

Electronic Technology Curriculum Framework



This document was prepared by:

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Vision

All Nevada students are equipped and feel empowered to attain their vision of success

Mission

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



INTRODUCTION

The Nevada Career and Technical Education (CTE) Curriculum Frameworks are a resource for Nevada's public schools and charter schools to design, implement, and assess their CTE programs and curriculum. The content standards identified in this document are listed as a model for the development of local district programs and curriculum. They represent rigorous and relevant expectations for student performance, knowledge, and skill attainment which have been validated by industry representatives.

This curriculum framework ensures the following:

- CTE course(s) and course sequence teaches the knowledge and skills required by industry through applied learning methodology and, where appropriate, work-based learning experiences that prepare students for careers in high-wage, high-skill, and/or in-demand fields. Regional and state economic development priorities shall play an important role in determining program approval. Some courses also provide instruction focused on personal development.
- CTE course(s) and course sequence includes leadership and employability skills as an integral part of the curriculum.
- CTE course(s) and course sequence is part of a rigorous program of study and includes sufficient technical challenge to meet state and/or industry-standards.

Nevada Department of Education
Curriculum Framework for
Electronic Technology

Program Information

Program Title:	Electronic Technology
State Skill Standards:	Standards Name
Standards Reference Code:	EL
Career Cluster:	Manufacturing
Career Pathway:	Maintenance, Installation, and Repair
Program Length:	2-year, completed sequentially
Program Assessments:	TBD
	Workplace Readiness Skills
CTSO:	SkillsUSA
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 Electronic Technology industry.

The program includes the following state standards:

- Nevada CTE Skill Standards: Electronic Technology
- 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.^{1 and 2}

¹ Career Clusters. Advance CTE. (2022). Retrieved 31 August 2022, from <https://careertech.org/Career-Clusters>

² The National Career Clusters® Framework. (2022). American Institutes for Research. Retrieved 31 August 2022, from <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.

Electronic Technology

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	Electronic Technology I	ELEC TECH I	15.1701	17	101	G	1.00	12	17101G.0012
R	Electronic Technology II	ELEC TECH II	15.1701	17	101	G	1.00	22	17101G.0022
C	Electronic Technology II LAB	ELEC TECH II L	15.1701	17	101	E	1.00	22	17101E.0022
C	Electronic Technology Advanced Studies	ELEC TECH AS	15.1701	17	101	E	1.00	11	17101E.0011
C	CTE Work Experience - Manufacturing	WORK EXPER MANUF	99.0013	13	098	G	1.00	11	13098G1.0011

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 (NAC 389.800[1]).

Employability Skills for Career Readiness Standards

Employability 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 (NAC 389.800[1]).

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 (NAC 389.800[3]).

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 SCED Course Level “G” and SCED Course Sequence 22 or 33 (NAC 389.800[1]).

End-of-Program Technical Assessment

An end-of-program technical assessment may 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 SCED Course Level “G” and SCED Course Sequence 22 or 33 (NAC 389.800[1]).

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, if available (NAC 389.800 [4]).

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, if available, for the program of study, 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 (NAC 389.800 [3]).

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: Electronic Technology I
Abbreviated Name: ELEC TECH I
Credits: 1
Prerequisite: None
CTSO: SkillsUSA

Course Description

This course introduces the student to electronic practices and fundamentals, roles of electronics in industry, and career development. Topics include safety, tools, fundamental electronic theory, identification of components, analyzing quantities of components, basic direct current (DC), schematics, soldering, measuring electricity, Ohm's/Watt's/Kirchhoff's Laws, and electronic circuits. The appropriate use of technology and industry-standard equipment is an integral part of this course.

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: IDENTIFY LAB ORGANIZATION AND SAFETY PROCEDURES

Performance Standard 2.1: Demonstrate General Lab Safety Rules and Procedures

Performance Indicators: 2.1.1-2.1.18

Performance Standard 2.2: Identify and Safely Utilize Tools

Performance Indicators: 2.2.1-2.2.4

Performance Standard 2.3: Identify and Safely Utilize Instrumentation

Performance Indicators: 2.3.1-2.3.4

CONTENT STANDARD 3.0: IDENTIFY FUNDAMENTAL ELECTRONIC THEORY AND THE HISTORY/FUTURE OF ELECTRONICS

Performance Standard 3.1: Explain the Principles of Electronic Theory

Performance Indicators: 3.1.1-3.1.2

CONTENT STANDARD 4.0: IDENTIFY AND ANALYZE ELECTRICAL COMPONENTS AND QUANTITIES

Performance Standard 4.1: Identify Electronic Components

Performance Indicators: 4.1.1-4.1.5

Performance Standard 4.2: Analyze Quantities Utilized in Electronics

Performance Indicators: 4.2.1-4.2.4

CONTENT STANDARD 5.0: CONSTRUCT AND ANALYZE FUNDAMENTAL CIRCUIT CONFIGURATIONS

Performance Standard 5.1: Analyze Series Circuit Configuration

Performance Indicators: 5.1.1-5.1.7

CONTENT STANDARD 6.0: APPLY FUNDAMENTAL ANALOG ELECTRONIC PRINCIPLES

Performance Standard 6.1: Analyze Direct Current (DC) Circuits

Performance Indicators: 6.1.1-6.1.4

CONTENT STANDARD 7.0: APPLY FUNDAMENTAL FABRICATION AND SOLDERING TECHNIQUES

Performance Standard 7.1: Apply Fundamental Fabrication Techniques

Performance Indicators: 7.1.1

Performance Standard 7.2: Apply Standard Soldering Techniques

Performance Indicators: 7.2.1-7.2.14

CONTENT STANDARD 11.0: EXPLORE OPPORTUNITIES IN THE FIELD OF ELECTRONICS

Performance Standard 11.1: Investigate Career and Education Opportunities in Electronics

Performance Indicators: 11.1.1

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
Algebra
Functions

Science: Science and Engineering Practices

*Refer to the Electronic Technology Standards for alignment by performance indicator.

Course Information

Course Title: Electronic Technology II
Abbreviated Name: ELEC TECH II
Credits: 1
Prerequisite: Electronic Technology I
Program Assessments: TBD
Workplace Readiness Skills
CTSO: SkillsUSA

Course Description

This course is a continuation of Electronic Technology I. This course introduces students to intermediate practices, principles, special equipment, and materials. Students will develop their knowledge and skills learned in Electronic Technology I. Topics include safety, voltage, current and resistance, parallel circuit configurations, series-parallel circuit configurations, alternating current (AC) circuits, fabrication techniques, interpreting schematics, troubleshooting techniques, analyzing digital design and circuitry, and skills necessary to obtain meaningful employment in the electronics industry or advancement to postsecondary. The appropriate use of technology and industry-standard equipment is an integral part of this course.

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: IDENTIFY LAB ORGANIZATION AND SAFETY PROCEDURES

Performance Standard 2.3: Identify and Safely Utilize Instrumentation

Performance Indicators: 2.3.1-2.3.4

CONTENT STANDARD 3.0: IDENTIFY FUNDAMENTAL ELECTRONIC THEORY AND THE HISTORY/FUTURE OF ELECTRONICS

Performance Standard 3.1: Explain the Principles of Electronic Theory

Performance Indicators: 3.1.1-3.1.2

CONTENT STANDARD 4.0: IDENTIFY AND ANALYZE ELECTRICAL COMPONENTS AND QUANTITIES

Performance Standard 4.1: Identify Electronic Components

Performance Indicators: 4.1.6

Performance Standard 4.2: Analyze Quantities Utilized in Electronics

Performance Indicators: 4.2.5

CONTENT STANDARD 5.0: CONSTRUCT AND ANALYZE FUNDAMENTAL CIRCUIT CONFIGURATIONS

Performance Standard 5.2: Analyze Parallel Circuit Configuration

Performance Indicators: 5.2.1-5.2.7

Performance Standard 5.3: Analyze Series-Parallel Circuit Configuration

Performance Indicators: 5.3.1-5.3.8**CONTENT STANDARD 6.0: APPLY FUNDAMENTAL ANALOG ELECTRONIC PRINCIPLES**

Performance Standard 6.2: Analyze Alternating Current (AC) Circuits

Performance Indicators: 6.2.1-6.2.10**CONTENT STANDARD 7.0: APPLY FUNDAMENTAL FABRICATION AND SOLDERING TECHNIQUES**

Performance Standard 7.1: Apply Fundamental Fabrication Techniques

Performance Indicators: 7.1.2-7.1.6**CONTENT STANDARD 8.0: APPLY FUNDAMENTAL TROUBLESHOOTING AND MAINTENANCE TECHNIQUES**

Performance Standard 8.1: Apply Troubleshooting Techniques

Performance Indicators: 8.1.1-8.1.7

Performance Standard 8.2: Demonstrate Maintenance and Repair Techniques

Performance Indicators: 8.2.1**CONTENT STANDARD 9.0: APPLY FUNDAMENTAL DIGITAL ELECTRONIC PRINCIPLES**

Performance Standard 9.1: Analyze Digital Design and Circuitry

Performance Indicators: 9.1.1-9.1.7**CONTENT STANDARD 10.0: APPLY MICROPROCESSOR AND MICROCONTROLLER PRINCIPLES**

Performance Standard 10.1: Analyze Control Devices

Performance Indicators: 10.1.1-10.1.5**CONTENT STANDARD 11.0: EXPLORE OPPORTUNITIES IN THE FIELD OF ELECTRONICS**

Performance Standard 11.1: Investigate Career and Education Opportunities in Electronics

Performance Indicators: 11.1.2**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
Speaking and Listening Standards
Writing Standards for Literacy in Science and Technical Subjects

Mathematics: Mathematical Practices
Algebra
Functions
Numbers and Quantity

Science: Science and Engineering Practices

*Refer to the Electronic Technology Standards for alignment by performance indicator.

Complementary Courses

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: Electronic Technology Advanced Studies

Abbreviated Name: ELEC TECH AS

Credits: 1

Prerequisite: Electronic Technology II

CTSO: SkillsUSA

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:

- Pursue industry recognized credentials
- Participate in internship or job shadow opportunities
- Complete a capstone project.
- Participate in individual/team competitions.

Course Information**Course Title: Electronic Technology II LAB****Abbreviated Name: ELEC TECH II L****Credits: 1****Prerequisite: Concurrent enrollment in Electronic Technology II****CTSO: SkillsUSA****Course Description**

This course is designed to expand the students' opportunities for applied learning. This course provides an in-depth lab experience that applies the processes, concepts, and principles as described in the classroom instruction. The coursework will encourage students to explore and develop advanced skills in their program area. The appropriate use of technology and industry-standard equipment is an integral part of this course.

Course Information**Course Title: CTE Work Experience – Manufacturing****Abbreviated Name: WORK EXPER MANUF****Credits: 1****Prerequisite: Completion of Level 2 course in the qualifying program of study****CTSO: SkillsUSA****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.