptoms of dehydration                               |
| 8.1.6 | Summarize dietary practices unique to various religious or ethnic groups |

**PERFORMANCE STANDARD 8.2 : DEMONSTRATE SKILLS**

- |       |   |
|-------|---|
| 8.2.1 | Summarize principles of serving residents' meals                                  |
| 8.2.2 | Demonstrate preparing, serving, and feeding of the client who requires assistance |
| 8.2.3 | Demonstrate measuring and recording the intake and output (I & O) record          |
| 8.2.4 | Demonstrate calculating and recording meal percentages                            |
| 8.2.5 | Discuss observations of the client receiving intravenous fluids                   |
| 8.2.6 | Discuss observations of the patient receiving tube feedings                       |
| 8.2.7 | Describe assistive devices available to assist patients in eating meals           |

**PERFORMANCE STANDARD 8.3 : USE PROPER FOOD HANDLING AND SAFETY STANDARDS**

- |       |   |
|-------|---|
| 8.3.1 | Summarize safe handling of food and prevention of foodborne illness               |
| 8.3.2 | Describe diseases or conditions that may interfere with the normal eating process |
| 8.3.3 | Explain aspiration and dysphagia  |

**CONTENT STANDARD 9.0 : UNDERSTAND PROCEDURES AND PROCESSES RELATED TO ELIMINATION**

**PERFORMANCE STANDARD 9.1 : IDENTIFY NORMAL AND ABNORMAL URINARY AND BOWEL ELIMINATION**

- |       |  |
|-------|--|
| 9.1.1 | Differentiate between normal and abnormal characteristics of elimination                   |
| 9.1.2 | Summarize observations which must be reported and documented                               |
| 9.1.3 | Describe diseases or conditions that may interfere with normal elimination                 |
| 9.1.4 | Describe nursing care required for the incontinent resident, including preventive measures |

**PERFORMANCE STANDARD 9.2 : DEMONSTRATE SKILLS IN ASSISTING WITH ELIMINATION**

- |       |   |
|-------|---|
| 9.2.1 | Describe the use of elimination devices         |
| 9.2.2 | Perform accurate specimen collection            |
| 9.2.3 | Perform urinary catheter care                   |
| 9.2.4 | Perform a bladder scan measurement              |
| 9.2.5 | Describe the procedure for administering enemas |

**PERFORMANCE STANDARD 9.3 : PROMOTE SAFETY IN ELIMINATION**

- |       |   |
|-------|---|
| 9.3.1 | Practice medical asepsis  |
| 9.3.2 | Provide adequate fluids and nutrition to residents  |
| 9.3.3 | State the importance of call light use, providing safe positioning, regular toileting, and promoting activity |
| 9.3.4 | Describe procedures which promote privacy   |

**CONTENT STANDARD 10.0 : UNDERSTAND THE IMPACT OF PROVIDING A QUALITY PATIENT ENVIRONMENT**

**PERFORMANCE STANDARD 10.1 : UNDERSTAND BASIC HUMAN NEEDS**

- |        |   |
|--------|---|
| 10.1.1 | Describe basic needs for maintaining life and mental well-being   |
| 10.1.2 | Summarize physical, mental, psychosocial, and sexual needs throughout the lifespan                              |
| 10.1.3 | Compare and contrast, understand, and respect a resident's need for cultural, religious, and individual beliefs |
| 10.1.4 | Integrate independence in all areas   |

**PERFORMANCE STANDARD 10.2 : IDENTIFY PHYSICAL AND ENVIRONMENTAL NEEDS**

- |        |  |
|--------|--|
| 10.2.1 | Explain importance of creating a comfortable, safe, and clean resident's environment |
| 10.2.2 | Describe the OBRA room and environmental requirements                                |

**CONTENT STANDARD 11.0 : UNDERSTAND THE PRINCIPLES RELATED TO PATIENT MOBILITY**

**PERFORMANCE STANDARD 11.1 : DESCRIBE THE PRINCIPLES OF POSITIONING AND TRANSFERRING**

- |        |   |
|--------|---|
| 11.1.1 | Demonstrate the principles of body mechanics  |
| 11.1.2 | Describe the principles of positioning  |
| 11.1.3 | Describe the principles of safe transfers   |
| 11.1.4 | Explain the importance of and list measures in preventing the complications of immobility |
| 11.1.5 | Identify the principles of ambulation and use of assistive devices                        |

**PERFORMANCE STANDARD 11.2 : DEMONSTRATE SKILLS RELATED TO RESIDENT MOBILITY**

- |        |  |
|--------|--|
| 11.2.1 | Demonstrate Range of Motion (ROM), use of assistive devices, gait belts, transfers, moving residents, and ambulation |
| 11.2.2 | Demonstrate body positioning and alignment   |

**PERFORMANCE STANDARD 11.3 : DEMONSTRATE SAFETY AS RELATED TO RESIDENT MOBILITY**

- |        |   |
|--------|---|
| 11.3.1 | Discuss components of fall prevention         |
| 11.3.2 | Discuss prevention of injury to staff members |



**CONTENT STANDARD 12.0 : DESCRIBE ADMISSION, TRANSFER, AND DISCHARGE PROCEDURES**

**PERFORMANCE STANDARD 12.1 : DESCRIBE THE COMPONENTS OF ADMISSION, TRANSFER, AND DISCHARGE PROCEDURES**

- |        |  |
|--------|--|
| 12.1.1 | Identify physical environments and visitor policies                              |
| 12.1.2 | Explain process of admission, transfer, and discharge according to agency policy |

**PERFORMANCE STANDARD 12.2 : DEMONSTRATE SKILLS OF ADMISSION, TRANSFER, AND DISCHARGE**

- |        |  |
|--------|--|
| 12.2.1 | Demonstrate how to secure and return personal belongings according to agency policy            |
| 12.2.2 | Demonstrate recording the admission, transfer, and discharge in the medical record             |
| 12.2.3 | Identify individual risk factors and needs during admission, transfer, and discharge processes |

**PERFORMANCE STANDARD 12.3 : DEMONSTRATE SAFETY IN ADMISSION, TRANSFER, AND DISCHARGE**

- |        |  |
|--------|--|
| 12.3.1 | Describe patient identifiers                                   |
| 12.3.2 | Explain the use of the call light as a principle of safety     |
| 12.3.3 | Describe safety issues upon admission, transfer, and discharge |

## CONTENT STANDARD 13.0 : UNDERSTAND THE CARE OF RESIDENTS WITH SPECIAL NEEDS

### PERFORMANCE STANDARD 13.1 : DISCUSS COMMON DISEASES AND DISORDERS

- |        |   |
|--------|---|
| 13.1.1 | Identify and describe common diseases and disorders                               |
| 13.1.2 | Discuss nursing measures to care for residents with common diseases and disorders |

### PERFORMANCE STANDARD 13.2 : DEMONSTRATE THE SKILLS IN CARING FOR RESIDENTS WITH COMMON DISEASES AND DISORDERS

- |        |  |
|--------|--|
| 13.2.1 | Differentiate between the care specific diseases require   |
| 13.2.2 | List actions nursing assistants can use to help a resident with physical, cognitive, psychosocial, and spiritual needs |
| 13.2.3 | Utilize the care plan as a guide to care   |
| 13.2.4 | Describe postmortem care   |

### PERFORMANCE STANDARD 13.3 : DESCRIBE SAFETY IN CARING FOR A RESIDENT WITH SPECIAL NEEDS

- |        |   |
|--------|---|
| 13.3.1 | Identify potential safety risks related to residents with special needs       |
| 13.3.2 | Follow safety protocols for identified risks for residents with special needs |

### PERFORMANCE STANDARD 13.4 : UNDERSTAND REHABILITATION AND RESTORATIVE CARE

- |        |   |
|--------|---|
| 13.4.1 | Identify the goals of rehabilitation and restorative care |
| 13.4.2 | Describe how rehabilitation involves the whole person     |
| 13.4.3 | Identify restorative care                                 |
| 13.4.4 | Explain how to promote quality of life                    |

### PERFORMANCE STANDARD 13.5 : DESCRIBE THE DEATH AND DYING PROCESS

- |        |   |
|--------|---|
| 13.5.1 | Discuss the care of residents who are grieving, dying, or deceased    |
| 13.5.2 | Describe the rights of the dying resident                             |
| 13.5.3 | Describe the signs and symptoms of approaching death and death itself |

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**CROSSWALKS AND ALIGNMENTS OF  
NURSING ASSISTANT STANDARDS  
AND THE COMMON CORE STATE STANDARDS,  
THE NEVADA SCIENCE STANDARDS,  
AND THE COMMON CAREER TECHNICAL CORE STANDARDS**

**CROSSWALKS (ACADEMIC STANDARDS)**

The crosswalk of the Nursing Assistant Standards shows links to the Common Core State Standards for English Language Arts and Mathematics and the Nevada Science Standards. The crosswalk identifies the performance indicators in which the learning objectives in the Nursing Assistant program support academic learning. The performance indicators are grouped according to their content standard and are crosswalked to the English Language Arts and Mathematics Common Core State Standards and the Nevada Science Standards.

**ALIGNMENTS (MATHEMATICAL PRACTICES)**

In addition to correlation with the Common Core Mathematics Content Standards, many performance indicators support the Common Core Mathematical Practices. The following table illustrates the alignment of the Nursing Assistant Standards Performance Indicators and the Common Core Mathematical Practices. This alignment identifies the performance indicators in which the learning objectives in the Nursing Assistant program support academic learning.

**CROSSWALKS (COMMON CAREER TECHNICAL CORE)**

The crosswalk of the Nursing Assistant Standards shows links to the Common Career Technical Core. The crosswalk identifies the performance indicators in which the learning objectives in the Nursing Assistant 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 Nursing Assistant Standards are crosswalked to the Health Science Career Cluster™ and the Therapeutic Services Career Pathway.

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**CROSSWALK OF NURSING ASSISTANT STANDARDS  
AND THE COMMON CORE STATE STANDARDS**

**CONTENT STANDARD 1.0: UNDERSTAND THE ROLE AND RESPONSIBILITY OF A NURSING ASSISTANT**

| Performance Indicators | Common Core State Standards and Nevada Science Standards  |
|------------------------|---|
| 1.1.1                  | <p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b><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.</p>   |
| 1.1.2                  | <p><b>English Language Arts: Speaking and Listening Standards</b><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.</p>  |
| 1.1.3                  | <p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b><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.</p> <p><b>English Language Arts: Speaking and Listening Standards</b><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.</p>  |
| 1.2.2                  | <p><b>English Language Arts: Speaking and Listening Standards</b><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.</p> <p><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b><br/>WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p>   |
| 1.2.4                  | <p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b><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.</p> <p><b>English Language Arts: Speaking and Listening Standards</b><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.</p> <p><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b><br/>WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> |

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| 1.3.1 | <p><b>English Language Arts: Speaking and Listening Standards</b><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.</p> <p><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b><br/>WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p>   |
| 1.3.2 | <p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b><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.</p> <p><b>English Language Arts: Speaking and Listening Standards</b><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.</p> <p><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b><br/>WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> |
| 1.4.1 | <p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b><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.</p>   |
| 1.4.2 | <p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b><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.</p> <p><b>English Language Arts: Speaking and Listening Standards</b><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.</p> <p><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b><br/>WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> |

**CONTENT STANDARD 2.0: DESCRIBE COMMUNICATION AND INTERPERSONAL RELATIONSHIPS**

| Performance Indicators | Common Core State Standards and Nevada Science Standards   |
|------------------------|--|
| 2.1.1                  | <p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b><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.</p> <p><b>English Language Arts: Speaking and Listening Standards</b><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.</p> <p><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b><br/>                     WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> |
| 2.1.5                  | <p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b><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.</p> <p><b>English Language Arts: Speaking and Listening Standards</b><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.</p> <p><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b><br/>                     WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> |
| 2.2.1                  | <p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b><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.</p> <p><b>English Language Arts: Speaking and Listening Standards</b><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.</p> <p><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b><br/>                     WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p>   |
| 2.2.2                  | <p><b>Science: Nature of Science</b><br/>                     N.12.A.1 Students know tables, charts, illustrations and graphs can be used in making arguments and claims in oral and written presentations.</p>  |



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| 2.2.4 | <p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b><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.</p> <p><b>English Language Arts: Speaking and Listening Standards</b><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.</p> |
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## CONTENT STANDARD 3.0: EXPLAIN AND DEMONSTRATE INDIRECT CARE PRACTICES

| Performance Indicators | Common Core State Standards and Nevada Science Standards  |
|------------------------|---|
| 3.1.1                  | <p><b>Science: Life Science</b><br/>L.12.B.3 Students know disease disrupts the equilibrium that exists in a healthy organism.</p> <p><b>Science: Nature of Science</b><br/>N.12.A.5 Students know models and modeling can be used to identify and predict cause-effect relationships.</p>  |
| 3.1.2                  | <p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b><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.</p>   |
| 3.2.1                  | <p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b><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.</p> <p><b>Science: Life Science</b><br/>L.12.B.3 Students know disease disrupts the equilibrium that exists in a healthy organism.</p>  |
| 3.3.1                  | <p><b>Science: Nature of Science</b><br/>N.12.A.5 Students know models and modeling can be used to identify and predict cause-effect relationships.</p>   |
| 3.3.2                  | <p><b>Science: Nature of Science</b><br/>N.12.A.5 Students know models and modeling can be used to identify and predict cause-effect relationships.</p>   |
| 3.3.3                  | <p><b>English Language Arts: Speaking and Listening Standards</b><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.</p> <p><b>Science: Nature of Science</b><br/>N.12.A.5 Students know models and modeling can be used to identify and predict cause-effect relationships.</p>  |
| 3.3.4                  | <p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b><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.</p> <p><b>Science: Nature of Science</b><br/>N.12.A.5 Students know models and modeling can be used to identify and predict cause-effect relationships.</p> <p><b>Science: Physical Science</b><br/>P.12.B.4 Students know the strength of the gravitational force between two objects increases with mass and decreases rapidly with distance.</p> |

## CONTENT STANDARD 4.0: UNDERSTAND INFECTION PREVENTION CONCEPTS

| Performance Indicators | Common Core State Standards and Nevada Science Standards   |
|------------------------|--|
| 4.1.1                  | <p><b>Science: Life Science</b><br/>           L.12.B.3 Students know disease disrupts the equilibrium that exists in a healthy organism.<br/>           L.12.C.1 Students know relationships of organisms and their physical environment.</p> <p><b>Science: Nature of Science</b><br/>           N.12.A.5 Students know models and modeling can be used to identify and predict cause-effect relationships.</p>  |
| 4.1.2                  | <p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b><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.</p> <p><b>Science: Life Science</b><br/>           L.12.B.3 Students know disease disrupts the equilibrium that exists in a healthy organism.<br/>           L.12.C.1 Students know relationships of organisms and their physical environment.</p> <p><b>Science: Nature of Science</b><br/>           N.12.A.5 Students know models and modeling can be used to identify and predict cause-effect relationships.</p> |
| 4.1.3                  | <p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b><br/>           RST.11-12.2 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.</p> <p><b>Science: Life Science</b><br/>           L.12.B.3 Students know disease disrupts the equilibrium that exists in a healthy organism.<br/>           L.12.C.1 Students know relationships of organisms and their physical environment.</p> <p><b>Science: Nature of Science</b><br/>           N.12.A.5 Students know models and modeling can be used to identify and predict cause-effect relationships.</p>         |
| 4.1.4                  | <p><b>Science: Life Science</b><br/>           L.12.B.3 Students know disease disrupts the equilibrium that exists in a healthy organism.<br/>           L.12.C.1 Students know relationships of organisms and their physical environment.</p> <p><b>Science: Nature of Science</b><br/>           N.12.A.5 Students know models and modeling can be used to identify and predict cause-effect relationships.</p>  |
| 4.1.5                  | <p><b>Science: Life Science</b><br/>           L.12.B.3 Students know disease disrupts the equilibrium that exists in a healthy organism.<br/>           L.12.C.1 Students know relationships of organisms and their physical environment.</p> <p><b>Science: Nature of Science</b><br/>           N.12.A.5 Students know models and modeling can be used to identify and predict cause-effect relationships.</p>  |
| 4.1.6                  | <p><b>Science: Life Science</b><br/>           L.12.B.3 Students know disease disrupts the equilibrium that exists in a healthy organism.<br/>           L.12.C.1 Students know relationships of organisms and their physical environment.</p> <p><b>Science: Nature of Science</b><br/>           N.12.A.5 Students know models and modeling can be used to identify and predict cause-effect relationships.</p>  |
| 4.1.7                  | <p><b>Science: Life Science</b><br/>           L.12.C.1 Students know relationships of organisms and their physical environment.</p>   |

**CONTENT STANDARD 5.0: UNDERSTAND HUMAN ANATOMY AND PHYSIOLOGY**

| Performance Indicators | Common Core State Standards and Nevada Science Standards   |
|------------------------|--|
| 5.1.2                  | <b>Science: Life Science</b><br>L.12.B.1 Students know cell structures and their functions.                                |
| 5.1.3                  | <b>Science: Life Science</b><br>L.12.B.3 Students know disease disrupts the equilibrium that exists in a healthy organism. |
| 5.2.1                  | <b>Science: Life Science</b><br>L.12.B.1 Students know cell structures and their functions.                                |

## CONTENT STANDARD 6.0: DEMONSTRATE PERSONAL CARE PROCEDURES

| Performance Indicators | Common Core State Standards and Nevada Science Standards  |
|------------------------|---|
| 6.1.1                  | <p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b><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.</p> <p><b>English Language Arts: Speaking and Listening Standards</b><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.</p> <p><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b><br/>WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p>   |
| 6.1.3                  | <p><b>Science: Life Science</b><br/>L.12.B.1 Students know cell structures and their functions.</p>   |
| 6.1.4                  | <p><b>Science: Nature of Science</b><br/>N.12.A.5 Students know models and modeling can be used to identify and predict cause-effect relationships.</p> <p><b>English Language Arts: Speaking and Listening Standards</b><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.</p> <p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b><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.</p> <p><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b><br/>WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> |
| 6.1.5                  | <p><b>Science: Nature of Science</b><br/>N.12.A.5 Students know models and modeling can be used to identify and predict cause-effect relationships.</p>   |
| 6.1.6                  | <p><b>Science: Nature of Science</b><br/>N.12.A.5 Students know models and modeling can be used to identify and predict cause-effect relationships.</p>   |
| 6.2.2                  | <p><b>Science: Nature of Science</b><br/>N.12.A.4 Students know how to safely conduct an original scientific investigation using the appropriate tools and technology.</p>  |
| 6.3.1                  | <p><b>Science: Nature of Science</b><br/>N.12.A.6 Students know organizational schema can be used to represent and describe relationships of sets.</p>  |
| 6.3.2                  | <p><b>Science: Nature of Science</b><br/>N.12.A.5 Students know models and modeling can be used to identify and predict cause-effect relationships.</p>   |

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| 6.3.3 | <p><b>Science: Nature of Science</b><br/> N.12.A.5 Students know models and modeling can be used to identify and predict cause-effect relationships.</p> <p><b>English Language Arts: Speaking and Listening Standards</b><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.</p> <p><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b><br/> WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b><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.</p> |
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## CONTENT STANDARD 7.0: EXPLAIN AND DISCUSS PHYSIOLOGICAL MEASUREMENTS

| Performance Indicators | Common Core State Standards and Nevada Science Standards   |
|------------------------|--|
| 7.1.2                  | <p><b>English Language Arts: Reading Standards for Informational Text</b><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.</p> <p><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b><br/>WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p><b>Science: Nature of Science</b><br/>N.12.A.2 Students know scientists maintain a permanent record of procedures, data, analyses, decisions, and understandings of scientific investigations.<br/>N.12.A.5 Students know models and modeling can be used to identify and predict cause-effect relationships.</p>  |
| 7.1.3                  | <p><b>Science: Nature of Science</b><br/>N.12.A.5 Students know models and modeling can be used to identify and predict cause-effect relationships.<br/>N.12.A.6 Students know organizational schema can be used to represent and describe relationships of sets.</p>  |
| 7.1.4                  | <p><b>Science: Nature of Science</b><br/>N.12.A.1 Students know tables, charts, illustrations and graphs can be used in making arguments and claims in oral and written presentations.</p>   |
| 7.1.5                  | <p><b>Science: Nature of Science</b><br/>N.12.A.1 Students know tables, charts, illustrations and graphs can be used in making arguments and claims in oral and written presentations.</p>   |
| 7.2.1                  | <p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b><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.</p> <p><b>English Language Arts: Speaking and Listening Standards</b><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.</p> <p><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b><br/>WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p><b>Science: Nature of Science</b><br/>N.12.B.4 Students know scientific knowledge builds on previous information.</p> |
| 7.2.2                  | <p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b><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.</p> <p><b>Science: Nature of Science</b><br/>N.12.A.4 Students know how to safely conduct an original scientific investigation using the appropriate tools and technology.</p>   |

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| <p>7.2.4</p> | <p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b><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.</p> <p><b>English Language Arts: Speaking and Listening Standards</b><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.</p> <p><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b><br/>WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> |
| <p>7.2.5</p> | <p><b>Science: Nature of Science</b><br/>N.12.A.4 Students know how to safely conduct an original scientific investigation using the appropriate tools and technology.</p>  |
| <p>7.2.6</p> | <p><b>Science: Nature of Science</b><br/>N.12.A.4 Students know how to safely conduct an original scientific investigation using the appropriate tools and technology.</p>  |
| <p>7.3.1</p> | <p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b><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.</p>   |
| <p>7.3.2</p> | <p><b>English Language Arts: Reading Standards for Informational Text</b><br/>RI.11-12.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</p> <p><b>English Language Arts: Speaking and Listening Standards</b><br/>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.</p> <p><b>Science: Nature of Science</b><br/>N.12.A.5 Students know models and modeling can be used to identify and predict cause-effect relationships.</p>  |
| <p>7.3.3</p> | <p><b>English Language Arts: Speaking and Listening Standards</b><br/>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.</p> <p><b>Science: Nature of Science</b><br/>N.12.A.5 Students know models and modeling can be used to identify and predict cause-effect relationships.</p>   |



**CONTENT STANDARD 8.0: DIFFERENTIATE BETWEEN NUTRITIONAL REQUIREMENTS AND TECHNIQUES**

| Performance Indicators | Common Core State Standards and Nevada Science Standards  |
|------------------------|---|
| 8.1.1                  | <p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b><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.</p> <p><b>English Language Arts: Speaking and Listening Standards</b><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.</p> <p><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b><br/>WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> |
| 8.1.4                  | <p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b><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.</p>   |
| 8.1.5                  | <p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b><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.</p> <p>RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p>  |
| 8.2.1                  | <p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b><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.</p> <p><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b><br/>WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p>  |
| 8.2.3                  | <p><b>Math: Functions – Building Functions</b><br/>HS.F-BF.A.1 Write a function that describes a relationship between two quantities.</p> <p><b>Math: Geometry – Geometric Measurement and Dimension</b><br/>HS.G-GMD.B.3 Use volume formulas for cylinders, pyramid, cones, and spheres to solve problems.</p>   |

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| 8.2.5 | <p><b>English Language Arts: Speaking and Listening Standards</b></p> <p>SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p>SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p>  |
| 8.2.7 | <p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b></p> <p>RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.</p> <p>RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p>  |
| 8.3.3 | <p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b></p> <p>RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p><b>English Language Arts: Speaking and Listening Standards</b></p> <p>SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b></p> <p>WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> |

## CONTENT STANDARD 9.0: UNDERSTAND PROCEDURES AND PROCESSES RELATED TO ELIMINATION

| Performance Indicators | Common Core State Standards and Nevada Science Standards  |
|------------------------|---|
| 9.1.2                  | <p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b><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.</p> <p><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b><br/>WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p>  |
| 9.1.3                  | <p><b>English Language Arts: Speaking and Listening Standards</b><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.</p>  |
| 9.1.4                  | <p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b><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.</p> <p><b>English Language Arts: Speaking and Listening Standards</b><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.</p> <p><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b><br/>WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> |
| 9.2.1                  | <p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b><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.</p> <p><b>English Language Arts: Speaking and Listening Standards</b><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.</p> <p><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b><br/>WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> |
| 9.2.2                  | <p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b><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.</p>   |

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| <p>9.2.3</p> | <p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b><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.</p>   |
| <p>9.2.4</p> | <p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b><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.</p>   |
| <p>9.2.5</p> | <p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b><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.</p> <p><b>English Language Arts: Speaking and Listening Standards</b><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.</p> <p><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b><br/> WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> |
| <p>9.3.4</p> | <p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b><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.</p> <p><b>English Language Arts: Speaking and Listening Standards</b><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.</p> <p><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b><br/> WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> |

**CONTENT STANDARD 10.0: UNDERSTAND THE IMPACT OF PROVIDING A QUALITY PATIENT ENVIRONMENT**

| Performance Indicators | Common Core State Standards and Nevada Science Standards  |
|------------------------|---|
| 10.1.1                 | <b>Science: Nature of Science</b><br>N.12.B.1 Students know science, technology, and society influenced one another in both positive and negative ways. |

**CONTENT STANDARD 11.0: UNDERSTAND THE PRINCIPLES RELATED TO PATIENT MOBILITY**

| Performance Indicators | Common Core State Standards and Nevada Science Standards   |
|------------------------|--|
| 11.1.1                 | <p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b><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.</p> <p><b>Science: Physical Science</b><br/>                     P.12.B.1 Students know laws of motion can be used to determine the effects of forces on the motion of objects.</p> <p>P.12.B.4 Students know the strength of the gravitational force between two objects increases with mass and decreases rapidly with distance.</p>  |
| 11.1.2                 | <p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b><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.</p> <p><b>English Language Arts: Speaking and Listening Standards</b><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.</p>   |
| 11.1.4                 | <p><b>English Language Arts: Speaking and Listening Standards</b><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.</p> <p><b>Science: Nature of Science</b><br/>                     N.12.A.1 Students know tables, charts, illustrations and graphs can be used in making arguments and claims in oral and written presentations.</p>  |
| 11.1.5                 | <p><b>Science: Nature of Science</b><br/>                     N.12.A.5 Students know models and modeling can be used to identify and predict cause-effect relationships.</p> <p><b>Science: Physical Science</b><br/>                     P.12.B.1 Students know laws of motion can be used to determine the effects of forces on the motion objects.</p>  |
| 11.2.1                 | <p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b><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.</p> <p><b>Math: Geometry - Congruence</b><br/>                     HS-G-CO.4 Develop definitions of rotations, reflections, and translations in terms of angles, circles, perpendicular lines, parallel lines, and line segments.</p> <p><b>Math: Geometry – Modeling with Geometry</b><br/>                     HS.G-MG.B.1 Use geometric shapes, their measures, and their properties to describe objects (e.g., modeling a tree trunk or a human torso as a cylinder).</p> <p><b>Science: Life Science</b><br/>                     L.12.B.1 Students know cell structures and their functions.</p> <p><b>Science: Physical Science</b><br/>                     P.12.B.1 Students know laws of motion can be used to determine the effects of forces on the motion objects.</p> |
| 11.2.2                 | <p><b>Science: Nature of Science</b><br/>                     N.12.A.5 Students know models and modeling can be used to identify and predict cause-effect relationships.</p>   |

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| 11.3.1 | <p><b>English Language Arts: Speaking and Listening Standards</b><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.</p> <p><b>Science: Nature of Science</b><br/>N.12.A.5 Students know models and modeling can be used to identify and predict cause-effect relationships.</p> <p><b>Science: Physical Science</b><br/>P.12.B.4 Students know the strength of the gravitational force between two objects increases with mass and decreases rapidly with distance.</p> |
| 11.3.2 | <p><b>Science: Nature of Science</b><br/>N.12.A.5 Students know models and modeling can be used to identify and predict cause-effect relationships.</p>  |

**CONTENT STANDARD 12.0: DESCRIBE ADMISSION, TRANSFER, AND DISCHARGE PROCEDURES**

| <b>Performance Indicators</b> | <b>Common Core State Standards and Nevada Science Standards</b>  |
|-------------------------------|--|
| 12.1.2                        | <p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b><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.</p> <p><b>English Language Arts: Speaking and Listening Standards</b><br/>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.</p>  |
| 12.3.1                        | <p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b><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.</p> <p><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b><br/>WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> |
| 12.3.2                        | <p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b><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.</p>  |
| 12.3.3                        | <p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b><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.</p> <p><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b><br/>WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> |



## CONTENT STANDARD 13.0: UNDERSTAND THE CARE OF RESIDENTS WITH SPECIAL NEEDS

| Performance Indicators | Common Core State Standards and Nevada Science Standards  |
|------------------------|---|
| 13.1.1                 | <p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b><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.</p> <p><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b><br/>WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p><b>Science: Life Science</b><br/>L.12.B.3 Students know disease disrupts the equilibrium that exists in a healthy organism.</p>   |
| 13.1.2                 | <p><b>English Language Arts: Speaking and Listening Standards</b><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.</p>  |
| 13.2.1                 | <p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b><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.</p> <p><b>Science: Nature of Science</b><br/>N.12.A.4 Students know how to safely conduct an original scientific investigation using the appropriate tools and technology.</p>  |
| 13.2.2                 | <p><b>Science: Nature of Science</b><br/>N.12.B.2 Students know consumption patterns, conservation efforts, and cultural or social practices in countries have varying environmental impacts.</p>   |
| 13.2.4                 | <p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b><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.</p> <p><b>English Language Arts: Speaking and Listening Standards</b><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.</p> <p><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b><br/>WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> |
| 13.3.2                 | <p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b><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.</p>   |

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| <p>13.4.2</p> | <p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b><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.</p> <p><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b><br/>WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p>   |
| <p>13.4.4</p> | <p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b><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.</p> <p><b>English Language Arts: Speaking and Listening Standards</b><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.</p> <p><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b><br/>WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p><b>Science: Nature of Science</b><br/>N.12.B.4 Students know scientific knowledge builds on previous information.</p> |
| <p>13.5.1</p> | <p><b>English Language Arts: Speaking and Listening Standards</b><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.</p>   |
| <p>13.5.2</p> | <p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b><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.</p> <p><b>English Language Arts: Speaking and Listening Standards</b><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.</p> <p><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b><br/>WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p>  |

**ALIGNMENT OF NURSING ASSISTANT STANDARDS  
AND THE COMMON CORE MATHEMATICAL PRACTICES**

| Common Core<br>Mathematical Practices                               | Nursing Assistant<br>Performance Indicators |
|---|---|
| 1. Make sense of problems and persevere in solving them.            |   |
| 2. Reason abstractly and quantitatively.                            |   |
| 3. Construct viable arguments and critique the reasoning of others. | 3.1.7<br>5.1.3                              |
| 4. Model with mathematics.  | 7.1.4<br>11.1.5                             |
| 5. Use appropriate tools strategically.                             | 7.2.5, 7.2.6<br>9.2.3, 9.2.4<br>10.2.4      |
| 6. Attend to precision.   | 7.2.2                                       |
| 7. Look for and make use of structure.                              |   |
| 8. Look for and express regularity in repeated reasoning.           | 7.1.4, 7.1.5                                |

**CROSSWALKS OF NURSING ASSISTANT STANDARDS  
AND THE COMMON CAREER TECHNICAL CORE**

| Health Science Career Cluster™ (HL)  | Performance Indicators                       |
|--|--|
| 1. Determine academic subject matter, in addition to high school graduation requirements, necessary for pursuing a health science career.                                | 1.1.1-1.1.2                                  |
| 2. Explain the healthcare worker’s role within their department, their organization, and the overall healthcare system.  | 1.1.3-1.1.4<br>1.4.1-1.4.2                   |
| 3. Identify existing and potential hazards to clients, coworkers, visitors, and self in the healthcare workplace.  | 3.1.2-3.1.3<br>4.3.1, 4.3.3<br>11.3.2        |
| 4. Evaluate the roles and responsibilities of individual members as part of the healthcare team and explain their role in promoting the delivery of quality health care. | 1.4.2-1.4.3<br>2.1.3                         |
| 5. Analyze the legal and ethical responsibilities, limitations and implications of actions within the healthcare workplace.  | 1.1.3; 1.2.3; 1.3.4<br>4.2.1                 |
| 6. Evaluate accepted ethical practices with respect to cultural, social and ethnic differences within the healthcare workplace.  | 4.1.2  |
| Therapeutic Services Career Pathway (HL-THR)   | Performance Indicators                       |
| 1. Utilize communication strategies to answer patient/client questions and concerns on planned procedures and goals.   | 2.1.1-2.1.3                                  |
| 2. Communicate patient/client information among healthcare team members to facilitate a team approach to patient care.   | 2.2.1, 2.2.3-2.2.4<br>5.3.1, 5.3.3<br>12.2.2 |
| 3. Utilize processes for assessing, monitoring and reporting patient’s/clients’ health status to the treatment team within protocol and scope of practice.               | 2.2.1<br>7.2.1; 8.3.3                        |
| 4. Evaluate patient/client needs, strengths and problems in order to determine if treatment goals are being met.   | 8.3.3  |