

MANAGEMENT AND ENTREPRENEURSHIP MIDDLE SCHOOL STANDARDS



This document was prepared by:

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

www.doe.nv.gov

Adopted by the Nevada State Board of Education on
December 13, 2018

The Nevada Department of Education does not discriminate on the basis of race, color, religion, national origin, sex, disability, sexual orientation, gender identity or expression, or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups.

NEVADA STATE BOARD OF EDUCATION

Elaine Wynn	President
Mark Newburn	Vice President
Robert Blakely.....	Member
David Carter	Member
Tonia Holmes-Sutton	Member
Tamara Hudson.....	Member
Dave Jensen.....	Member
Cathy McAdoo	Member
Dawn Miller.....	Member
Felicia Ortiz.....	Member
Ashley Macias.....	Student Representative

NEVADA DEPARTMENT OF EDUCATION

Steve Canavero, Ph.D.
Superintendent of Public Instruction

Kristine Nelson, Director
Office of Career Readiness, Adult Learning & Education Options

VISION

All Nevadans ready for success in the 21st century

MISSION

To improve student achievement and educator effectiveness by ensuring opportunities, facilitating learning, and promoting excellence



TABLE OF CONTENTS

Nevada State Board of Education / Nevada Department of Educationii

Acknowledgements / Standards Development Members / Alignment to CTE Standards /
Project Coordinatoriv

Introductionv

Content Standard 1.0 - Understand Careers and the Nature of Work.....1

Content Standard 2.0 - Describe What Business is2

Content Standard 3.0 - Understand the Concepts of Money.....3

Content Standard 4.0 - Understand How Businesses Operate4

Content Standard 6.0 - Understand 21st Century Commerce5

Crosswalks and Alignments5

ACKNOWLEDGEMENTS

The Department of Education relies on teachers and industry representatives who have the technical expertise and teaching experience to develop standards and performance indicators that truly measure student skill attainment. Most important, however, is recognition of the time, expertise and great diligence provided by the writing team members in developing the career and technical standards for middle school.

STANDARDS DEVELOPMENT MEMBERS

Greg Bailey	Teacher	Advanced Technologies Academy, Las Vegas
Carla Boulton	State Director & Educator	Nevada FBLA-PBL
Vincent Limtiaco	Teacher	Desert Oasis High School, Las Vegas

ALIGNMENT TO CTE STANDARDS

Middle school standards are aligned to CTE program areas and broadly built upon high school CTE standards within a program area. All CTE standards developed through the Nevada Department of Education are validated by business and industry. Middle school standards are designed to provide foundational knowledge about careers in a program area with hands-on learning, leadership development, and career exploration.

PROJECT COORDINATOR

Melissa Scott, Education Programs Professional
Business and Marketing Education
Office of Career Readiness, Adult Learning & Education Options
Nevada Department of Education

INTRODUCTION

The standards in this document are designed to clearly state what the student should know and be able to do upon completion of a middle school course. These standards may assist the student in their career pathway decision-making before entering high school.

These standards are designed for the student to complete all standards in one course. These standards are intended to guide curriculum objectives for a middle school course.

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 course.

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 course learning objectives.

The crosswalk and alignment section of the document shows where the performance indicators support the Nevada Academic Content Standards in Science (based on the Next Generation Science Standards) and in English Language Arts and Mathematics (based on the Common Core State Standards). Where correlation with academic content standards and practices exist, students in the middle school course perform learning activities that support, either directly or indirectly, achievement of the academic content standards that are listed.

Career and Technical Student Organizations are co-curricular national associations that directly enforce learning in the CTE classroom through curriculum resources, competitive events, and leadership development. Some CTSOs have middle school level programs and can offer students the opportunity to develop leadership skills and apply what they learn.

CONTENT STANDARD 1.0 : UNDERSTAND CAREERS AND THE NATURE OF WORK**PERFORMANCE STANDARD 1.1 : EXPLORE CAREER PATHWAYS**

- 1.1.1 Relate your skills, interests, talents, and values to a Career Pathway
- 1.1.2 Explain careers in each of the Career Clusters
- 1.1.3 Research the pathway to a career of interest
- 1.1.4 Describe the difference between various types of academic degrees and other credentials
- 1.1.5 Discuss the importance of company dress codes
- 1.1.6 Create or review an academic and career plan
- 1.1.7 Define terms used within technical careers

PERFORMANCE STANDARD 1.2 : COLLABORATE WITH OTHERS

- 1.2.1 Practice communicating with others in a variety of ways to explain an idea, solution, or problem
- 1.2.2 Explain what it means to be reliable and honest
- 1.2.3 Demonstrate leadership skills through participation in a school activity, club, or career and technical student organization
- 1.2.4 Plan and/or participate in a community service project
- 1.2.5 Demonstrate conflict-resolution skills
- 1.2.6 Demonstrate critical-thinking and problem-solving skills
- 1.2.7 Practice active-listening skills

PERFORMANCE STANDARD 1.3 : PRACTICE LEADERSHIP ROLES

- 1.3.1 Demonstrate language, attitude, and manners suitable for the workplace
- 1.3.2 Assume different roles on a team to accomplish a goal
- 1.3.3 Discuss characteristics of a leader and a team member
- 1.3.4 Prepare and make a presentation in front of a group
- 1.3.5 Practice speaking to adults in an interview format
- 1.3.6 Describe the importance of personal appearance
- 1.3.7 Utilize a timeline to manage a project

CONTENT STANDARD 2.0 : DESCRIBE WHAT BUSINESS IS**PERFORMANCE STANDARD 2.1 : COMPARE TYPES OF BUSINESSES**

- 2.1.1 Compare business in different industry sectors, e.g., manufacturing, retail, service, etc.
- 2.1.2 Explain the difference between wholesale and retail
- 2.1.3 Research the day-to-day operations of a small versus large business
- 2.1.4 Identify the role of various departments within a business, i.e., Human Resources, Management, Finance, Marketing, IT, and Operations

PERFORMANCE STANDARD 2.2 : RESEARCH BUSINESS OPPORTUNITIES

- 2.2.1 Discuss factors that affect business opportunities
- 2.2.2 Explain how businesses determine opportunities
- 2.2.3 Describe the risks of starting a business
- 2.2.4 Research a business opportunity of interest
- 2.2.5 Define social responsibility in a business environment

PERFORMANCE STANDARD 2.3 : EXPLORE BUSINESS ETHICS

- 2.3.1 Explain the role of ethics in business
- 2.3.2 Discuss the importance of ethics in digital and social media
- 2.3.3 Evaluate an ethical dilemma in the workplace

CONTENT STANDARD 3.0 : UNDERSTAND THE CONCEPTS OF MONEY**PERFORMANCE STANDARD 3.1 : EXPLAIN ECONOMIC FUNDAMENTALS**

- 3.1.1 Describe the role of labor, raw materials, equipment, and facilities in business
- 3.1.2 Explain the principles of supply and demand
- 3.1.3 Explain the concept of competition in business

PERFORMANCE STANDARD 3.2 : DESCRIBE MONEY USING MANAGEMENT IN BUSINESS

- 3.2.1 Define the function of a financial institution
- 3.2.2 Explain why a business would need to raise money
- 3.2.3 Describe the concept of interest
- 3.2.4 Describe how a business manages money
- 3.2.5 Define income and expenses
- 3.2.6 Describe the role of taxes
- 3.2.7 Explain how a company determines if they are profitable
- 3.2.8 Explain how a company determines what they are worth

CONTENT STANDARD 4.0 : UNDERSTAND HOW BUSINESSES OPERATE**PERFORMANCE STANDARD 4.1 : CREATE A SERVICE OR PRODUCT**

- 4.1.1 Develop an idea for a product or service based on a need
- 4.1.2 Explain how to produce the product
- 4.1.3 Determine the price of a product
- 4.1.4 Evaluate the quality of a product or service
- 4.1.5 Determine how the product or service will be delivered to the customer
- 4.1.6 Describe product support best practices

PERFORMANCE STANDARD 4.2 : ANALYZE BUSINESS SUPPORT ACTIVITIES

- 4.2.1 Describe how human resources supports business operations and production
- 4.2.2 Explain the importance of legal knowledge in a business
- 4.2.3 Define the role of management in a business
- 4.2.4 Explain the importance of information technology in business operations

CONTENT STANDARD 6.0 : UNDERSTAND 21ST CENTURY COMMERCE**PERFORMANCE STANDARD 6.1 : EXPLORE THE HISTORY AND FUTURE OF BUSINESS**

- 6.1.1 Compare the business practices of previous decades to current practices
- 6.1.2 Predict future business practices
- 6.1.3 Define a widely used business model
- 6.1.4 Explain how technology has impacted traditional business models and the role of the consumer
- 6.1.5 Research a disruption to a business model

PERFORMANCE STANDARD 6.2 : COMPARE THE CUSTOMER EXPERIENCE

- 6.2.1 Describe all the components of a customer experience
- 6.2.2 Evaluate examples of customer experience in retail, dining, and entertainment experiences
- 6.2.3 Discuss the importance of good customer service
- 6.2.4 Explore possibilities of the future customer experience
- 6.2.5 Identify expectations of the customer of the future

PERFORMANCE STANDARD 6.3 : DISCUSS EMERGING BUSINESS ISSUES

- 6.3.1 Identify emerging issues in technology and its impact on business
- 6.3.2 Explain the effect of currency and transaction platforms on commerce
- 6.3.3 Describe societal issues and/or changes that may impact business

CROSSWALKS AND ALIGNMENTS**CROSSWALKS (ACADEMIC STANDARDS)**

The crosswalk of the Middle School standards shows links to the Nevada Academic Content Standards for English Language Arts. The crosswalk identifies the performance indicators in which the learning objectives in the middle school course support academic learning. The performance indicators are grouped according to their content standard and are crosswalked to the Nevada Academic Content Standards for English Language Arts.

ALIGNMENTS (MATHEMATICAL PRACTICES)

Several performance indicators support the Mathematical Practices. The following table illustrates the alignment of the middle school course Standards Performance Indicators and the Mathematical Practices. This alignment identifies the performance indicators of the learning objectives.

ALIGNMENTS (SCIENCE AND ENGINEERING PRACTICES)

Several performance indicators support the Science and Engineering Practices. The following table illustrates the alignment of the middle school Standards Performance Indicators and the Science and Engineering Practices. This alignment identifies the performance indicators of the learning objectives in the middle school support academic learning.

**CROSSWALK OF MANAGEMENT AND ENTREPRENEURSHIP MIDDLE SCHOOL
STANDARDS AND THE NEVADA ACADEMIC CONTENT STANDARDS**

CONTENT STANDARD 1.0: UNDERSTAND CAREERS AND THE NATURE OF WORK

Performance Indicators	Nevada Academic Content Standards
1.1.1	English Language Arts: Reading Standards for Literacy in Science and Technical Subjects RST.6-8.8 Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.
1.1.2	English Language Arts: Reading Standards for Literacy in Science and Technical Subjects RST.6-8.9 Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.
1.1.3	English Language Arts: Reading Standards for Literacy in Science and Technical Subjects RST.6-8.4 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 <i>grades 6-8 texts and topics</i> . English Language Arts: Writing Standards for Literacy in Science and Technical Subjects WHST.6-8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently. WHST.6-8.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
1.1.7	English Language Arts: Reading Standards for Literacy in Science and Technical Subjects RST.6-8.4 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 <i>grades 6-8 texts and topics</i> .
1.2.1	English Language Arts: Writing Standards for Literacy in Science and Technical Subjects WHST.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
1.3.1	English Language Arts: Reading Standards for Literacy in Science and Technical Subjects RST.6-8.4 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 <i>grades 6-8 texts and topics</i> .
1.3.4	English Language Arts: Reading Standards for Literacy in Science and Technical Subjects RST.6-8.7 Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table). English Language Arts: Writing Standards for Literacy in Science and Technical Subjects WHST.6-8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

CONTENT STANDARD 2.0: DESCRIBE WHAT BUSINESS IS

Performance Indicators	Nevada Academic Content Standards
2.1.1	English Language Arts: Reading Standards for Literacy in Science and Technical Subjects RST.6-8.2 Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. RST.6-8.4 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 <i>grades 6-8 texts and topics</i>. English Language Arts: Writing Standards for Literacy in Science and Technical Subjects WHST.6-8.1 Write arguments focused on discipline-specific content. WHST.6-8.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. WHST.6-8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
2.1.2	English Language Arts: Reading Standards for Literacy in Science and Technical Subjects RST.6-8.4 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 <i>grades 6-8 texts and topics</i>.
2.1.3	English Language Arts: Reading Standards for Literacy in Science and Technical Subjects RST.6-8.2 Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. RST.6-8.4 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 <i>grades 6-8 texts and topics</i>. RST.6-8.6 Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text. English Language Arts: Writing Standards for Literacy in Science and Technical Subjects WHST.6-8.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. WHST.6-8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
2.1.4	English Language Arts: Writing Standards for Literacy in Science and Technical Subjects WHST.6-8.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. WHST.6-8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

Performance Indicators	Nevada Academic Content Standards
2.2.4	English Language Arts: Reading Standards for Literacy in Science and Technical Subjects RST.6-8.4 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 <i>grades 6-8 texts and topics</i>. English Language Arts: Writing Standards for Literacy in Science and Technical Subjects WHST.6-8.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. WHST.6-8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. WHST.6-8.9 Draw evidence from informational texts to support analysis reflection, and research.
2.3.3	English Language Arts: Reading Standards for Literacy in Science and Technical Subjects RST.6-8.6 Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text. RST.6-8.8 Distinguish among facts, reasoned judgment based on research findings, and speculation in a text. RST.6-8.9 Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic. English Language Arts: Writing Standards for Literacy in Science and Technical Subjects WHST.6-8.8 Gather relevant information from multiple print and digital sources¹ using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. WHST.6-8.9 Draw evidence from informational texts to support analysis reflection, and research.

CONTENT STANDARD 3.0: UNDERSTAND CONCEPTS OF MONEY

Performance Indicators	Nevada Academic Content Standards
3.1.1	English Language Arts: Writing Standards for Literacy in Science and Technical Subjects WHST.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
3.1.2	English Language Arts: Reading Standards for Literacy in Science and Technical Subjects RST.6-8.2 Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. RST.6-8.4 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 <i>grades 6-8 texts and topics</i> . English Language Arts: Writing Standards for Literacy in Science and Technical Subjects WHST.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
3.2.1	English Language Arts: Reading Standards for Literacy in Science and Technical Subjects RST.6-8.4 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 <i>grades 6-8 texts and topics</i> .
3.2.3	English Language Arts: Reading Standards for Literacy in Science and Technical Subjects RST.6-8.2 Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. RST.6-8.4 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 <i>grades 6-8 texts and topics</i> .
3.2.5	English Language Arts: Reading Standards for Literacy in Science and Technical Subjects RST.6-8.2 Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. RST.6-8.4 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 <i>grades 6-8 texts and topics</i> . English Language Arts: Writing Standards for Literacy in Science and Technical Subjects WHST.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
3.2.8	English Language Arts: Writing Standards for Literacy in Science and Technical Subjects WHST.6-8.2d Use precise language and domain-specific vocabulary to inform about or explain the topic. WHST.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CONTENT STANDARD 4.0: UNDERSTAND HOW BUSINESSES OPERATE

Performance Indicators	Nevada Academic Content Standards
4.1.1	English Language Arts: Writing Standards for Literacy in Science and Technical Subjects WHST.6-8.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. WHST.6-8.2a Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. WHST.6-8.2b Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. WHST.6-8.2c Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. WHST.6-8.2d Use precise language and domain-specific vocabulary to inform about or explain the topic. WHST.6-8.2e Establish and maintain a formal style and objective tone. WHST.6-8.2f Provide a concluding statement or section that follows from and supports the information or explanation presented. WHST.6-8.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
4.1.2	English Language Arts: Writing Standards for Literacy in Science and Technical Subjects WHST.6-8.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. WHST.6-8.2a Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. WHST.6-8.2b Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. WHST.6-8.2c Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. WHST.6-8.2d Use precise language and domain-specific vocabulary to inform about or explain the topic. WHST.6-8.2e Establish and maintain a formal style and objective tone. WHST.6-8.2f Provide a concluding statement or section that follows from and supports the information or explanation presented.

Performance Indicators	Nevada Academic Content Standards
4.1.6	English Language Arts: Writing Standards for Literacy in Science and Technical Subjects WHST.6-8.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. WHST.6-8.2a Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. WHST.6-8.2b Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. WHST.6-8.2c Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. WHST.6-8.2d Use precise language and domain-specific vocabulary to inform about or explain the topic. WHST.6-8.2e Establish and maintain a formal style and objective tone. WHST.6-8.2f Provide a concluding statement or section that follows from and supports the information or explanation presented. WHST.6-8.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
4.2.1	English Language Arts: Reading Standards for Literacy in Science and Technical Subjects RST.6-8.2 Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. English Language Arts: Writing Standards for Literacy in Science and Technical Subjects WHST.6-8.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. WHST.6-8.9 Draw evidence from informational texts to support analysis reflection, and research.
4.2.3	English Language Arts: Reading Standards for Literacy in Science and Technical Subjects RST.6-8.2 Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. English Language Arts: Writing Standards for Literacy in Science and Technical Subjects WHST.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. WHST.6-8.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

CONTENT STANDARD 6.0: UNDERSTAND 21ST CENTURY COMMERCE

Performance Indicators	Nevada Academic Content Standards
6.1.2	English Language Arts: Writing Standards for Literacy in Science and Technical Subjects WHST.6-8.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. WHST.6-8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. WHST.6-8.9 Draw evidence from informational texts to support analysis reflection, and research.
6.1.3	English Language Arts: Reading Standards for Literacy in Science and Technical Subjects RST.6-8.4 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 <i>grades 6-8 texts and topics</i>. RST.6-8.9 Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.
6.1.5	English Language Arts: Reading Standards for Literacy in Science and Technical Subjects RST.6-8.2 Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. RST.6-8.8 Distinguish among facts, reasoned judgment based on research findings, and speculation in a text. English Language Arts: Writing Standards for Literacy in Science and Technical Subjects WHST.6-8.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. WHST.6-8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
6.2.1	English Language Arts: Writing Standards for Literacy in Science and Technical Subjects WHST.6-8.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. WHST.6-8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. WHST.6-8.9 Draw evidence from informational texts to support analysis reflection, and research.

Performance Indicators	Nevada Academic Content Standards
6.2.2	English Language Arts: Writing Standards for Literacy in Science and Technical Subjects WHST.6-8.1 Write arguments focused on discipline-specific content. WHST.6-8.1a Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. WHST.6-8.1b Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. WHST.6-8.1c Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. WHST.6-8.1d Establish and maintain a formal style. WHST.6-8.1e Provide a concluding statement or section that follows from and supports the argument presented.
6.2.5	English Language Arts: Writing Standards for Literacy in Science and Technical Subjects WHST.6-8.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. WHST.6-8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. WHST.6-8.9 Draw evidence from informational texts to support analysis reflection, and research.
6.3.1	English Language Arts: Reading Standards for Literacy in Science and Technical Subjects RST.6-8.6 Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text. RST.6-8.7 Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table). RST.6-8.8 Distinguish among facts, reasoned judgment based on research findings, and speculation in a text. RST.6-8.9 Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.
6.3.2	English Language Arts: Reading Standards for Literacy in Science and Technical Subjects RST.6-8.8 Distinguish among facts, reasoned judgment based on research findings, and speculation in a text. RST.6-8.9 Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic. RST.6-8.10 By the end of grade 8, read and comprehend science/technical texts in the grades 6-8 text complexity band independently and proficiently.

Performance Indicators	Nevada Academic Content Standards
6.3.3	English Language Arts: Writing Standards for Literacy in Science and Technical Subjects WHST.6-8.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. WHST.6-8.2a Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. WHST.6-8.2b Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. WHST.6-8.2c Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. WHST.6-8.2d Use precise language and domain-specific vocabulary to inform about or explain the topic. WHST.6-8.2e Establish and maintain a formal style and objective tone. WHST.6-8.2f Provide a concluding statement or section that follows from and supports the information or explanation presented. WHST.6-8.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. WHST.6-8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. WHST.6-8.9 Draw evidence from informational texts to support analysis reflection, and research.

**ALIGNMENT OF MANAGEMENT AND ENTREPRENEURSHIP MIDDLE SCHOOL STANDARDS
AND THE MATHEMATICAL PRACTICES**

Mathematical Practices	Management and Entrepreneurship Middle School Performance Indicators
1. Make sense of problems and persevere in solving them.	4.1.3
2. Reason abstractly and quantitatively.	3.1.2; 3.2.3 4.1.3
3. Construct viable arguments and critique the reasoning of others.	3.2.2; 3.2.7
4. Model with mathematics.	3.2.7, 3.2.8
5. Use appropriate tools strategically.	
6. Attend to precision.	
7. Look for and make use of structure.	5.3.5
8. Look for and express regularity in repeated reasoning.	5.2.4 6.1.1

**ALIGNMENT OF MANAGEMENT AND ENTREPRENEURSHIP MIDDLE SCHOOL STANDARDS
AND THE SCIENCE AND ENGINEERING PRACTICES**

Science and Engineering Practices	Management and Entrepreneurship Middle School Performance Indicators
1. Asking questions (for science) and defining problems (for engineering).	6.1.5
2. Developing and using models.	3.1.2 6.1.3
3. Planning and carrying out investigations.	
4. Analyzing and interpreting data.	3.2.3 4.1.3
5. Using mathematics and computational thinking.	3.2.3 4.1.3
6. Constructing explanations (for science) and designing solutions (for engineering).	
7. Engaging in argument from evidence.	3.2.7, 3.2.8 6.3.2
8. Obtaining, evaluating, and communicating information.	