

**NEVADA DEPARTMENT OF EDUCATION
CURRICULUM FRAMEWORK FOR
PLANT SYSTEMS**

PROGRAM INFORMATION

- Program Title: Plant Systems**
State Skill Standards: Plant Systems
Standards Reference Code: PLANT SCI
Career Cluster: Agriculture, Food, and Natural Resources
Career Pathway: Plant Systems
Program Length: 2-year, completed sequentially
Program Assessments: TBD
Workplace Readiness Skills
CTSO: FFA
Grade Level: 9-12
Industry Certifications: See Nevada’s Approved Certification Listing

PROGRAM PURPOSE

The purpose of this program is to prepare students for postsecondary education and employment in the Plant Systems industry.

The program includes the following state standards:

- Nevada CTE Skill Standards: Plant Systems
- Employability Skills for Career Readiness
- Nevada Academic Content Standards (alignment shown in the Nevada CTE Skill Standards):
 - English Language Arts
 - Mathematics
 - Science
- Common Career Technical Core (alignment shown in the Nevada CTE Skill Standards)

CAREER CLUSTERS

The National Career Clusters® Framework provides a vital structure for organizing and delivering quality CTE programs through learning and comprehensive programs of study (POS). In total, there are 16 Career Clusters in the National Career Clusters Framework, representing more than 79 Career Pathways to help students navigate their way to greater success in college and career. As an organizing tool for curriculum design and instruction, Career Clusters provide the essential knowledge and skills for the 16 Career Clusters and their Career Pathways.*

*Cite: National Association of State Directors of Career Technical Education Consortium. (2012). Retrieved from <https://cte.careertech.org/sites/default/files/CareerClustersPathways.pdf> and <https://www.air.org/sites/default/files/CTEClusters.pdf>

PROGRAM OF STUDY

The program of study illustrates the sequence of academic and career and technical education coursework that is necessary for the student to successfully transition into postsecondary educational opportunities and employment in their chosen career path. (NAC 389.803)

PROGRAM STRUCTURE

The core course sequencing with the complementary courses provided in the following table serves as a guide to schools for their programs of study. Each course is listed in the order in which it should be taught. Complete program sequences are essential for the successful delivery of all state standards in each program area. A program does not have to utilize the complementary courses for students to complete their program of study.

PLANT SYSTEMS**Required Core Course Sequence (R) with Complementary Courses (C)**

Required/ Complementary	Course Title	Abbreviated Name	CIP Code	SCED Subject Area	SCED Course Identifier	SCED Course Level	SCED Unit Credit	SCED Course Sequence	SCED Course Number
R	Principles of Agriculture, Food, and Natural Resources	AG SCIENCE	01.0000	18	003	G	1.00	12	18003G1.0012
R	Plant Science	PLANT SCI	01.1101	18	051	G	1.00	22	18101G1.0022
C	Plant Science Advanced Studies	PLANT SCI AS	01.1101	18	051	E	1.00	11	18101E1.0011
C	CTE Work Experience - Agriculture, Food, and Natural Resources	WORK EXPER AFNR	99.0001	18	998	G	1.00	11	18998G1.0011

STATE SKILL STANDARDS

The state skill standards are designed to clearly state what the student should know and be able to do upon completion of an advanced high school career and technical education (CTE) program. The standards are designed for the student to complete all standards through their completion of a program of study. The standards are designed to prepare the student for the end-of-program technical assessment directly aligned to the standards. (Paragraph (a) of Subsection 1 of NAC 389.800)

EMPLOYABILITY SKILLS FOR CAREER READINESS STANDARDS

Employability skills, often referred to as “soft skills,” have for many years been a recognizable component of the standards and curriculum in career and technical education programs. The twenty-one standards are organized into three areas: (1) Personal Qualities and People Skills; (2) Professional Knowledge and Skills; and (3) Technology Knowledge and Skills. The standards are designed to ensure students graduate high school properly prepared with skills employers prioritize as the most important. Instruction on all twenty-one standards must be part of each course of the CTE program. (Paragraph (d) of Subsection 1 of NAC 389.800)

CURRICULUM FRAMEWORK

The Nevada CTE Curriculum Frameworks are organized utilizing the recommended course sequencing listed in the program of study and the CTE Course Catalog. The framework identifies the recommended content standards, performance standards, and performance indicators that should be taught in each course.

CAREER AND TECHNICAL STUDENT ORGANIZATIONS (CTSOs)

To further the development of leadership and technical skills, students must have opportunities to participate in one or more of the Career and Technical Student Organizations (CTSOs). CTSOs develop character, citizenship, and the technical, leadership and teamwork skills essential for the workforce and their further education. Their activities are considered a part of the instructional day when they are directly related to the competencies and objectives in the course. (Paragraph (a) of Subsection 3 of NAC 389.800)

WORKPLACE READINESS SKILLS ASSESSMENT

The Workplace Readiness Skills Assessment has been developed to align with the Nevada CTE Employability Skills for Career Readiness Standards. This assessment provides a measurement of student employability skills attainment. Students who complete a program will be assessed on their skill attainment during the completion level course. Completion level courses are identified in the Program Structure table as by SCED Course Level “G” and SCED Course Sequence 22 or 33. (Paragraph (d) of Subsection 1 of NAC 389.800)

END-OF-PROGRAM TECHNICAL ASSESSMENT

An end-of-program technical assessment will be implemented for those programs with current industry validated standards to align with the Nevada CTE Skill Standards for this program. This assessment provides a measurement of student technical skill attainment. Students who complete a program will be assessed on their skill attainment during the completion level course. Completion level courses are identified in the Program Structure table as by SCED Course Level “G” and SCED Course Sequence 22 or 33. (Paragraph (e) of Subsection 1 of NAC 389.800)

CERTIFICATE OF SKILL ATTAINMENT

Each student who completes a course of study must be awarded a certificate which states that they have attained specific skills in the industry being studied and meets the following criteria: A student must maintain a 3.0 grade point average in their approved course of study, pass the Workplace Readiness Skills Assessment, and pass the end-of-program technical assessment. (Subsection 4 of NAC 389.800)

CTE ENDORSEMENT ON A HIGH SCHOOL DIPLOMA

A student qualifies for a CTE endorsement on their high school diploma after successfully completing the following criteria: (1) completion of a CTE course of study in a program area; (2) completion of academic requirements governing receipt of a standard diploma; and (3) meet all requirements for the issuance of the Certificate of Skill Attainment. (NAC 389.815)

CTE COLLEGE CREDIT

CTE College Credit is awarded to students based on articulation agreements established by each college for the CTE program, where the colleges will determine the credit value of a full high school CTE program based on course alignment. An articulation agreement will be established for each CTE program designating the number of articulated credits each college will award to students who complete the program.

CTE College Credit is awarded to students who: (1) complete the CTE course sequence with a grade-point average of 3.0 or higher; (2) pass the state end-of-program technical assessment for the program; and (3) pass the Workplace Readiness Assessment for employability skills.

Pre-existing articulation agreements will be recognized until new agreements are established according to current state policy and the criteria shown above.

Please refer to the local high school's course catalog or contact the local high school counselor for more information. (Paragraph (b) of Subsection 3 of NAC 389.800)

ACADEMIC CREDIT FOR CTE COURSEWORK

Career and technical education courses meet the credit requirements for high school graduation (1 unit of arts and humanities or career and technical education). Some career and technical education courses meet academic credit for high school graduation. Please refer to the local high school's course catalog or contact the local high school counselor for more information. (NAC 389.672)

CORE COURSES**RECOMMENDED STUDENT PERFORMANCE STANDARDS****COURSE INFORMATION**

Course Title: Principles of Agriculture, Food, and Natural Resources
Abbreviated Name: AG SCIENCE
Credits: 1
Prerequisite: None
CTSO: FFA

COURSE DESCRIPTION

This course is an introduction and survey course of the many career areas in agriculture. Topics include scientific investigations in agriculture, basic animal science, basic plant and soil science, ornamental horticulture, natural resource management, business management, leadership, and communication through FFA, and career skills. An essential part of this course will be leadership activities and Supervised Agricultural Experience Programs.

TECHNICAL STANDARDS**CONTENT STANDARD 1.0: INTEGRATE CAREER AND TECHNICAL STUDENT ORGANIZATIONS (CTSOS)**

Performance Standard 1.1: Explore the History and Organization of CTSOs

Performance Indicators: 1.1.1-1.1.3

Performance Standard 1.2: Develop Leadership Skills

Performance Indicators: 1.2.1-1.2.6

Performance Standard 1.3: Participate in Community Service

Performance Indicators: 1.3.1-1.3.3

Performance Standard 1.4: Develop Professional and Career Skills

Performance Indicators: 1.4.1-1.4.5

Performance Standard 1.5: Understand the Relevance of Career and Technical Education (CTE)

Performance Indicators: 1.5.1-1.5.3

CONTENT STANDARD 2.0: EXAMINE THE ROLE OF AGRICULTURE IN SOCIETY

Performance Standard 2.1: Recognize the Role of Agriculture in Society

Performance Indicators: 2.1.1-2.1.5

Performance Standard 2.2: Understand the History of Production Agriculture

Performance Indicators: 2.2.1-2.2.3

Performance Standard 2.3: Explore the World Food Supply

Performance Indicators: 2.3.1-2.3.2

CONTENT STANDARD 3.0: DEVELOP LEADERSHIP AND COMMUNICATION SKILLS THROUGH PARTICIPATION IN FFA

Performance Standard 3.1: Understand the History and Organization of FFA

Performance Indicators: 3.1.1-3.1.4

Performance Standard 3.2: Understand the Opportunities in FFA

Performance Indicators: 3.2.1-3.2.3

Performance Standard 3.3: Properly use Skills in Parliamentary Procedure

Performance Indicators: 3.3.1-3.3.3

Performance Standard 3.4: Understand the Importance of School and Community Awareness

Performance Indicators: 3.4.1-3.4.2

CONTENT STANDARD 4.0: DEVELOP A SUPERVISED AGRICULTURAL EXPERIENCE (SAE) PROGRAM

Performance Standard 4.1: Understand the Benefits of an SAE Program

Performance Indicators: 4.1.1-4.1.4

Performance Standard 4.2: Understand the Benefits of SAE Records

Performance Indicators: 4.2.1-4.2.4

CONTENT STANDARD 5.0: EXPLORING SCIENTIFIC INVESTIGATION IN AGRICULTURE

Performance Standard 5.1: Design and Conduct Agricultural Research

Performance Indicators: 5.1.1-5.1.3

Performance Standard 5.2: Understand Scientific Measurement

Performance Indicators: 5.2.1-5.2.3

Performance Standard 5.3: Use Laboratory Tools and Equipment

Performance Indicators: 5.3.1-5.3.3

Performance Standard 5.4: Explore Careers in Agricultural Science

Performance Indicators: 5.4.1-5.4.2

CONTENT STANDARD 6.0: DEVELOP AN UNDERSTANDING OF ANIMAL SCIENCE

Performance Standard 6.1: Understanding Cellular Biology

Performance Indicators: 6.1.1-6.1.4

Performance Standard 6.2: Explore and Evaluate the Livestock Industry

Performance Indicators: 6.2.1-6.2.4

Performance Standard 6.3: Explore Reproductive Physiology and Breeding Systems

Performance Indicators: 6.3.1

Performance Standard 6.4: Understand Animal Nutrition

Performance Indicators: 6.4.1-6.4.2

Performance Standard 6.5: Understand Animal Health Management

Performance Indicators: 6.5.1-6.5.2

Performance Standard 6.6: Explore Careers in Animal Science

Performance Indicators: 6.6.1-6.6.2

CONTENT STANDARD 7.0: UNDERSTANDING PLANT SCIENCE

Performance Standard 7.1: Understand Plant Anatomy

Performance Indicators: 7.1.1-7.1.8

Performance Standard 7.2: Understand Plant Physiology

Performance Indicators: 7.2.1-7.2.4

Performance Standard 7.3: Understand Plant Propagation

Performance Indicators: 7.3.1-7.3.6

Performance Standard 7.4: Understand Plant Nutrition and Health

Performance Indicators: 7.4.1-7.4.3

Performance Standard 7.5: Explore Careers in Plant Science

Performance Indicators: 7.5.1-7.5.2

CONTENT STANDARD 8.0: EXPLORING SOIL SCIENCE

Performance Standard 8.1: Understand Soil Texture and Structure

Performance Indicators: 8.1.1-8.1.4

Performance Standard 8.2: Explore Careers in Soil Science

Performance Indicators: 8.2.1-8.2.2

CONTENT STANDARD 9.0: EXPLORING ORNAMENTAL HORTICULTURE

Performance Standard 9.1: Explore Areas of Ornamental Horticulture

Performance Indicators: 9.1.1-9.1.4

Performance Standard 9.2: Explore Careers in Ornamental Horticulture

Performance Indicators: 9.2.1-9.2.2

CONTENT STANDARD 10.0: EXPLAIN BASIC SALES AND MARKETING CONCEPTS FOR AGRICULTURAL PRODUCTS

Performance Standard 10.1: Demonstrate an Understanding of Agricultural Marketing

Performance Indicators: 10.1.1-10.1.3

Performance Standard 10.2: Understand the Principles of Agricultural Sales

Performance Indicators: 10.2.1-10.2.4

Performance Standard 10.3: Explore Careers in Sales and Marketing

Performance Indicators: 10.3.1-10.3.2

CONTENT STANDARD 11.0: UNDERSTAND THE RELATIONSHIP BETWEEN AGRICULTURE AND NATURAL RESOURCE MANAGEMENT

Performance Standard 11.1: Explore Types of Natural Resources

Performance Indicators: 11.1.1-11.1.3

Performance Standard 11.2: Understand Human Demand on Natural Resources

Performance Indicators: 11.2.1-11.2.3

Performance Standard 11.3: Comprehend Natural Resource Conservation

Performance Indicators: 11.3.1

Performance Standard 11.4: Understand Ecology and Ecosystems

Performance Indicators: 11.4.1-11.4.4

Performance Standard 11.5: Explore Principles of Rangeland Management

Performance Indicators: 11.5.1-11.5.3

Performance Standard 11.6: Explore Careers in Natural Resource Management

Performance Indicators: 11.6.1-11.6.2

EMPLOYABILITY SKILLS FOR CAREER READINESS STANDARDS

CONTENT STANDARD 1.0: DEMONSTRATE EMPLOYABILITY SKILLS FOR CAREER READINESS

Performance Standard 1.1: Demonstrate Personal Qualities and People Skills

Performance Indicators: 1.1.1-1.1.7

Performance Standard 1.2: Demonstrate Professional Knowledge and Skills

Performance Indicators: 1.2.1-1.2.10

Performance Standard 1.3: Demonstrate Technology Knowledge and Skills

Performance Indicators: 1.3.1-1.3.4

ALIGNMENT TO THE NEVADA ACADEMIC CONTENT STANDARDS*

English Language Arts: Language Standards
Reading Standards for Information Text
Reading Standards for Literacy in Science and Technical Subjects
Speaking and Listening Standards
Writing Standards for Literacy in Science and Technical Subjects

Mathematics: Mathematical Practices
Geometry
Numbers and Quantity
Statistics and Probability

Science: Earth and Space
Engineering Design
Life Science
Physical Science

*Refer to the Plant Systems Standards for alignment by performance indicator.

COURSE INFORMATION

Course Title: Plant Science
Abbreviated Name: PLANT SCI
Credits: 1
Prerequisite: Principles of Agriculture, Food, and Natural Resources
Program Assessments: TBD
Workplace Readiness Skills
CTSO: FFA

COURSE DESCRIPTION

This course is a continuation of Principles of Agriculture, Food, and Natural Resources. This course is designed to introduce the intermediate agriculture student to the skills and knowledge needed in order to successfully grow and care for plants. Areas emphasized include plant anatomy and physiology, plant identification, propagation, growing media, nutrition, and plant technologies. The appropriate use of technology and industry-standard equipment is an integral part of this course. An essential part of this course will be leadership activities and Supervised Agricultural Experience Programs.

TECHNICAL STANDARDS**CONTENT STANDARD 1.0: INTEGRATE CAREER AND TECHNICAL STUDENT ORGANIZATIONS (CTSOS)**

Performance Standard 1.1: Explore the History and Organization of CTSOs

Performance Indicators: 1.1.1-1.1.3

Performance Standard 1.2: Develop Leadership Skills

Performance Indicators: 1.2.1-1.2.6

Performance Standard 1.3: Participate in Community Service

Performance Indicators: 1.3.1-1.3.3

Performance Standard 1.4: Develop Professional and Career Skills

Performance Indicators: 1.4.1-1.4.5

Performance Standard 1.5: Understand the Relevance of Career and Technical Education (CTE)

Performance Indicators: 1.5.1-1.5.3

CONTENT STANDARD 3.0: DEVELOP LEADERSHIP AND COMMUNICATION SKILLS THROUGH PARTICIPATION IN FFA

Performance Standard 3.5: Recognize the Traits of Effective Leaders and Participate in Leadership Training Through Involvement in FFA

Performance Indicators: 3.5.1-3.5.2

Performance Standard 3.6: Understand the Importance of School and Community Awareness

Performance Indicators: 3.6.1

CONTENT STANDARD 4.0: DEVELOP A SUPERVISED AGRICULTURAL EXPERIENCE (SAE) PROGRAM

Performance Standard 4.3: Maintain a Supervised Agricultural Experience

Performance Indicators: 4.3.1-4.3.3

CONTENT STANDARD 12.0: PRACTICE SAFETY IN THE ORNAMENTAL HORTICULTURE AND GREENHOUSE INDUSTRY

Performance Standard 12.1: Properly Perform Safe Work Practices

Performance Indicators: 12.1.1-12.1.6

CONTENT STANDARD 13.0: UNDERSTANDING PLANT ANATOMY

Performance Standard 13.1: Understand Root Anatomy

Performance Indicators: 13.1.1-13.1.4

Performance Standard 13.2: Understand Stem Anatomy

Performance Indicators: 13.2.1-13.2.5

Performance Standard 13.3: Understand Leaf Anatomy

Performance Indicators: 13.3.1-13.3.5

Performance Standard 13.4: Understand Flower Anatomy

Performance Indicators: 13.4.1-13.4.5

CONTENT STANDARD 14.0: UNDERSTANDING PLANT PHYSIOLOGY

Performance Standard 14.1: Examine Energy Conversion in Plants

Performance Indicators: 14.1.1-14.1.3

Performance Standard 14.2: Examine Transport Within a Plant System

Performance Indicators: 14.2.1-14.2.3

Performance Standard 14.3: Examine Environmental Requirements for Plant Growth

Performance Indicators: 14.3.1-14.3.3

Performance Standard 14.4: Research Plant Growth Regulators

Performance Indicators: 14.4.1-14.4.2

Performance Standard 14.5: Explore Plant Tropisms

Performance Indicators: 14.5.1

CONTENT STANDARD 15.0: USE PLANT IDENTIFICATION SKILLS

Performance Standard 15.1: Categorize Plants

Performance Indicators: 15.1.1-15.1.5

CONTENT STANDARD 16.0: EXPLORE GROWING MEDIA

Performance Standard 16.1: Understand Soil Texture and Structure

Performance Indicators: 16.1.1-16.1.4

Performance Standard 16.2: Explore Soilless Growing Media

Performance Indicators: 16.2.1-16.2.4

Performance Standard 16.3: Explore Chemical Characteristics of Growing Media

Performance Indicators: 16.3.1-16.3.5

CONTENT STANDARD 17.0: EXPLORE PLANT NUTRITION

Performance Standard 17.1: Explore Fertilizer Formulation

Performance Indicators: 17.1.1-17.1.5

Performance Standard 17.2: Explore the Function of Plant Nutrients

Performance Indicators: 17.2.1-17.2.2

CONTENT STANDARD 18.0: EXPLORE INTEGRATED PEST MANAGEMENT (IPM)

Performance Standard 18.1: Describe Integrated Pest Management

Performance Indicators: 18.1.1-18.1.2

Performance Standard 18.2: Explore Common Pests and Diseases

Performance Indicators: 18.2.1-18.2.4

Performance Standard 18.3: Explain Procedures for the Safe Handling, Use, and Storage of Pesticides

Performance Indicators: 18.3.1-18.3.5

CONTENT STANDARD 19.0: DEMONSTRATE PLANT PROPAGATION

Performance Standard 19.1: Understand Propagation by Seed

Performance Indicators: 19.1.1-19.1.5

Performance Standard 19.2: Understand Asexual Propagation

Performance Indicators: 19.2.1-19.2.5

CONTENT STANDARD 20.0: GROWING GREENHOUSE CROPS

Performance Standard 20.1: Prepare for Crop Production

Performance Indicators: 20.1.1-20.1.3

Performance Standard 20.2: Perform Growth Maintenance Procedures

Performance Indicators: 20.2.1-20.2.5

Performance Standard 20.3: Perform Transplanting

Performance Indicators: 20.3.1-20.3.3

Performance Standard 20.4: Prepare Plants for Sale

Performance Indicators: 20.4.1-20.4.2

CONTENT STANDARD 21.0: EXPLORE GREENHOUSE BUSINESS CONCEPTS

Performance Standard 21.1: Explain the Basics of Marketing in the Greenhouse Industry

Performance Indicators: 21.1.1-21.1.3

Performance Standard 21.2: Understand the Principles of Sales

Performance Indicators: 21.2.1-21.2.3

CONTENT STANDARD 22.0: EXPLORING PLANT TECHNOLOGIES

Performance Standard 22.1: Explore Selective Plant Breeding

Performance Indicators: 22.1.1-22.1.4

Performance Standard 22.2: Examine Genetic Engineering of Plants

Performance Indicators: 22.2.1-22.2.2

Performance Standard 22.3: Describe Micropropagation Techniques

Performance Indicators: 22.3.1-22.3.3

Performance Standard 22.4: Explore Hydroponic Techniques

Performance Indicators: 22.4.1-22.4.5

CONTENT STANDARD 23.0: EXPLORE CAREER OPPORTUNITIES IN HORTICULTURE AND PLANT SCIENCE

Performance Standard 23.1: Explore Careers in Horticulture and Plant Science

Performance Indicators: 23.1.1-23.1.4

EMPLOYABILITY SKILLS FOR CAREER READINESS STANDARDS**CONTENT STANDARD 1.0: DEMONSTRATE EMPLOYABILITY SKILLS FOR CAREER READINESS**

Performance Standard 1.1: Demonstrate Personal Qualities and People Skills

Performance Indicators: 1.1.1-1.1.7

Performance Standard 1.2: Demonstrate Professional Knowledge and Skills

Performance Indicators: 1.2.1-1.2.10

Performance Standard 1.3: Demonstrate Technology Knowledge and Skills

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Mathematics: Mathematical Practices
Geometry
Numbers and Quantity
Statistics and Probability

Science: Earth and Space
Engineering Design
Life Science
Physical Science

*Refer to the Plant Systems Standards for alignment by performance indicator.

COMPLEMENTARY COURSES**RECOMMENDED STUDENT PERFORMANCE STANDARDS**

Programs that utilize the complementary courses can include the following:

- Continuation course(s)
- Advanced Studies course
- Lab course(s)
- CTE Work Experience courses

COURSE INFORMATION

Course Title: Plant Science Advanced Studies

Abbreviated Name: Plant Science

Credits: 1

Prerequisite: Plant Science

CTSO: FFA

COURSE DESCRIPTION

This course is offered to students who have achieved all content standards in a program and desire to pursue advanced study through investigation and in-depth research. Students are expected to work independently or in a team and consult with their supervising teacher for guidance. The supervising teacher will give directions, monitor, and evaluate the students' topic of study. Coursework may include various work-based learning experiences such as internships and job shadowing, involvement in a school-based enterprise, completion of a capstone project, and/or portfolio development. This course may be repeated for additional instruction and credit.

TECHNICAL STANDARDS

Students have achieved all program content standards and will pursue advanced study through investigation and in-depth research.

EMPLOYABILITY SKILLS FOR CAREER READINESS STANDARDS

Students have achieved all program content standards and will pursue advanced study through investigation and in-depth research.

SAMPLE TOPICS:

- Participate in individual/team competitions
- Investigate and utilize shop management techniques and procedures
- Participate in an internship or job shadow opportunities
- Explore college and career opportunities

COURSE INFORMATION

Course Title: CTE Work Experience – Agriculture, Food, and Natural Resources

Abbr. Name: WORK EXPER AFNR

Credits: 1

Prerequisite: Level 1 course and concurrently enrolled in the Level 2 or higher course

CTSO: FFA

COURSE DESCRIPTION

This course is designed to expand the students' opportunities for applied learning. This course provides an in-depth CTE work experience that applies the processes, concepts, and principles as described in the classroom instruction. This course will encourage students to explore and develop advanced skills through work-based learning directly related to the program of study. The course must follow NAC 389.562, 389.564, 389.566 regulations.