

PRINCIPLES OF HEALTH SCIENCE STANDARDS



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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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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 Health Science standards were validated through active participation of business and industry representatives on the development team.

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 Health Science course. These standards are designed as an introductory course in Health Science that will serve as a prerequisite for other Health Science courses.

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 Health Science 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 Health Science 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, HTSCI is the Standards Reference Code for Health Science. For Content Standard 2, Performance Standard 3 and Performance Indicator 4 the Standards Reference Code would be HTSCI.2.3.4.

CONTENT STANDARD 1.0: INTEGRATE CAREER AND TECHNICAL STUDENT ORGANIZATIONS (CTSOs)***PERFORMANCE STANDARD 1.1: EXPLORE THE HISTORY AND ORGANIZATION OF CTOS**

- 1.1.1 Discuss the requirements of CTSO participation/involvement as described in Carl D. Perkins Law
- 1.1.2 Research nationally recognized CTOS
- 1.1.3 Investigate the impact of federal and state government regarding the progression and operation of CTOS (e.g., Federal Statutes and Regulations, Nevada Administrative Code [NAC], Nevada Revised Statutes [NRS])

PERFORMANCE STANDARD 1.2: DEVELOP LEADERSHIP SKILLS

- 1.2.1 Discuss the purpose of parliamentary procedure
- 1.2.2 Demonstrate the proper use of parliamentary procedure
- 1.2.3 Differentiate between an office and a committee
- 1.2.4 Discuss the importance of participation in local, regional, state, and national conferences, events, and competitions
- 1.2.5 Participate in local, regional, state, or national conferences, events, or competitions
- 1.2.6 Describe the importance of a constitution and bylaws to the operation of a CTSO chapter

PERFORMANCE STANDARD 1.3: PARTICIPATE IN COMMUNITY SERVICE

- 1.3.1 Explore opportunities in community service-related work-based learning (WBL)
- 1.3.2 Participate in a service learning (program related) and/or community service project or activity
- 1.3.3 Engage with business and industry partners for community service

PERFORMANCE STANDARD 1.4: DEVELOP PROFESSIONAL AND CAREER SKILLS

- 1.4.1 Demonstrate college and career readiness (e.g., applications, resumes, interview skills, presentation skills)
- 1.4.2 Describe the appropriate professional/workplace attire and its importance
- 1.4.3 Investigate industry-standard credentials/certifications available within this Career Cluster™
- 1.4.4 Participate in authentic contextualized instructional activities
- 1.4.5 Demonstrate technical skills in various student organization activities/events

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

- 1.5.1 Make a connection between program standards to career pathway(s)
- 1.5.2 Explain the importance of participation and completion of a program of study
- 1.5.3 Promote community awareness of local student organizations associated with CTE programs

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

CONTENT STANDARD 2.0: CLASSIFY THE ACADEMIC PRINCIPLES OF HEALTH SCIENCE**PERFORMANCE STANDARD 2.1: DEMONSTRATE KNOWLEDGE OF HUMAN ANATOMY AND PHYSIOLOGY**

- 2.1.1 Interpret roots, suffixes, and prefixes of medical terminology
- 2.1.2 Recognize body planes, directional terms, quadrants, and cavities
- 2.1.3 Explain the anatomical structure and physiological functions of the human body
- 2.1.4 Analyze the basic structures and specialized function of the human body as they relate to age, wellness, disease, disorders, therapies, and care and rehabilitation

PERFORMANCE STANDARD 2.2: RELATE PRINCIPLES OF ANATOMY AND PHYSIOLOGY TO DIAGNOSIS AND TREATMENT

- 2.2.1 Explain and describe common diseases and disorders of each body system (prevention, pathology, diagnosis, and treatment)
- 2.2.2 Relate the knowledge of an abnormal anatomical structure or physiological response to disease
- 2.2.3 Investigate biomedical therapies, including alternative and complementary therapies, as they relate to prevention, pathology, and treatment of disease

PERFORMANCE STANDARD 2.3: APPLY MATHEMATICS IN HEALTHCARE PRACTICE

- 2.3.1 Identify different systems of measurements used in healthcare
- 2.3.2 Apply mathematical computations related to healthcare procedures (metric and customary conversions, and measurements)
- 2.3.3 Apply mathematical principles to problems involving dosage calculations and other applied mathematical concepts
- 2.3.4 Analyze charts, diagrams, graphs, and tables
- 2.3.5 Construct and analyze charts, diagrams, graphs, and tables to display medical data

CONTENT STANDARD 3.0: EXAMINE HEALTHCARE SYSTEMS**PERFORMANCE STANDARD 3.1: EVALUATE HEALTHCARE DELIVERY SYSTEMS (I.E., PRIVATE, PUBLIC, NON-PROFIT, GOVERNMENT)**

- 3.1.1 Examine the roles and relationships of healthcare providers, clients, and others within the healthcare system
- 3.1.2 Analyze historical, political, diverse, and geographical influences on healthcare
- 3.1.3 Compare and contrast public, private, government, and non-profit systems, including reimbursement
- 3.1.4 Examine the roles of consumer groups on the healthcare delivery system
- 3.1.5 Explain the impact of emerging issues epidemiology, bioethics, public health, and socioeconomics on healthcare systems

CONTENT STANDARD 4.0: UNDERSTAND THE LEGAL AND ETHICAL RESPONSIBILITIES WITHIN THE HEALTHCARE SYSTEM**PERFORMANCE STANDARD 4.1: PERFORM DUTIES ACCORDING TO REGULATIONS, POLICIES, LAWS, AND LEGISLATED RIGHTS OF CLIENTS**

- 4.1.1 Describe laws covering the practice of healthcare professionals
- 4.1.2 Explain the role of policies and procedures in quality healthcare
- 4.1.3 Apply standards for Health Insurance Portability and Accountability Act (HIPAA)
- 4.1.4 Demonstrate procedures for accurate documentation and record keeping

PERFORMANCE STANDARD 4.2: EVALUATE THE ROLE OF ETHICAL ISSUES IMPACTING HEALTHCARE

- 4.2.1 Identify applicable medical ethics related to healthcare
- 4.2.2 Explore ethical issues impacting healthcare
- 4.2.3 Compare personal, professional, and organizational ethics

PERFORMANCE STANDARD 4.3: DEMONSTRATE PROFESSIONAL AND ETHICAL STANDARDS IMPACTING HEALTHCARE

- 4.3.1 Identify professional and unprofessional behaviors in healthcare
- 4.3.2 Identify medical practices that relate to diverse populations
- 4.3.3 Discuss the importance of respectful and empathetic interactions with diverse age, cultural, economic, ethnic, and religious groups
- 4.3.4 Describe the influence of religious and cultural values on healthcare practices
- 4.3.5 Critique professional standards related to ethical practice in healthcare
- 4.3.6 Demonstrate procedures for reporting activities and behaviors that affect health, safety, and welfare of others
- 4.3.7 Practice ethical behaviors in healthcare

CONTENT STANDARD 5.0: INTERPRET FUNDAMENTALS OF WELLNESS AND PREVENTION OF DISEASE

PERFORMANCE STANDARD 5.1: DESCRIBE AND APPLY BEHAVIORS FOR PREVENTION OF DISEASES AND PROMOTION OF HEALTH AND WELLNESS

- 5.1.1 Describe safety practices, behaviors, and lifestyle choices that promote health behaviors and wellness
- 5.1.2 Analyze risk factors and consequences of unhealthy behaviors
- 5.1.3 Describe wellness plan for prevention of diseases, including health screenings and examinations

CONTENT STANDARD 6.0: UNDERSTAND THE ROLES AND RESPONSIBILITIES OF INDIVIDUAL MEMBERS AS PART OF THE HEALTHCARE TEAM**PERFORMANCE STANDARD 6.1: DEMONSTRATE WORKPLACE READINESS SKILLS**

- 6.1.1 Demonstrate conflict resolution and reinforce positive outcomes for patients and coworkers
- 6.1.2 Analyze attributes and attitudes of an effective leader on a health care team

CONTENT STANDARD 7.0: UNDERSTAND SAFETY PRACTICES**PERFORMANCE STANDARD 7.1: IDENTIFY PROCEDURES MANDATED BY LOCAL, STATE, AND FEDERAL GUIDELINES**

- 7.1.1 Explain safety signs, symbols, and labels
- 7.1.2 Describe the various types of exposures and reporting procedures
- 7.1.3 Describe the purpose and the application of Safety Data Sheets (SDS)
- 7.1.4 Describe personal safety procedures and equipment use based on Occupational Safety and Health Administration (OSHA), Centers for Disease Control and Prevention (CDC), and National Institutes of Health protocols

PERFORMANCE STANDARD 7.2: EXPLAIN PRINCIPLES OF INFECTION CONTROL

- 7.2.1 Identify microorganisms that may cause disease
- 7.2.2 Identify the components of the cycle of infection
- 7.2.3 Identify methods to stop the cycle of infection throughout the various stages in a physical environment
- 7.2.4 Apply standard precautions of infection prevention and control

PERFORMANCE STANDARD 7.3: UNDERSTAND EMERGENCY MANAGEMENT AND PREPAREDNESS

- 7.3.1 Differentiate between routine and disaster medical care
- 7.3.2 Demonstrate knowledge of emergency procedures and emergency operation centers
- 7.3.3 Understand basic fire science
- 7.3.4 Practice fire safety in a healthcare setting
- 7.3.5 Compare and explain triage methods
- 7.3.6 Practice principles of basic emergency response
- 7.3.7 Apply the principles of emergency response to natural disasters and other emergencies
- 7.3.8 Prioritize appropriate response for various emergency scenarios
- 7.3.9 Identify responder stressors and management
- 7.3.10 Identify potential psychological responses to emergency scenarios
- 7.3.11 Identify potential psychological outcomes for victims and responders
- 7.3.12 Differentiate among the National Incident Management System (NIMS) and various state and local systems
- 7.3.13 Practice a light search and rescue drill
- 7.3.14 Identify potential targets of terrorism in the community
- 7.3.15 Analyze appropriate actions to take following a suspected terrorist incident
- 7.3.16 Research Nevada emergency management infrastructure

CONTENT STANDARD 8.0: APPLY TECHNICAL SKILLS REQUIRED FOR HEALTHCARE CAREERS**PERFORMANCE STANDARD 8.1: DEMONSTRATE HEALTHCARE SKILLS AND KNOWLEDGE**

- 8.1.1 Demonstrate First Aid skills to reduce or prevent injuries
- 8.1.2 Apply procedures to correctly measure and record vital signs
- 8.1.3 Obtain Basic Life Support (BLS) Cardiopulmonary Resuscitation (CPR) and Automated External Defibrillator (AED) certification through the American Heart Association
- 8.1.4 Create work-based learning simulations that support the body systems (Suture kits, airway management, pharmaceutical, DNA labs, etc.)
- 8.1.5 Identify various types of medical tools and equipment and their use
- 8.1.6 Perform bleeding control

PERFORMANCE STANDARD 8.2: UTILIZE APPROPRIATE ASSESSMENT TOOLS TO EVALUATE INDIVIDUAL SITUATIONS

- 8.2.1 Identify sources of information available that contribute to patient care
- 8.2.2 Explain assessment tools and their uses in scientific investigations
- 8.2.3 Record patient data on appropriate forms
- 8.2.4 Describe how science, technology, and society influence assessment
- 8.2.5 Utilize the scientific method to evaluate individual situations
- 8.2.6 Analyze patient trends when reviewing medical information

CONTENT STANDARD 9.0: IMPLEMENT THE COMPONENTS OF HEALTH INFORMATION MANAGEMENT**PERFORMANCE STANDARD 9.1: INTERPRET RECORDS AND FILES COMMON TO HEALTHCARE**

- 9.1.1 Determine policies and procedures required by local, state, and national organization levels
- 9.1.2 Differentiate between types and content of health records (patient, pharmacy, and laboratory)
- 9.1.3 Analyze healthcare information recorded in files and electronic documents common to healthcare

PERFORMANCE STANDARD 9.2: UTILIZE HEALTH INFORMATION TECHNOLOGY TO SECURELY ACCESS AND DISTRIBUTE PATIENT HEALTH DATA AND OTHER HEALTH-RELATED INFORMATION

- 9.2.1 Utilize health information exchange technology and other digital tools to collect, organize, and analyze data
- 9.2.2 Apply appropriate methods to utilize electronic medical records (EMR)
- 9.2.3 Correlate data received from health information technology applications for coordination of patient care
- 9.2.4 Apply the fundamentals of security, privacy, and confidentiality protocols
- 9.2.5 Create digital text, images, sound, and video for use in communication

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CROSSWALKS AND ALIGNMENTS

CROSSWALKS (ACADEMIC STANDARDS)

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

CROSSWALKS (COMMON CAREER TECHNICAL CORE)

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

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**CROSSWALK OF HEALTH SCIENCE 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	<p>English Language Arts: Speaking and Listening Standards</p> <p>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.</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>
1.1.2	<p>English Language Arts: Speaking and Listening Standards</p> <p>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.</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> <p>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</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>
1.1.3	<p>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</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>

Performance Indicators	Nevada Academic Content Standards
1.2.1	<p>English Language Arts: Speaking and Listening Standards</p> <p>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.</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>
1.2.4	<p>English Language Arts: Speaking and Listening Standards</p> <p>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.</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>
1.2.5	<p>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</p> <p>WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>
1.4.1	<p>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</p> <p>WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>

Performance Indicators	Nevada Academic Content Standards
1.4.2	<p>English Language Arts: Speaking and Listening Standards</p> <p>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.</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> <p>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</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>
1.4.3	<p>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</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>
1.4.4	<p>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</p> <p>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.</p>
1.4.5	<p>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</p> <p>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.</p>

Performance Indicators	Nevada Academic Content Standards
1.5.2	<p>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.</p> <p>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.</p> <p>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.</p>

CONTENT STANDARD 2.0: CLASSIFY THE ACADEMIC PRINCIPLES OF HEALTH SCIENCE

Performance Indicators	Nevada Academic Content Standards
2.1.1	<p>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</p> <p>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.</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>
2.1.3	<p>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</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>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</p> <p>WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>Science: HS-From Molecules to Organisms: Structures and Processes</p> <p>HS-LS1-2 Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms.</p> <p>HS-LS1-3 Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis.</p>
2.1.4	<p>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</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.11-12.8 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.</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>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</p> <p>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.</p> <p>Science: HS-From Molecules to Organisms: Structures and Processes</p> <p>HS-LS1-2 Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms.</p>

Performance Indicators	Nevada Academic Content Standards
2.2.1	<p>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.</p> <p>Health: Personal, Community, and Environmental Health Strand 1.PCE.HS.2 Evaluate the impact of communicable and noncommunicable diseases.</p> <p>Science: HS-From Molecules to Organisms: Structures and Processes HS-LS1-3 Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis.</p>
2.2.2	<p>Science: HS-Heredity: Inheritance and Variation of Traits HS-LS3-3 Apply concepts of statistics and probability to explain the variation and distribution of expressed traits in a population.</p>
2.2.3	<p>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.</p> <p>Health: Personal, Community, and Environmental Health Strand 1.PCE.HS.1 Evaluate the impact of a variety of healthy practices and behaviors to maintain or improve personal, community, and environmental health.</p>
2.3.1	<p>Math: Number and Quantity – Quantities NQ.A.3 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.</p>
2.3.2	<p>Math: Statistics and Probability – Conditional Probability and the Rules of Probability SCP.B.7 Apply the Addition Rule, $P(A \text{ or } B) = P(A) + P(B) - P(A \text{ and } B)$, and interpret the answer in terms of the model.</p>
2.3.3	<p>Math: Statistics and Probability – Conditional Probability and the Rules of Probability SCP.B.7 Apply the Addition Rule, $P(A \text{ or } B) = P(A) + P(B) - P(A \text{ and } B)$, and interpret the answer in terms of the model.</p>

Performance Indicators	Nevada Academic Content Standards
2.3.4	<p>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</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.11-12.8 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.</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>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</p> <p>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.</p> <p>Math: Number and Quantity – Quantities</p> <p>NQ.A.1 Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.</p> <p>Science: HS-Heredity: Inheritance and Variation of Traits</p> <p>HS-LS3-3 Apply concepts of statistics and probability to explain the variation and distribution of expressed traits in a population.</p>
2.3.5	<p>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</p> <p>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.</p> <p>Math: Number and Quantity – Quantities</p> <p>NQ.A.1 Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.</p>

CONTENT STANDARD 3.0: EXAMINE HEALTHCARE SYSTEMS

Performance Indicators	Nevada Academic Content Standards
3.1.1	<p>Health: Personal, Community, and Environmental Health Strand 1.PCE.HS.3 Analyze the importance of accepting the similarities and differences of self and others as it relates to personal, community, and environmental health (without discrimination or segregation on the ground of race, color, religion, national origin, disability, sexual orientation, sex, gender identity or expression, per NRS 651.070).</p>
3.1.2	<p>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.</p> <p>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.</p> <p>Science: HS-Earth and Human Activity HS-ESS3-3 Create a computational simulation to illustrate the relationships among management of natural resources, the sustainability of human populations, and biodiversity.</p>
3.1.3	<p>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.</p> <p>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.</p> <p>Math: Functions – Interpreting Functions FIF.C.9 Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions).</p>

Performance Indicators	Nevada Academic Content Standards
3.1.5	<p>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.</p> <p>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.</p> <p>Health: Analyze Influences 2.AF.HS.1 Analyze how the perceptions of current social expectations influence healthy and unhealthy behaviors.</p> <p>Science: HS-Ecosystems: Interactions, Energy, and Dynamics HS-LS2-7 Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity.</p>

CONTENT STANDARD 4.0: UNDERSTAND THE LEGAL AND ETHICAL RESPONSIBILITIES WITHIN THE HEALTHCARE SYSTEM

Performance Indicators	Nevada Academic Content Standards
4.1.1	English Language Arts: Writing Standards for Literacy in Science and Technical Subjects WHST.11-12.1 Write arguments focused on discipline-specific content.
4.1.3	Science: HS-Waves and Their Applications in Technologies for Information Transfer HS-PS4-2 Evaluate questions about the advantages of using a digital transmission and storage of information.
4.1.4	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.
4.2.2	English Language Arts: Reading Standards for Literature RL.11-12.3 Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
4.2.3	English Language Arts: Reading Standards for Literacy in Science and Technical Subjects RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. English Language Arts: Writing Standards for Literacy in Science and Technical Subjects WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
4.3.2	English Language Arts: Writing Standards W.11-12.1a Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

Performance Indicators	Nevada Academic Content Standards
4.3.3	<p>English Language Arts: Speaking and Listening Standards</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> <p>Health: Personal, Community, and Environmental Health Strand</p> <p>1.PCE.HS.1 Evaluate the impact of a variety of healthy practices and behaviors to maintain or improve personal, community, and environmental health.</p> <p>Science: HS-Engineering Design</p> <p>HS-ETS1-1 Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants.</p> <p>HS-ETS1-3 Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics, as well as possible social, cultural, and environmental impacts.</p>
4.3.4	<p>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</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>English Language Arts: Speaking and Listening Standards</p> <p>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.</p> <p>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</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> <p>Health: Personal, Community, and Environmental Health Strand</p> <p>1.PCE.HS.3 Analyze the importance of accepting the similarities and differences of self and others as it relates to personal, community, and environmental health (without discrimination or segregation on the ground of race, color, religion, national origin, disability, sexual orientation, sex, gender identity or expression, per NRS 651.070).</p> <p>Science: HS-Engineering Design</p> <p>HS-ETS1-1 Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants.</p> <p>HS-ETS1-3 Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics, as well as possible social, cultural, and environmental impacts.</p>

Performance Indicators	Nevada Academic Content Standards
4.3.5	<p>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.</p> <p>Health: Personal, Community, and Environmental Health Strand 1.PCE.HS.4 Evaluate how an individual’s family structure impacts other families and the community.</p>
4.3.6	<p>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.</p> <p>Health: Personal Safety Strand 1.PS.HS.3 Diagram the reporting process and include where, when, and whom to report unsafe situations.</p>

CONTENT STANDARD 5.0: INTERPRET FUNDAMENTALS OF WELLNESS AND PREVENTION OF DISEASE

Performance Indicators	Nevada Academic Content Standards
5.1.1	<p>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.</p> <p>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.</p> <p>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.</p> <p>Health: Personal Safety Strand 1.PS.HS.1 Develop personal boundaries and clear limits for self and recognize the importance of not violating the personal boundaries of others.</p> <p>Science: HS-From Molecules to Organisms: Structures and Processes HS-LS1-3 Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis.</p>
5.1.2	<p>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.</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>Health: Analyze Influences 2.AF.HS.1 Analyze how the perceptions of current social expectations influence healthy and unhealthy behaviors.</p> <p>Science: HS-Biological Evolution: Unity and Diversity HS-LS4-4 Construct an explanation based on evidence for how natural selection leads to adaptation of populations.</p> <p>Science: HS-From Molecules to Organisms: Structures and Processes HS-LS1-3 Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis.</p>

Performance Indicators	Nevada Academic Content Standards
5.1.3	<p>Health: Goal Setting 6.GS.HS.2 Formulate an effective long-term health plan.</p> <p>Science: HS-Biological Evolution: Unity and Diversity HS-LS4-2 Construct an explanation based on evidence that the process of evolution primarily results from four factors: (1) the potential for a species to increase in number, (2) the heritable genetic variation of individuals in a species due to mutation and sexual reproduction, (3) competition for limited resources, and (4) the proliferation of those organisms that are better able to survive and reproduce in the environment.</p> <p>Science: HS-From Molecules to Organisms: Structures and Processes HS-LS1-3 Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis.</p>

CONTENT STANDARD 6.0: UNDERSTAND THE ROLES AND RESPONSIBILITIES OF INDIVIDUAL MEMBERS AS PART OF THE HEALTHCARE TEAM

Performance Indicators	Nevada Academic Content Standards
6.1.1	<p>Health: Interpersonal Communication 4.IC.HS.1 Utilize skills for communicating effectively with family, peers, and others to enhance health.</p> <p>Science: HS-Engineering Design HS-ETS1-2 Design a solution to a complex real-world problem by breaking it down into smaller, more manageable problems that can be solved through engineering.</p>
6.1.2	<p>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.</p> <p>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.</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>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.</p>

CONTENT STANDARD 7.0: UNDERSTAND SAFETY PRACTICES

Performance Indicators	Nevada Academic Content Standards
7.1.2	<p>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.</p> <p>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.</p> <p>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.</p>
7.1.3	<p>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.</p> <p>Science: HS-Matter and Its Interactions HS-PS1-2 Construct and revise an explanation for the outcome of a simple chemical reaction based on the outermost electron states of atoms, trends in the periodic table, and knowledge of the patterns of chemical properties.</p>
7.1.4	<p>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.</p> <p>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.</p> <p>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.</p>
7.2.1	<p>Science: HS-From Molecules to Organisms: Structures and Processes HS-LS1-1 Construct an explanation based on evidence for how the structure of DNA determines the structure of proteins which carry out the essential functions of life through systems of specialized cells.</p>

Performance Indicators	Nevada Academic Content Standards
7.2.2	<p>Science: HS-From Molecules to Organisms: Structures and Processes HS-LS1-2 Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms.</p>
7.2.3	<p>Health: Personal, Community, and Environmental Health Strand 1.PCE.HS.2 Evaluate the impact of communicable and noncommunicable diseases.</p> <p>Science: HS-From Molecules to Organisms: Structures and Processes HS-LS1-3 Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis.</p>
7.3.1	<p>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.</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>
7.3.2	<p>English Language Arts: Speaking and Listening Standards SL.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 on page 54 for specific expectations.)</p> <p>Health: Safety Practices, Injury Prevention, and CPR/AED Strand 1.SIC.HS.1 Critique how health risk behaviors influence safety and injury prevention practices.</p>
7.3.4	<p>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.</p> <p>Science: HS-Matter and Its Interactions HS-PS1-2 Construct and revise an explanation for the outcome of a simple chemical reaction based on the outermost electron states of atoms, trends in the periodic table, and knowledge of the patterns of chemical properties.</p>
7.3.5	<p>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.</p> <p>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.</p>
7.3.6	<p>Health: Safety Practices, Injury Prevention, and CPR/AED Strand 1.SIC.HS.2a Perform the psychomotor skills required for the administration of hands-only cardiopulmonary resuscitation (CPR) according to the guidelines of the American Heart Association. (Per NRS 389.021)</p>

Performance Indicators	Nevada Academic Content Standards
7.3.7	<p>Science: HS-Earth and Human Activity HS-ESS3-1 Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and changes in climate have influenced human activity.</p> <p>Science: HS-Ecosystems: Interactions, Energy, and Dynamics HS-LS2-7 Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity.</p>
7.3.9	<p>Health: Self-Management 7.SM.HS.3 Analyze the role of individual responsibility in enhancing health.</p>
7.3.10	<p>Health: Self-Management 7.SM.HS.3 Analyze the role of individual responsibility in enhancing health.</p>
7.3.11	<p>Health: Self-Management 7.SM.HS.3 Analyze the role of individual responsibility in enhancing health.</p>
7.3.12	<p>English Language Arts: Writing Standards W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>
7.3.16	<p>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).</p>

CONTENT STANDARD 8.0: APPLY TECHNICAL SKILLS REQUIRED FOR HEALTHCARE CAREERS

Performance Indicators	Nevada Academic Content Standards
8.1.2	<p>Math: Algebra – Creating Equations ACED.A.1 Create equations and inequalities in one variable and use them to solve problems.</p>
8.1.3	<p>Health: Safety Practices, Injury Prevention, and CPR/AED Strand 1.SIC.HS.2b Explain the purpose, operation, and safe use of an automated external defibrillator (AED). (Per NRS 389.021)</p>
8.2.3	<p>English Language Arts: Writing Standards W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>Math: Number and Quantity – Quantities NQ.A.3 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.</p>
8.2.4	<p>English Language Arts: Writing Standards W.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>Health: Analyze Influences 2.AF.HS.1 Analyze how the perceptions of current social expectations influence healthy and unhealthy behaviors.</p>
8.2.5	<p>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.</p>
8.2.6	<p>Math: Statistics and Probability – Making Inferences and Justifying Conclusions SIC.B.6 Evaluate reports based on data.</p>

CONTENT STANDARD 9.0: IMPLEMENT THE COMPONENTS OF HEALTH INFORMATION MANAGEMENT

Performance Indicators	Nevada Academic Content Standards
9.1.1	<p>English Language Arts: Writing Standards W.11-12.9b Apply grades 11–12 Reading standards to literary nonfiction (e.g., “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 Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”).</p>
9.1.3	<p>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.</p> <p>Math: Statistics and Probability – Conditional Probability and the Rules of Probability SCP.A.2 Understand that two events A and B are independent if the probability of A and B occurring together is the product of their probabilities and use this characterization to determine if they are independent.</p>
9.2.1	<p>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.</p>
9.2.3	<p>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects RST.11-12.1 Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.</p> <p>Math: Statistics and Probability – Interpreting Categorical and Quantitative Data SID.C.9 Distinguish between correlation and causation.</p>
9.2.5	<p>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.</p> <p>Math: Number and Quantity – Quantities NQ.A.1 Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.</p>

**ALIGNMENT OF PRINCIPLES OF HEALTH SCIENCE STANDARDS
AND THE MATHEMATICAL PRACTICES**

Mathematical Practices	Health Science Performance Indicators
1. Make sense of problems and persevere in solving them.	3.1.1, 3.1.3 5.1.1
2. Reason abstractly and quantitatively.	2.2.2 4.1.1 - 4.1.4; 4.2.1 - 4.2.3; 4.3.6, 4.3.7 5.1.3
3. Construct viable arguments and critique the reasoning of others.	2.2.1 4.1.1, 5.1.3 7.3.8, 7.3.12, 7.3.15 9.1.1
4. Model with mathematics.	2.3.1-2.3.5 7.2.1-7.2.2 8.2.3, 8.2.6
5. Use appropriate tools strategically.	2.3.5 4.1.4 7.1.1, 7.1.2; 7.3.4, 7.3.13-7.3.15 8.1.1-8.1.6
6. Attend to precision.	2.1.3, 2.1.4; 2.2.1-2.2.3; 3.2.1-2.3.5 5.1.1 7.1.1-7.1.4; 7.2.1-7.2.4; 7.3.1-7.3.16 8.1.1-8.1.6
7. Look for and make use of structure.	2.1.3 3.1.1-3.1.4 4.1.2; 4.3.5 7.3.16 8.2.1-8.2.2
8. Look for and express regularity in repeated reasoning.	1.2.6; 1.3.2 2.3.2, 2.3.4

**ALIGNMENT OF PRINCIPLES OF HEALTH SCIENCE STANDARDS
AND THE SCIENCE AND ENGINEERING PRACTICES**

Science and Engineering Practices	Health Science Performance Indicators
1. Asking questions (for science) and defining problems (for engineering).	2.1.4; 2.2.2; 2.3.4 5.1.1, 5.1.3
2. Developing and using models.	2.1.2; 2.2.2; 2.3.5 7.2.4; 7.3.2, 7.3.5, 7.3.13 9.2.2
3. Planning and carrying out investigations.	2.2.1, 2.2.3 5.1.1
4. Analyzing and interpreting data.	2.1.4; 2.3.1-2.3.5 3.1.2 5.1.2 6.1.2 8.2.2, 8.2.5, 8.2.6 9.1.3
5. Using mathematics and computational thinking.	2.3.1-2.3.5 7.2.1-7.2.2 8.2.3, 8.2.6
6. Constructing explanations (for science) and designing solutions (for engineering).	2.2.2 4.3.6, 4.3.7 5.1.2 7.2.3; 7.3.7 9.2.1
7. Engaging in argument from evidence.	3.1.2, 3.1.5 4.2.2, 4.2.3; 4.3.3-4.3.5 5.1.1, 5.1.2
8. Obtaining, evaluating, and communicating information.	2.2.1 3.1.5 4.1.2; 4.3.3, 4.3.4 5.1.1, 5.1.3 7.1.1 8.2.2

**CROSSWALKS OF PRINCIPLES OF HEALTH SCIENCE STANDARDS
AND THE COMMON CAREER TECHNICAL CORE**

Principles of Health Science Career Cluster™	Performance Indicators
1. Determine academic subject matter, in addition to high school graduation requirements, necessary for pursuing a health science career.	1.5.1
2. Explain the healthcare worker’s role within their department, their organization, and the overall healthcare system.	4.1.1-4.1.4; 4.2.1-4.2.3 4.3.1-4.3.7
3. Identify existing and potential hazards to clients, coworkers, visitors, and self in the healthcare workplace.	5.1.1-5.1.3 7.1.1-7.1.4; 7.2.4 7.3.4, 7.3.8 8.1.1-8.1.6
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.	6.1.1, 6.1.2
5. Analyze the legal and ethical responsibilities, limitations and implications of actions within the healthcare workplace.	4.1.1-4.1.4; 4.2.1-4.2.3
6. Evaluate accepted ethical practices with respect to cultural, social and ethnic differences within the healthcare workplace.	4.3.1-4.3.7

Therapeutic Services Career Pathway	Performance Indicators
1. Utilize communication strategies to answer patient/client questions and concerns on planned procedures and goals.	2.1.3, 2.2.2; 2.3.5 9.2.2-9.2.5
2. Communicate patient/client information among healthcare team members to facilitate a team approach to patient care.	9.1.1-9.1.3
3. Utilize processes for assessing, monitoring and reporting patient’s/clients’ health status to the treatment team within protocol and scope of practice.	8.1.2, 8.2.3, 8.2.6
4. Evaluate patient/client needs, strengths and problems in order to determine if treatment goals are being met.	2.1.4; 4.3.4