

NURSING ASSISTANT STANDARDS



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BUSINESS AND INDUSTRY VALIDATION

All CTE standards developed through the Nevada Department of Education are validated by business and industry through one or more of the following processes: (1) the standards are developed by a team consisting of business and industry representatives; or (2) a separate review panel was coordinated with industry experts to ensure the standards include the proper content; or (3) the adoption of nationally recognized standards endorsed by business and industry.

The Nursing Assistant standards were validated through active participation of business and industry representatives on the development team. These standards integrated the HOSA: Future Health Professionals’ event guidelines for Nursing Assisting and the National Healthcare Foundation Standards and Accountability Criteria. The Nursing Assistant standards were also validated with the adoption of the Nevada State Board of Nursing, and NRS 632. The State Board of Nursing approved the standards for classroom support at their State Board of Nursing meeting on November 17, 2021.

PROJECT COORDINATOR

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INTRODUCTION

The standards in this document are designed to clearly state what the student should know and be able to do upon completion of an advanced high school Nursing Assistant program. These standards are designed for a two-credit course sequence that prepares the student for a technical assessment directly aligned to the standards.

These exit-level standards are designed for the student to complete all standards through their completion of a program of study. These standards are intended to guide curriculum objectives for a program of study.

The standards are organized as follows:

- **Content Standards** are general statements that identify major areas of knowledge, understanding, and the skills students are expected to learn in key subject and career areas by the end of the program.
- **Performance Standards** follow each content standard. Performance standards identify the more specific components of each content standard and define the expected abilities of students within each content standard.
- **Performance Indicators** are very specific criteria statements for determining whether a student meets the performance standard. Performance indicators may also be used as learning outcomes, which teachers can identify as they plan their program learning objectives.

The crosswalk and alignment section of the document shows where the performance indicators support the Nevada Academic Content Standards. Where correlation with an academic content standard exists, students in the Nursing Assistant 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 Nursing Assistant 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, NURSE is the Standards Reference Code for Nursing Assistant. For Content Standard 2, Performance Standard 3 and Performance Indicator 4 the Standards Reference Code would be NURSE.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: UNDERSTAND THE ROLE AND RESPONSIBILITY OF A NURSING ASSISTANT**PERFORMANCE STANDARD 2.1: UNDERSTAND SCOPE OF PRACTICE**

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

PERFORMANCE STANDARD 2.2: DESCRIBE ETHICS AND LAW

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

PERFORMANCE STANDARD 2.3: IDENTIFY RESIDENTS' RIGHTS

- 2.3.1 Describe residents' rights and how to promote dignity and quality of life
- 2.3.2 Explain what is meant by elder abuse and the signs of elder abuse
- 2.3.3 Explain how to report if elder abuse is suspected
- 2.3.4 Explain CNA's role and responsibility as mandated reporters of abuse
- 2.3.5 Explain federal guidelines for protection of vulnerable populations Omnibus Budget Reconciliation Act (OBRA)
- 2.3.6 Understand the process of dealing with resident grievances

PERFORMANCE STANDARD 2.4: UNDERSTAND HOW ROLE FITS INTO OVERALL HEALTHCARE ENVIRONMENT

- 2.4.1 Differentiate between healthcare facilities
- 2.4.2 Describe the nursing assistant's role in the continuum of healthcare
- 2.4.3 Identify the members of the healthcare and nursing teams

CONTENT STANDARD 3.0: DESCRIBE COMMUNICATION AND INTERPERSONAL RELATIONSHIPS**PERFORMANCE STANDARD 3.1: DESCRIBE COMMUNICATION AND INTERPERSONAL RELATIONSHIPS**

- 3.1.1 Describe elements in the communication process
- 3.1.2 Describe barriers to communication
- 3.1.3 Describe ways to promote effective communication
- 3.1.4 Describe the nursing assistant's contribution to carrying out the plan of care
- 3.1.5 Describe verbal and non-verbal communication
- 3.1.6 Explore a plan of personal stress management (i.e., how to cope/deal effectively with residents and others in the workplace)

PERFORMANCE STANDARD 3.2: USE PROPER DOCUMENTATION PROCESSES

- 3.2.1 Describe rules for recording and reporting
- 3.2.2 Describe subjective and objective data
- 3.2.3 Demonstrate the ability to document and chart correctly, including electronic formats
- 3.2.4 Explain the purpose, sections, and information found in the medical record

CONTENT STANDARD 4.0: EXPLAIN AND DEMONSTRATE INDIRECT CARE PRACTICES**PERFORMANCE STANDARD 4.1: PROMOTE RESIDENTS' DIGNITY**

- 4.1.1 Demonstrate respect for illnesses and vulnerable populations
- 4.1.2 Demonstrate respect for cultural diversity

PERFORMANCE STANDARD 4.2: PROMOTE RESIDENTS' RIGHTS

- 4.2.1 Describe residents' rights and how to promote a resident's quality of life
- 4.2.2 Demonstrate the maintenance of residents to decrease the use of physical and chemical restraints

PERFORMANCE STANDARD 4.3: PROMOTE RESIDENTS' SAFETY

- 4.3.1 List and recognize potential hazards in the resident's environment
- 4.3.2 Identify safety measures used for resident care
- 4.3.3 List corrective actions when hazards are identified
- 4.3.4 Discuss components of fall prevention
- 4.3.5 Understand the application of unsterile warm and cold treatments
- 4.3.6 Understand safety and emergency procedures (Heimlich maneuver, etc.)

CONTENT STANDARD 5.0: UNDERSTAND INFECTION PREVENTION CONCEPTS**PERFORMANCE STANDARD 5.1: EXPLAIN INFECTION PREVENTION PROCESSES**

- 5.1.1 Explain the chain of infection
- 5.1.2 Follow Standard Precautions and Transmission-based Precautions
- 5.1.3 Describe the Occupational Safety and Health Administration (OSHA) Bloodborne Pathogens standard
- 5.1.4 Define healthcare-acquired infections
- 5.1.5 Define multidrug-resistant infections (MDR)
- 5.1.6 List the recommended immunizations for healthcare workers
- 5.1.7 Utilize personal and environmental processes to prevent infection

CONTENT STANDARD 6.0: UNDERSTAND HUMAN ANATOMY AND PHYSIOLOGY**PERFORMANCE STANDARD 6.1: UNDERSTAND STRUCTURE AND FUNCTION OF BODY SYSTEMS**

- 6.1.1 State the purpose of each body system
- 6.1.2 Explain the impact of the aging process on each body system
- 6.1.3 Discuss the impact of disease processes on each body system

PERFORMANCE STANDARD 6.2: DIFFERENTIATE BETWEEN GROWTH AND DEVELOPMENT

- 6.2.1 Describe the principles of growth and development
- 6.2.2 Differentiate between the stages of growth and development

PERFORMANCE STANDARD 6.3: DEFINE MEDICAL TERMINOLOGY

- 6.3.1 Define vocabulary for each body system
- 6.3.2 Define three-word elements used in medical terms
- 6.3.3 Differentiate between accepted abbreviations used in healthcare

CONTENT STANDARD 7.0: DEMONSTRATE PERSONAL CARE PROCEDURES**PERFORMANCE STANDARD 7.1: RECOGNIZE AND IMPLEMENT HYGIENE AND GROOMING PRINCIPLES**

- 7.1.1 Explain the importance of hygiene and grooming
- 7.1.2 Explain the importance of skin care, oral hygiene, bathing, dressing and undressing, shaving, and nail and hair care
- 7.1.3 Describe the functions of skin
- 7.1.4 Describe factors that compromise skin integrity
- 7.1.5 Identify pressure points
- 7.1.6 Describe nursing actions which prevent and treat pressure ulcers

PERFORMANCE STANDARD 7.2: DEMONSTRATE PERSONAL CARE PROCEDURES

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

PERFORMANCE STANDARD 7.3: DEMONSTRATE SAFETY IN PERFORMING PERSONAL HYGIENE SKILLS

- 7.3.1 Identify safety measures when performing hygiene and grooming
- 7.3.2 Identify safety measures used during skin care, oral hygiene, bathing, dressing and undressing, shaving, and nail and hair care
- 7.3.3 Describe reportable conditions as observed during care

CONTENT STANDARD 8.0: EXPLAIN AND DISCUSS PHYSIOLOGICAL MEASUREMENTS**PERFORMANCE STANDARD 8.1: UNDERSTAND VITAL SIGNS**

- 8.1.1 List the vital signs
- 8.1.2 Explain why vital signs are measured
- 8.1.3 Describe factors which can affect vital signs
- 8.1.4 State the normal ranges for vital signs
- 8.1.5 State the normal characteristics of each vital sign

PERFORMANCE STANDARD 8.2: DEMONSTRATE MEASUREMENTS

- 8.2.1 Explain the standards for reporting
- 8.2.2 Demonstrate how to properly take a manual and electronic blood pressure, pulse and respiration, and temperature
- 8.2.3 List signs and symptoms of pain
- 8.2.4 Describe oxygen devices
- 8.2.5 Demonstrate how to use a pulse oximeter
- 8.2.6 Demonstrate how to measure height and weight accurately

PERFORMANCE STANDARD 8.3: DEMONSTRATE SAFETY AND ACCURACY IN PHYSIOLOGICAL MEASUREMENTS

- 8.3.1 Demonstrate safe cleaning and disinfection of equipment to prevent the transmission of infection
- 8.3.2 Describe factors which may cause equipment to malfunction
- 8.3.3 Describe procedures to place malfunctioning equipment out of service

CONTENT STANDARD 9.0: DIFFERENTIATE BETWEEN NUTRITIONAL REQUIREMENTS AND TECHNIQUES**PERFORMANCE STANDARD 9.1: IDENTIFY GENERAL NUTRITIONAL CONCEPTS**

- 9.1.1 Explain general nutritional requirements, including USDA recommendations
- 9.1.2 Compare and contrast the various special diets for patients
- 9.1.3 Discuss thickened liquids for the client with swallowing difficulties
- 9.1.4 Describe fluid balance
- 9.1.5 Describe signs and symptoms of dehydration
- 9.1.6 Summarize dietary practices unique to various religious or ethnic groups

PERFORMANCE STANDARD 9.2: DEMONSTRATE SKILLS

- 9.2.1 Summarize principles of serving residents' meals
- 9.2.2 Demonstrate preparing, serving, and feeding of the client who requires assistance
- 9.2.3 Demonstrate measuring and recording the intake and output (I and O) in milliliters
- 9.2.4 Demonstrate calculating and recording meal percentages of foods consumed
- 9.2.5 Discuss observations of the client receiving intravenous fluids
- 9.2.6 Discuss observations of the patient receiving tube feedings
- 9.2.7 Describe assistive devices available to assist patients in eating meals

PERFORMANCE STANDARD 9.3: USE PROPER FOOD HANDLING

- 9.3.1 Summarize safe handling of food and prevention of foodborne illness

PERFORMANCE STANDARD 9.4: DEMONSTRATE PROPER SAFETY STANDARDS

- 9.4.1 Describe diseases or conditions that may interfere with the normal eating process
- 9.4.2 Explain aspiration and dysphagia
- 9.4.3 Understand conditions that impair eating

CONTENT STANDARD 10.0: UNDERSTAND PROCEDURES AND PROCESSES RELATED TO ELIMINATION**PERFORMANCE STANDARD 10.1: IDENTIFY NORMAL AND ABNORMAL URINARY AND BOWEL ELIMINATION**

- 10.1.1 Differentiate between normal and abnormal characteristics of elimination
- 10.1.2 Summarize observations which must be reported and documented
- 10.1.3 Describe diseases or conditions that may interfere with normal elimination
- 10.1.4 Describe nursing care required for the incontinent resident, including preventive measures
- 10.1.5 Demonstrate external care of an established colostomy

PERFORMANCE STANDARD 10.2: DEMONSTRATE SKILLS IN ASSISTING WITH ELIMINATION

- 10.2.1 Describe the use of elimination devices
- 10.2.2 Perform accurate specimen collection
- 10.2.3 Perform urinary catheter care
- 10.2.4 Describe the use of a bladder scan
- 10.2.5 Describe the procedure for administering enemas

PERFORMANCE STANDARD 10.3: PROMOTE SAFETY IN ELIMINATION

- 10.3.1 Practice medical asepsis
- 10.3.2 Provide adequate fluids and nutrition to residents
- 10.3.3 State the importance of call light use, providing safe positioning, regular toileting, and promoting activity
- 10.3.4 Describe procedures which promote privacy

CONTENT STANDARD 11.0: UNDERSTAND THE IMPACT OF PROVIDING A QUALITY PATIENT ENVIRONMENT**PERFORMANCE STANDARD 11.1: UNDERSTAND BASIC HUMAN NEEDS**

- 11.1.1 Describe basic needs for maintaining life and mental well-being
- 11.1.2 Summarize physical, mental, psychosocial, and sexual needs throughout the lifespan
- 11.1.3 Compare and contrast, understand, and respect a resident's need for cultural, religious, and individual beliefs
- 11.1.4 Integrate independence in all areas
- 11.1.5 Recognize patient concerns regarding mental health and social services
- 11.1.6 Demonstrate the care of cognitively impaired persons

PERFORMANCE STANDARD 11.2: IDENTIFY PHYSICAL AND ENVIRONMENTAL NEEDS

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

CONTENT STANDARD 12.0: UNDERSTAND THE PRINCIPLES RELATED TO PATIENT MOBILITY**PERFORMANCE STANDARD 12.1: DESCRIBE THE PRINCIPLES OF POSITIONING AND TRANSFERRING**

- 12.1.1 Demonstrate the principles of body mechanics
- 12.1.2 Describe the principles of positioning
- 12.1.3 Describe the principles of safe transfers
- 12.1.4 Explain the importance of and list measures in preventing the complications of immobility
- 12.1.5 Identify the principles of ambulation and use of assistive devices

PERFORMANCE STANDARD 12.2: DEMONSTRATE SKILLS RELATED TO RESIDENT MOBILITY

- 12.2.1 Demonstrate Range of Motion (ROM), use of assistive devices, transfers, moving residents, and ambulation
- 12.2.2 Demonstrate body positioning and alignment

PERFORMANCE STANDARD 12.3: DEMONSTRATE SAFETY AS RELATED TO RESIDENT MOBILITY

- 12.3.1 Discuss components of fall prevention
- 12.3.2 Discuss prevention of injury to staff members
- 12.3.3 Demonstrate the use of non-skid socks, shoes, and gait belts

CONTENT STANDARD 13.0: DESCRIBE ADMISSION, TRANSFER, AND DISCHARGE PROCEDURES**PERFORMANCE STANDARD 13.1: DESCRIBE THE COMPONENTS OF ADMISSION, TRANSFER, AND DISCHARGE PROCEDURES**

- 13.1.1 Identify physical environments and visitor policies
- 13.1.2 Explain process of admission, transfer, and discharge according to agency policy

PERFORMANCE STANDARD 13.2: DEMONSTRATE SKILLS OF ADMISSION, TRANSFER, AND DISCHARGE

- 13.2.1 Demonstrate how to secure and return personal belongings according to agency policy
- 13.2.2 Understand the admission process
- 13.2.3 Understand the transfer process
- 13.2.4 Understand the discharge process
- 13.2.5 Identify individual risk factors and needs during admission, transfer, and discharge processes

PERFORMANCE STANDARD 13.3: DEMONSTRATE SAFETY IN ADMISSION, TRANSFER, AND DISCHARGE

- 13.3.1 Describe patient identifiers
- 13.3.2 Demonstrate the functions of a bed as a principle of safety

CONTENT STANDARD 14.0: UNDERSTAND THE CARE OF RESIDENTS WITH SPECIAL NEEDS**PERFORMANCE STANDARD 14.1: DISCUSS COMMON DISEASES AND DISORDERS**

- 14.1.1 Identify and describe common diseases and disorders
- 14.1.2 Discuss nursing measures to care for residents with common diseases and disorders

PERFORMANCE STANDARD 14.2: DEMONSTRATE THE SKILLS IN CARING FOR RESIDENTS WITH COMMON DISEASES AND DISORDERS

- 14.2.1 Differentiate between the care specific diseases require
- 14.2.2 List actions nursing assistants can use to help a resident with psychological, spiritual, social, and physical needs
- 14.2.3 Utilize the care plan as a guide to care

PERFORMANCE STANDARD 14.3: DESCRIBE SAFETY IN CARING FOR A RESIDENT WITH SPECIAL NEEDS

- 14.3.1 Identify potential safety risks related to residents with special needs
- 14.3.2 Follow safety protocols for identified risks for residents with special needs

PERFORMANCE STANDARD 14.4: UNDERSTAND REHABILITATION AND RESTORATIVE CARE

- 14.4.1 Identify the goals of rehabilitation and restorative care
- 14.4.2 Describe how rehabilitation involves the whole person
- 14.4.3 Identify restorative care
- 14.4.4 Explain how to promote quality of life

PERFORMANCE STANDARD 14.5: DESCRIBE THE DEATH AND DYING PROCESS

- 14.5.1 Discuss the care of residents who are grieving, dying, or deceased
- 14.5.2 Describe the signs and symptoms of approaching death and death itself
- 14.5.3 Describe the rights of the dying resident
- 14.5.4 Describe postmortem care

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

The crosswalk of the Nursing Assistant Standards shows links to the Nevada Academic Content Standards. The crosswalk identifies the performance indicators in which the learning objectives in the Nursing Assistant program support academic learning. The performance indicators are grouped according to their content standard and are crosswalked to the 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 Nursing Assistant Standards Performance Indicators and the Mathematical Practices. This alignment identifies the performance indicators in which the learning objectives in the Nursing Assistant 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 Nursing Assistant Standards Performance Indicators and the Science and Engineering Practices. This alignment identifies the performance indicators in which the learning objectives in the Nursing Assistant program support academic learning.

CROSSWALKS (COMMON CAREER TECHNICAL CORE)

The crosswalk of the Nursing Assistant Standards shows links to the Common Career Technical Core. The crosswalk identifies the performance indicators in which the learning objectives in the Nursing Assistant program support the Common Career Technical Core. The Common Career Technical Core defines what students should know and be able to do after completing instruction in a program of study. The Nursing Assistant Standards are crosswalked to the Health Science Career Cluster™ and the Therapeutic Services Career Pathway.

**CROSSWALK OF NURSING ASSISTANT 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: UNDERSTAND THE ROLE AND RESPONSIBILITY OF A NURSING ASSISTANT

Performance Indicators	Nevada Academic Content Standards
2.1.1	<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>
2.1.2	<p>English Language Arts: Speaking and Listening Standards 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>
2.1.3	<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>English Language Arts: Speaking and Listening Standards 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>
2.2.2	<p>English Language Arts: Speaking and Listening Standards 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>

Performance Indicators	Nevada Academic Content Standards
2.2.4	<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.11-12.4 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>
2.3.1	<p>English Language Arts: Speaking and Listening Standards 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>
2.3.2	<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.11-12.4 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>

Performance Indicators	Nevada Academic Content Standards
2.4.1	<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>
2.4.2	<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.11-12.4 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 3.0: DESCRIBE COMMUNICATION AND INTERPERSONAL RELATIONSHIPS

Performance Indicators	Nevada Academic Content Standards
3.1.1	<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.11-12.4 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>
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: Speaking and Listening Standards 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>

Performance Indicators	Nevada Academic Content Standards
3.2.1	<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.11-12.1 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>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>
3.2.2	<p>Math: Number & Quantity – Quantities NQ.A.3 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.</p>
3.2.3	<p>Math: Statistics and Probability – Making Inferences and Justifying Conclusions SIC.B.6 Evaluate reports based on data.</p>
3.2.4	<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.11-12.4 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>

CONTENT STANDARD 4.0: EXPLAIN AND DEMONSTRATE INDIRECT CARE PRACTICES

Performance Indicators	Nevada Academic Content Standards
4.1.1	Science: HS-Hereditry: 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.
4.1.2	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.
4.2.1	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.
4.3.3	English Language Arts: Speaking and Listening Standards 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.
4.3.4	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. Science: HS-Motion and Stability: Forces and Interactions HS-PS2-4 Use mathematical representations of Newton’s Law of Gravitation and Coulomb’s Law to describe and predict the gravitational and electrostatic forces between objects.
4.3.5	Science: HS-Ecosystems: Interactions, Energy, and Dynamics HS-LS2-5 Develop a model to illustrate the role of photosynthesis and cellular respiration in the cycling of carbon among the biosphere, atmosphere, hydrosphere, and geosphere.

CONTENT STANDARD 5.0: UNDERSTAND INFECTION PREVENTION CONCEPTS

Performance Indicators	Nevada Academic Content Standards
5.1.1	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.
5.1.2	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.
5.1.4	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.
5.1.5	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.
5.1.7	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.

CONTENT STANDARD 6.0: UNDERSTAND HUMAN ANATOMY AND PHYSIOLOGY

Performance Indicators	Nevada Academic Content Standards
6.1.2	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.
6.1.3	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.
6.3.1	English Language Arts: Language Standards L.11-12.2b Spell correctly.

CONTENT STANDARD 7.0: DEMONSTRATE PERSONAL CARE PROCEDURES

Performance Indicators	Nevada Academic Content Standards
7.1.1	<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.11-12.4 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>
7.1.3	<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>
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.11-12.4 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>

Performance Indicators	Nevada Academic Content Standards
7.3.3	<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: Speaking and Listening Standards 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 8.0: EXPLAIN AND DISCUSS PHYSIOLOGICAL MEASUREMENTS

Performance Indicators	Nevada Academic Content Standards
8.1.2	<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.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p>
8.1.4	<p>Math: Statistics and Probability – Interpreting Categorical and Quantitative Data SID.A.1 Represent data with plots on the real number line (dot plots, histograms, and box plots).</p> <p>SID.A.2 Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.</p>
8.2.1	<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.11-12.4 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>
8.2.2	<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>

Performance Indicators	Nevada Academic Content Standards
8.2.4	<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.11-12.4 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>
8.3.1	<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>
8.3.2	<p>English Language Arts: Reading Standards for Informational Text RI.11-12.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</p> <p>English Language Arts: Speaking and Listening Standards SL.11-12.1c Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p>
8.3.3	<p>English Language Arts: Speaking and Listening Standards SL.11-12.1c Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p>

CONTENT STANDARD 9.0: DIFFERENTIATE BETWEEN NUTRITIONAL REQUIREMENTS AND TECHNIQUES

Performance Indicators	Nevada Academic Content Standards
9.1.1	<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.11-12.4 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>
9.1.4	<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>
9.1.5	<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.11-12.9 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>
9.2.1	<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: 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>
9.2.3	<p>Math: Geometry – Geometric Measurement and Dimension GGMD.A.3 Use volume formulas for cylinders, pyramids, cones, and spheres to solve problems.</p>
9.2.4	<p>Math: Geometry – Geometric Measurement and Dimension GGMD.A.3 Use volume formulas for cylinders, pyramids, cones, and spheres to solve problems.</p>

Performance Indicators	Nevada Academic Content Standards
9.2.5	<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>
9.2.7	<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.11-12.9 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>
9.4.2	<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.11-12.4 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>

CONTENT STANDARD 10.0: UNDERSTAND PROCEDURES AND PROCESSES RELATED TO ELIMINATION

Performance Indicators	Nevada Academic Content Standards
10.1.2	<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.11-12.8 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>
10.1.3	<p>English Language Arts: Speaking and Listening Standards 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>
10.1.4	<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.11-12.4 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>

Performance Indicators	Nevada Academic Content Standards
10.2.1	<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.11-12.4 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>
10.2.2	<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>
10.2.3	<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>
10.2.4	<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>
10.2.5	<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: Speaking and Listening Standards 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>

Performance Indicators	Nevada Academic Content Standards
10.3.4	<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>English Language Arts: Speaking and Listening Standards 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 12.0: UNDERSTAND THE PRINCIPLES RELATED TO PATIENT MOBILITY

Performance Indicators	Nevada Academic Content Standards
12.1.1	<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>Science: HS-Motion and Stability: Forces and Interactions HS-PS2-2 Use mathematical representations to support the claim that the total momentum of a system of objects is conserved when there is no net force on the system.</p>
12.1.2	<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.11-12.4 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>
12.1.4	<p>English Language Arts: Speaking and Listening Standards 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>
12.2.1	<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>Math: Geometry – Congruence GCO.A.4 Develop definitions of rotations, reflections, and translations in terms of angles, circles, perpendicular lines, parallel lines, and line segments.</p>
12.3.1	<p>English Language Arts: Speaking and Listening Standards 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>

CONTENT STANDARD 13.0: DESCRIBE ADMISSION, TRANSFER, AND DISCHARGE PROCEDURES

Performance Indicators	Nevada Academic Content Standards
13.1.2	<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.11-12.4 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>
13.3.1	<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: 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>
13.3.2	<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>

CONTENT STANDARD 14.0: UNDERSTAND THE CARE OF RESIDENTS WITH SPECIAL NEEDS

Performance Indicators	Nevada Academic Content Standards
14.1.1	<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: 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>
14.1.2	<p>English Language Arts: Speaking and Listening Standards 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>
14.2.1	<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>
14.3.2	<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>
14.4.2	<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.11-12.8 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
14.4.4	<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.11-12.4 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>
14.5.1	<p>English Language Arts: Speaking and Listening Standards 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>
14.5.3	<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: Speaking and Listening Standards 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>

Performance Indicators	Nevada Academic Content Standards
14.5.4	<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.11-12.4 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>

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

Mathematical Practices	Nursing Assistant Performance Indicators
1. Make sense of problems and persevere in solving them.	
2. Reason abstractly and quantitatively.	
3. Construct viable arguments and critique the reasoning of others.	4.1.7 6.1.3
4. Model with mathematics.	8.1.4 12.1.5
5. Use appropriate tools strategically.	8.2.5, 8.2.6 10.2.3, 10.2.4 11.2.4
6. Attend to precision.	8.2.2
7. Look for and make use of structure.	
8. Look for and express regularity in repeated reasoning.	8.1.4, 8.1.5

**ALIGNMENT OF NURSING ASSISTANT STANDARDS
AND THE SCIENCE AND ENGINEERING PRACTICES**

Science and Engineering Practices	Nursing Assistant Performance Indicators
1. Asking questions (for science) and defining problems (for engineering).	3.1.2 9.4.1
2. Developing and using models.	5.1.1, 5.1.4, 5.1.5 7.1.3
3. Planning and carrying out investigations.	6.1.1 10.2.2, 10.2.3
4. Analyzing and interpreting data.	3.2.2, 12.2.1
5. Using mathematics and computational thinking.	8.1.2, 8.1.4, 8.2.6 9.2.3, 9.2.4
6. Constructing explanations (for science) and designing solutions (for engineering).	6.1.3
7. Engaging in argument from evidence.	9.1.6 11.1.3 14.2.2
8. Obtaining, evaluating, and communicating information.	3.1.1-3.1.6

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

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.	2.1.1-2.1.2
2. Explain the healthcare worker’s role within their department, their organization, and the overall healthcare system.	2.1.3-2.1.4 2.4.1-2.4.2
3. Identify existing and potential hazards to clients, coworkers, visitors, and self in the healthcare workplace.	4.1.2-4.1.3 5.1.1, 5.1.3 12.3.2
4. Evaluate the roles and responsibilities of individual members as part of the healthcare team and explain their role in promoting the delivery of quality health care.	2.4.2-2.4.3 3.1.3
5. Analyze the legal and ethical responsibilities, limitations, and implications of actions within the healthcare workplace.	2.1.3; 2.2.3; 2.3.4 5.2.1
6. Evaluate accepted ethical practices with respect to cultural, social, and ethnic differences within the healthcare workplace.	5.1.2

Therapeutic Services Career Pathway	Performance Indicators
1. Utilize communication strategies to answer patient/client questions and concerns on planned procedures and goals.	3.1.1-3.1.3
2. Communicate patient/client information among healthcare team members to facilitate a team approach to patient care.	3.2.1, 3.2.3-3.2.4 6.3.1, 6.3.3 13.2.2
3. Utilize processes for assessing, monitoring, and reporting patient’s/clients’ health status to the treatment team within protocol and scope of practice.	3.2.1 8.2.1 9.3.3
4. Evaluate patient/client needs, strengths, and problems in order to determine if treatment goals are being met.	11.1.1-11.1.3