HEALTH SCIENCE
I & II
STANDARDS

This document was prepared by:

Office of Career, Technical, and Adult Education
Nevada Department of Education
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Adopted by the State Board of Education /
State Board for Career and Technical Education
September 4, 2013

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CTE MISSION STATEMENT:

The Office of Career, Technical, and Adult Education is dedicated to developing innovative educational opportunities for students to acquire skills for productive employment and lifelong learning.

NEVADA DEPARTMENT OF EDUCATION

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ACKNOWLEDGEMENT

The development of Nevada career and technical standards and assessments is a collaborative effort sponsored by the Office of Career, Technical, and Adult Education at the Department of Education and the Career and Technical Education Consortium of States. The Department of Education relies on teachers and industry representatives who have the technical expertise and teaching experience to develop standards and performance indicators that truly measure student skill attainment. Most important, however, is recognition of the time, expertise and great diligence provided by the writing team members in developing the career and technical standards for Health Science I & II.

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BUSINESS AND INDUSTRY VALIDATION

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

The Health Science I & II standards were validated through active participation of business and industry representatives on the development team. The standards include the recommended Community Emergency Response Training (CERT) skills by Federal Emergency Management Agency (FEMA).

PROJECT COORDINATOR

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INTRODUCTION

The standards in this document are designed to clearly state what the student should know and be able to do upon completion of an advanced high school Health Science I & II program. These standards are designed for a three-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 in Science (based on the Next Generation Science Standards) and the English Language Arts and Mathematics (based on the Common Core State Standards). Where correlation with an academic content standard exists, students in the Health Science I & II 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 their program area. CTSOs are co-curricular national associations that directly enforce 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.

Program Name	Standards Reference Code
Health Science I & II	HTSCI

Example: HTSCI.2.3.4

Standards	Content Standard	Performance Standard	Performance Indicator
Health Science I & II	2	3	4

CONTENT STANDARD 1.0 : CLASSIFY THE ACADEMIC PRINCIPLES OF HEALTH SCIENCE	
PERFORMANCE STANDARD 1.1 : DEMONSTRATE KNOWLEDGE OF HUMAN ANATOMY AND PHYSIOLOGY	
1.1.1	Interpret roots, suffixes, and prefixes of medical terminology
1.1.2	Recognize body planes, directional terms, quadrants, and cavities
1.1.3	Explain the anatomical structure and physiological functions of the human body
1.1.4	Analyze the basic structures and specialized function of the human body as they relate to age, wellness, disease, disorders, therapies, and care and rehabilitation
PERFORMANCE STANDARD 1.2 : RELATE PRINCIPLES OF ANATOMY AND PHYSIOLOGY TO DIAGNOSIS AND TREATMENT	
1.2.1	Explain and describe common diseases and disorders of each body system (prevention, pathology, diagnosis, and treatment)
1.2.2	Explain the effects of chemicals, medications, and other agents on the human body or organ systems
1.2.3	Discuss the impact of genetics, gender, age, and environment on diseases, disorders, and individual Health.
1.2.4	Relate the knowledge of an abnormal anatomical structure or physiological response to disease
1.2.5	Investigate biomedical therapies, including alternative and complementary therapies, as they relate to prevention, pathology, and treatment of disease
PERFORMANCE STANDARD 1.3 : APPLY MATHEMATICS IN HEALTHCARE PRACTICE	
1.3.1	Identify different systems of measurements used in healthcare
1.3.2	Apply the 24-hour clock to healthcare
1.3.3	Apply mathematical computations related to healthcare procedures (metric and customary conversions, and measurements)
1.3.4	Apply mathematical principles to problems involving dosage calculations and other applied mathematical concepts
1.3.5	Analyze charts, diagrams, graphs, and tables
1.3.6	Apply deductive and inductive reasoning using charts, diagrams, graphs, and tables
1.3.7	Construct charts, diagrams, graphs and tables to display medical data

CONTENT STANDARD 2.0 : EXAMINE HEALTHCARE SYSTEMS	
PERFORMANCE STANDARD 2.1 : EVALUATE HEALTHCARE DELIVERY SYSTEMS (I.E., PRIVATE, PUBLIC, NON-PROFIT, GOVERNMENT)	
2.1.1	Examine the roles and relationships of healthcare providers, clients, and others within the healthcare system
2.1.2	Analyze historical, political, cultural, and geographical influences on healthcare
2.1.3	Compare and contrast public, private, government, and non-profit systems, including reimbursement
2.1.4	Examine the roles of consumer groups on the healthcare delivery system
2.1.5	Critique common methods of payment for healthcare
2.1.6	Explain the impact of emerging issues such as technology, epidemiology, bioethics, and socioeconomics on healthcare systems
2.1.7	Adapt practices of green technology applicable to the healthcare setting that has environmental impact (i.e., recycling, energy efficiency, environmentally preferable chemical use, waste disposal, and water conservation)

CONTENT STANDARD 3.0 :	UNDERSTAND THE LEGAL AND ETHICAL RESPONSIBILITIES WITHIN THE HEALTHCARE SYSTEM
PERFORMANCE STANDARD 3.1 :	**PERFORM DUTIES ACCORDING TO REGULATIONS, POLICIES, LAWS, AND LEGISLATED RIGHTS OF CLIENTS**
3.1.1	Describe laws covering the practice of healthcare professionals
3.1.2	Compare licensure, certification, registration, and legislated scope of practice of healthcare professionals
3.1.3	Explain the role of policies and procedures in quality healthcare
3.1.4	Explain the Patient's Bill of Rights
3.1.5	Explain "consent"
3.1.6	Describe advance directives
3.1.7	Explain acceptable use of technology in the workplace
3.1.8	Explain practices that could result in malpractice, liability, and/or negligence
3.1.9	Explain mandated standards for harassment, labor, and employment laws
3.1.10	Identify the role of risk management in the healthcare setting
3.1.11	Analyze legal responsibilities and limitations of healthcare providers
3.1.12	Apply standards for Health Insurance Portability and Accountability Act (HIPAA)
3.1.13	Recognize common threats to confidentiality
3.1.14	Demonstrate procedures for accurate documentation and record keeping
PERFORMANCE STANDARD 3.2 :	**EVALUATE THE ROLE OF ETHICAL ISSUES IMPACTING HEALTHCARE**
3.2.1	Identify applicable medical ethics related to healthcare
3.2.2	Explore ethical issues impacting healthcare
3.2.3	Compare personal, professional, and organizational ethics
PERFORMANCE STANDARD 3.3 :	**DEMONSTRATE PROFESSIONAL AND ETHICAL STANDARDS IMPACTING HEALTHCARE**
3.3.1	Identify professional and unprofessional behaviors in healthcare
3.3.2	Identify medical practices that relate to diverse populations
3.3.3	Discuss the importance of respectful and empathetic interactions with diverse age, cultural, economic, ethnic, and religious groups
3.3.4	Describe the influence of religious and cultural values on healthcare practices
3.3.5	Critique professional standards related to ethical practice in healthcare
3.3.6	Demonstrate procedures for reporting activities and behaviors that affect health, safety, and welfare of others
3.3.7	Practice ethical behaviors in healthcare

CONTENT STANDARD 4.0 :	DEMONSTRATE METHODS OF COMMUNICATION IN THE HEALTHCARE SETTING
PERFORMANCE STANDARD 4.1 :	**UTILIZE APPROPRIATE VERBAL AND NONVERBAL COMMUNICATION SKILLS**
4.1.1	Recognize the elements of oral communication using a sender-receiver process
4.1.2	Interpret verbal and nonverbal communications
4.1.3	Recognize barriers to communication
4.1.4	Apply skills to assist in overcoming communication barriers
4.1.5	Apply communications for appropriate response and feedback
4.1.6	Demonstrate effective communication skills using reflection, restatement, and clarification techniques
4.1.7	Use accepted medical terminology to communicate data and observations
4.1.8	Classify communication styles based on healthcare scenarios
4.1.9	Report subjective and objective information
4.1.10	Report relevant information in sequential order
4.1.11	Practice confidentiality when communicating
PERFORMANCE STANDARD 4.2 :	**UTILIZE WRITTEN AND ELECTRONIC COMMUNICATION**
4.2.1	Recognize elements of written and electronic communication
4.2.2	Describe methods for planning and organizing written documents and assessments
4.2.3	Determine which format (written versus electronic, including social media), is most appropriate in a given situation
4.2.4	Demonstrate industry standards in written and electronic communication and documentation
4.2.5	Explain how electronic communication can conserve resources

CONTENT STANDARD 5.0 : DEMONSTRATE PROFESSIONAL STANDARDS IN THE HEALTHCARE SETTING	
PERFORMANCE STANDARD 5.1 : DEMONSTRATE WORKPLACE READINESS SKILLS	
5.1.1	Identify personal traits (desirable and undesirable) and attitudes of healthcare team members
5.1.2	Model professional standards of healthcare workers as they apply to hygiene, dress, language, confidentiality, substance use and abuse, and civil behavior
5.1.3	Apply Employability Skills in the healthcare setting*
PERFORMANCE STANDARD 5.2 : DEMONSTRATE CAREER DEVELOPMENT SKILLS	
5.2.1	Participate in a Career and Technical Student Organization (CTSO)
5.2.2	Compare potential health science career pathways using a variety of health careers within the diagnostic services, therapeutic services, health informatics services, support services, and biotechnology research and development
5.2.3	Outline educational and professional requirements for chosen career

*Reference Employability Skills for career readiness standards developed by NDOE (hyperlink)

CONTENT STANDARD 6.0 :	INTERPRET FUNDAMENTALS OF WELLNESS AND PREVENTION OF DISEASE
PERFORMANCE STANDARD 6.1 :	**DESCRIBE AND APPLY BEHAVIORS FOR PREVENTION OF DISEASES AND PROMOTION OF HEALTH AND WELLNESS**
6.1.1	Describe practices, behaviors, and lifestyle choices that promote health and wellness
6.1.2	Illustrate safety practices that minimize negative consequences related to health behaviors
6.1.3	Analyze risk factors and consequences of unhealthy behaviors
6.1.4	Describe strategies for prevention of diseases, including health screenings and examinations
6.1.5	Develop a wellness plan that can be used in personal and professional life
6.1.6	Compare and contrast traditional, complementary, and alternative healthcare
6.1.7	Evaluate how research and medical advances influence the prevention and control of illnesses and diseases

CONTENT STANDARD 7.0 :	UNDERSTAND THE ROLES AND RESPONSIBILITIES OF INDIVIDUAL MEMBERS AS PART OF THE HEALTHCARE TEAM
PERFORMANCE STANDARD 7.1 :	**DESCRIBE CHARACTERISTICS OF AN EFFECTIVE HEALTHCARE TEAM**
7.1.1	Explain characteristics of effective teams
7.1.2	Research the roles and responsibilities of healthcare team members
7.1.3	Model effective healthcare team behavior
PERFORMANCE STANDARD 7.2 :	**UNDERSTAND METHODS FOR BUILDING POSITIVE TEAM RELATIONSHIPS**
7.2.1	Recognize methods for building positive team relationships
7.2.2	Demonstrate effective collaboration and communication skills
7.2.3	Recognize conditions that may lead to conflict
7.2.4	Apply effective techniques for managing team conflict
7.2.5	Demonstrate conflict resolution and reinforce positive outcomes
7.2.6	Analyze attributes and attitudes of an effective leader

CONTENT STANDARD 8.0 : UNDERSTAND SAFETY PRACTICES	
PERFORMANCE STANDARD 8.1 : IDENTIFY PROCEDURES MANDATED BY LOCAL, STATE, AND FEDERAL GUIDELINES	
8.1.1	Explain safety signs, symbols, and labels
8.1.2	Describe the various types of exposures and reporting procedures
8.1.3	Describe the purpose and the application of the Material Safety Data Sheets (MSDS)
8.1.4	Describe personal safety procedures and equipment use based on Occupational Safety and Health Administration (OSHA) ,Center of Disease Control (CDC), and National Institutes of Health protocols
8.1.5	Compare and contrast local, state, and federal safety regulations
PERFORMANCE STANDARD 8.2 : EXPLAIN PRINCIPLES OF INFECTION CONTROL	
8.2.1	Identify microorganisms that may cause disease
8.2.2	Identify the components of the cycle of infection
8.2.3	Identify methods to control microorganisms in a physical environment
8.2.4	Identify opportunities to stop the cycle of infection throughout the various stages
8.2.5	Explain components of an effective infection control program
8.2.6	Apply principles of infection control
PERFORMANCE STANDARD 8.3 : UNDERSTAND APPROPRIATE SAFETY TECHNIQUES	
8.3.1	Recognize the necessity for safety in the workplace
8.3.2	Discuss safety policies and procedures in the workplace
8.3.3	Evaluate various environments for safety concerns, including dangerous materials and toxic chemicals
8.3.4	Demonstrate principles of body mechanics and ergonomics and the correct use of equipment
8.3.5	Practice safety techniques to prevent accidents

PERFORMANCE STANDARD 8.4 : UNDERSTAND EMERGENCY MANAGEMENT AND PREPAREDNESS	
8.4.1	Differentiate between routine and disaster medical care
8.4.2	Demonstrate knowledge of emergency procedures and emergency operation centers
8.4.3	Understand basic fire science
8.4.4	Practice fire safety in a healthcare setting
8.4.5	Compare and explain triage methods
8.4.6	Practice principles of basic emergency response
8.4.7	Apply the principles of emergency response to natural disasters and other emergencies
8.4.8	Prioritize appropriate response for various emergency scenarios
8.4.9	Identify responder stressors and management
8.4.10	Identify potential psychological responses to emergency scenarios
8.4.11	Identify potential psychological outcomes for victims and responders
8.4.12	Differentiate among the National Incident Management System (NIMS) and various state and local systems
8.4.13	Practice a light search and rescue drill
8.4.14	Identify potential targets of terrorism in the community
8.4.15	Analyze appropriate actions to take following a suspected terrorist incident
8.4.16	Research Nevada emergency management infrastructure

CONTENT STANDARD 9.0 : APPLY TECHNICAL SKILLS REQUIRED FOR HEALTHCARE CAREERS	
PERFORMANCE STANDARD 9.1 : DEMONSTRATE HEALTHCARE SKILLS AND KNOWLEDGE	
9.1.1	Demonstrate First Aid skills to reduce or prevent injuries
9.1.2	Apply procedures to correctly measure and record vital signs
9.1.3	Obtain Cardiopulmonary Resuscitation (CPR) and Automated External Defibrillator (AED) certification through the American Heart Association or the American Red Cross
PERFORMANCE STANDARD 9.2 : UTILIZE APPROPRIATE ASSESSMENT TOOLS TO EVALUATE INDIVIDUAL SITUATIONS	
9.2.1	Identify sources of information available that contribute to patient care
9.2.2	Explain assessment tools and their uses in scientific investigations
9.2.3	Record patient data on appropriate forms
9.2.4	Describe how science, technology, and society influence assessment
9.2.5	Utilize the scientific method to evaluate individual situations
9.2.6	Analyze patient trends when reviewing medical information
9.2.7	Predict patient outcomes using patient data

CONTENT STANDARD 10.0 : IMPLEMENT THE COMPONENTS OF HEALTH INFORMATION MANAGEMENT	
PERFORMANCE STANDARD 10.1 : INTERPRET RECORDS AND FILES COMMON TO HEALTHCARE	
10.1.1	Determine policies and procedures required by local, state, and national organization levels
10.1.2	Evaluate the formats for reporting results to a variety of audiences
10.1.3	Differentiate between types and content of health records (patient, pharmacy, and laboratory)
10.1.4	Interpret tables, charts, illustrations, and graphs when making arguments and claims in oral and written presentations
10.1.5	Analyze health care information recorded in files and electronic documents common to healthcare
PERFORMANCE STANDARD 10.2 : UTILIZE HEALTH INFORMATION TECHNOLOGY TO SECURELY ACCESS AND DISTRIBUTE PATIENT HEALTH DATA AND OTHER HEALTH–RELATED INFORMATION	
10.2.1	Explore technology applications in healthcare
10.2.2	Utilize health information exchange technology and other digital tools to collect, organize, and analyze data
10.2.3	Apply appropriate methods to utilize electronic medical records (EMR)
10.2.4	Communicate using technology to access and distribute data and other information
10.2.5	Correlate data received from health information technology applications for coordination of patient care
10.2.6	Apply the fundamentals of security, privacy, and confidentiality protocols
10.2.7	Create digital text, images, sound, and video for use in communication

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CROSSWALKS AND ALIGNMENTS OF HEALTH SCIENCE I & II STANDARDS AND THE NEVADA ACADEMIC CONTENT STANDARDS AND THE COMMON CAREER TECHNICAL CORE STANDARDS

CROSSWALKS (ACADEMIC STANDARDS)*

The crosswalk of the Health Science I & II Standards shows links to the Nevada Academic Content Standards in Science (based on the Next Generation Science Standards – Disciplinary Core Ideas Arrangement) and the English Language Arts and Mathematics (based on the Common Core State Standards). The crosswalk identifies the performance indicators in which the learning objectives in the Health Science I & II program support academic learning. The performance indicators are grouped according to their content standard and are crosswalked to the Nevada Academic Content Standards in Science, English Language Arts, and Mathematics..

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 Health Science I & II Standards Performance Indicators and the Mathematical Practices. This alignment identifies the performance indicators in which the learning objectives in the Health Science I & II program support academic learning.

CROSSWALKS (COMMON CAREER TECHNICAL CORE)

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

*Revised 6/4/14 – Updated Crosswalks for the Nevada Academic Content Standards for Science

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CROSSWALK OF HEALTH SCIENCE I & II STANDARDS AND THE NEVADA ACADEMIC CONTENT STANDARDS

CONTENT STANDARD 1.0: CLASSIFY THE ACADEMIC PRINCIPLES OF HEALTH SCIENCE

Performance Indicators	Nevada Academic Content Standards
1.1.1	**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. RST.11-12.8 Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information. 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. **Math: Algebra – Seeing Structure in Expressions** HSA-SSE.A.1a Interpret parts of an expression, such as terms, factors, and coefficients.
1.1.3	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. **Science: HS-From Molecules to Organisms: Structures and Processes** HS-LS1-2 Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms. HS-LS1-7 Use a model to illustrate that cellular respiration is a chemical process whereby the bonds of food molecules and oxygen molecules are broken and the bonds in new compounds are formed resulting in a net transfer of energy.
1.1.4	**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. RST.11-12.8 Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information. RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. **Science: HS-From Molecules to Organisms: Structures and Processes** HS-LS1-2 Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms.

1.2.2	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. **Health** 1.12.6 Analyze the physiological, psychological, and social effects of substance use and abuse. **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.
1.2.3	**Health** 1.12.1 Evaluate the impact of family history, health choices, and stress on individual health. 1.12.11 Analyze how the environment influences personal and community health. **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. **Science: HS-Heredity: Inheritance and Variation of Traits** HS-LS3-1 Ask questions to clarify relationships about the role of DNA and chromosomes in coding the instructions for characteristic traits passed from parents to offspring. HS-LS3-2 Make and defend a claim based on evidence that inheritable genetic variations may result from: (1) new genetic combinations through meiosis, (2) viable errors occurring during replication, and/or (3) mutations caused by environmental factors.
1.2.4	**Science: HS-Heredity: Inheritance and Variation of Traits** HS-LS3-3 Apply concepts of statistics and probability to explain the variation and distribution of expressed traits in a population.
1.2.5	**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. RST.11-12.8 Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information. RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. **Health** 1.12.9 Evaluate how research and medical advances influence the prevention and control of illness/disease.
1.3.3	**Math: Statistics and Probability – Conditional Probability and the Rules of Probability** HSS-CP.B.7 Apply the Addition Rule, P(A or B) = P(A) + P(B) – P(A and B), and interpret the answer in terms of the model.

1.3.4	**Math: Statistics and Probability – Conditional Probability and the Rules of Probability** HSS-CP.B.7 Apply the Addition Rule, P(A or B) = P(A) + P(B) – P(A and B), and interpret the answer in terms of the model.
1.3.5	**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. RST.11-12.8 Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information. RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. **Science: HS-Heredity: Inheritance and Variation of Traits** HS-LS3-3 Apply concepts of statistics and probability to explain the variation and distribution of expressed traits in a population.

CONTENT STANDARD 2.0: EXAMINE HEALTHCARE SYSTEMS

Performance Indicators	Nevada Academic Content Standards
2.1.2	**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. RST.11-12.8 Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information. RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. **Science: HS-Earth and Human Activity** HS-ESS3-3 Create a computational simulation to illustrate the relationships among management of natural resources, the sustainability of human populations, and biodiversity.
2.1.3	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. **Health** 5.12.4 Examine community barriers that can hinder healthy decision making. **Math: Functions – Interpreting Functions** HSF-IF.C.9 Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions).
2.1.6	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. **Science: HS-Ecosystems: Interactions, Energy, and Dynamics** HS-LS2-7 Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity.
2.1.7	**Science: HS-Earth and Human Activity** HS-ESS3-4 Evaluate or refine a technological solution that reduces impacts of human activities on natural systems.

CONTENT STANDARD 3.0: UNDERSTAND THE LEGAL AND ETHICAL RESPONSIBILITIES WITHIN THE HEALTHCARE SYSTEM

Performance Indicators	Nevada Academic Content Standards
3.1.2	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
3.1.6	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. **English Language Arts: 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. **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.
3.1.7	**Science: HS-Waves and Their Applications in Technologies for Information Transfer** HS-PS4-2 Evaluate questions about the advantages of using a digital transmission and storage of information.
3.1.8	**Science: HS-Engineering Design** HS-ETS1-3 Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics, as well as possible social, cultural, and environmental impacts.

3.1.11	**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. RST.11-12.8 Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information. RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
3.1.12	**Science: HS-Waves and Their Applications in Technologies for Information Transfer** HS-PS4-2 Evaluate questions about the advantages of using a digital transmission and storage of information.
3.1.13	**Science: HS-Waves and Their Applications in Technologies for Information Transfer** HS-PS4-2 Evaluate questions about the advantages of using a digital transmission and storage of information.
3.2.3	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
3.3.3	**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. 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. **Health** 4.12.2 Communicate acceptance of physical and developmental characteristics of self and others. 5.12.4 Examine community barriers that can hinder healthy decision making. **Science: HS-Engineering Design** HS-ETS1-1 Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants. HS-ETS1-3 Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics, as well as possible social, cultural, and environmental impacts.

3.3.4	**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. **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. **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. **Health** 2.12.1 Analyze how various sources support and challenge health beliefs, practices, and behaviors. 5.12.4 Examine community barriers that can hinder healthy decision making. **Science: HS-Engineering Design** HS-ETS1-1 Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants. HS-ETS1-3 Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics, as well as possible social, cultural, and environmental impacts.
3.3.5	**Science: Nature of Science** N.12.B.3 Students know the influence of ethics on scientific enterprise.
3.3.6	**Health** 1.12.7 Examine ways to reduce or prevent injuries and violence.

CONTENT STANDARD 4.0: DEMONSTRATE METHODS OF COMMUNICATION IN THE HEALTH CARE SETTING

Performance Indicators	Nevada Academic Content Standards
4.1.2	**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. RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. **English Language Arts: 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. **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
4.1.4	**Health** 4.12.1 Apply refusal, negotiation and collaboration skills to enhance health.
4.1.5	**Health** 4.12.5 Apply strategies to prevent or resolve interpersonal conflicts without harming self or other.
4.2.2	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. **English Language Arts: 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. **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.

CONTENT STANDARD 5.0: DEMONSTRATE PROFESSIONAL STANDARDS IN THE HEALTHCARE SETTING

Performance Indicators	Nevada Academic Content Standards
5.2.2	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

CONTENT STANDARD 6.0: INTERPRET FUNDAMENTALS OF WELLNESS AND PREVENTION OF DISEASE

Performance Indicators	Nevada Academic Content Standards
6.1.1	**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. **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. **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. **Health** 7.12.5 Demonstrate a variety of practices and behaviors that will avoid injury and reduce risks of injury to self and others. (i.e., Impaired driving, seatbelt usage, fighting, self-harming behaviors). **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.
6.1.2	**Health** 1.12.7 Examine ways to reduce or prevent injuries and violence. **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.
6.1.3	**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. RST.11-12.8 Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information. 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. **Health** 1.12.8 Analyze personal susceptibility to injury, illness, or death if engaging in risky behaviors. **Science: HS-Heredity: Inheritance and Variation of Traits** HS-LS3-3 Apply concepts of statistics and probability to explain the variation and distribution of expressed traits in a population. **Science: HS-Biological Evolution: Unity and Diversity** HS-LS4-4 Construct an explanation based on evidence for how natural selection leads to adaptation of populations.

6.1.4	**Health** 1.12.12 Explain how an informed health consumer may prevent illness/disease (health services and product choices). **Math: Statistics and Probability – Conditional Probability and the Rules of Probability** HSS-CP.B.7 Apply the Addition Rule, P(A or B) = P(A) + P(B) – P(A and B), and interpret the answer in terms of the model. **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 **Science: HS-Biological Evolution: Unity and Diversity** HS-LS4-2 Construct an explanation based on evidence that the process of evolution primarily results from four factors: (1) the potential for a species to increase in number, (2) the heritable genetic variation of individuals in a species due to mutation and sexual reproduction, (3) competition for limited resources, and (4) the proliferation of those organisms that are better able to survive and reproduce in the environment.
6.1.5	**Health** 5.12.1 Formulate an effective plan for personal health enhancement. 6.12.2 Execute a plan that addresses strengths, needs, and risks to attain personal health goals. **Science: HS-From Molecules to Organisms: Structures and Processes** HS-LS1-2 Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms.
6.1.6	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. **Science: HS-Biological Evolution: Unity and Diversity** HS-LS4-3 Apply concepts of statistics and probability to support explanations that organisms with an advantageous heritable trait tend to increase in proportion to organisms lacking this trait.

6.1.7	**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. RST.11-12.8 Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information. RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. **Health** 1.12.9 Evaluate how research and medical advances influence the prevention and control of illness/disease. 1.12.12 Explain how an informed health consumer may prevent illness/disease (health services and product choices). **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. **Science: HS-Biological Evolution: Unity and Diversity** HS-LS4-3 Apply concepts of statistics and probability to support explanations that organisms with an advantageous heritable trait tend to increase in proportion to organisms lacking this trait.

CONTENT STANDARD 7.0: UNDERSTAND THE ROLES AND RESPONSIBILITIES OF INDIVIDUAL MEMBERS AS PART OF THE HEALTHCARE TEAM

Performance Indicators	Nevada Academic Content Standards
7.1.1	**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. **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. **Science: HS-Engineering Design** HS-ETS1-3 Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics, as well as possible social, cultural, and environmental impacts.
7.1.2	**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. **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
7.2.1	**Science: HS-Engineering Design** HS-ETS1-3 Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics, as well as possible social, cultural, and environmental impacts.
7.2.3	**Science: HS-Engineering Design** HS-ETS1-3 Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics, as well as possible social, cultural, and environmental impacts. **Science: HS-Waves and Their Applications in Technologies for Information Transfer** HS-PS4-2 Evaluate questions about the advantages of using a digital transmission and storage of information.
7.2.4	**Health** 4.12.5 Apply strategies to prevent or resolve interpersonal conflicts without harming self or others. **Science: HS-Engineering Design** HS-ETS1-3 Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics, as well as possible social, cultural, and environmental impacts.
7.2.5	**Health** 4.12.5 Apply strategies to prevent or resolve interpersonal conflicts without harming self or others. **Science: HS-Engineering Design** HS-ETS1-2 Design a solution to a complex real-world problem by breaking it down into smaller, more manageable problems that can be solved through engineering.

7.2.6	**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. RST.11-12.8 Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information. RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CONTENT STANDARD 8.0: UNDERSTAND SAFETY PRACTICES

Performance Indicators	Nevada Academic Content Standards
8.1.2	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. **English Language Arts: 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. **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.
8.1.3	**Science: HS-Matter and Its Interactions** HS-PS1-2 Construct and revise an explanation for the outcome of a simple chemical reaction based on the outermost electron states of atoms, trends in the periodic table, and knowledge of the patterns of chemical properties.
8.1.4	**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. **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. **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. **Health** 1.12.7 Examine ways to reduce or prevent injuries and violence 7.12.5 Demonstrate a variety of practices and behaviors that will avoid injury and reduce risks of injury to self and others. (i.e., Impaired driving, seatbelt usage, fighting, self-harming behaviors).
8.2.1	**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.
8.2.2	**Science: HS-From Molecules to Organisms: Structures and Processes** HS-LS1-2 Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms.
8.2.3	**Health** 3.12.1 Evaluate the validity of health, information, products, and health services. **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.

8.2.4	**Health** 1.12.9 Evaluate how research and medical advances influence the prevention and control of illness/disease. 7.12.7 Evaluate personal responsibility in promoting health and avoiding or reducing risky behaviors to self and others. **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.
8.2.5	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. **Health** 2.12.1 Analyze how various sources support and challenge health beliefs, practices, and behaviors.
8.2.6	**Health** 1.12.8 Analyze personal susceptibility to injury, illness, or death if engaging in risky behaviors. 1.12.12 Explain how an informed health consumer may prevent illness/disease (health services and product choices). 3.12.2 Use resources from home, school, and community that provide reliable health services and health product information. 7.12.7 Evaluate personal responsibility in promoting health and avoiding or reducing risky behaviors to self and others.
8.3.2	**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. 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.

8.3.3	**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. RST.11-12.8 Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information. RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. **Health** 1.12.8 Analyze personal susceptibility to injury, illness, or death if engaging in risky behaviors. **Science: HS-Matter and Its Interactions** HS-PS1-2 Construct and revise an explanation for the outcome of a simple chemical reaction based on the outermost electron states of atoms, trends in the periodic table, and knowledge of the patterns of chemical properties.
8.3.5	**Health** 1.12.7 Examine ways to reduce or prevent injuries and violence. 7.12.5 Demonstrate a variety of practices and behaviors that will avoid injury and reduce risks of injury to self and others. (i.e., Impaired driving, seatbelt usage, fighting, self-harming behaviors). **Science: HS-Matter and Its Interactions** HS-PS1-2 Construct and revise an explanation for the outcome of a simple chemical reaction based on the outermost electron states of atoms, trends in the periodic table, and knowledge of the patterns of chemical properties.
8.4.1	**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. 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.
8.4.4	**Health** 7.12.5 Demonstrate a variety of practices and behaviors that will avoid injury and reduce risks of injury to self and others. (i.e., Impaired driving, seatbelt usage, fighting, self-harming behaviors). **Science: HS-Matter and Its Interactions** HS-PS1-2 Construct and revise an explanation for the outcome of a simple chemical reaction based on the outermost electron states of atoms, trends in the periodic table, and knowledge of the patterns of chemical properties.
8.4.5	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

8.4.6	**Health** 7.12.5 Demonstrate a variety of practices and behaviors that will avoid injury and reduce risks of injury to self and others. (i.e., Impaired driving, seatbelt usage, fighting, self-harming behaviors)
8.4.7	**Science: HS-Earth and Human Activity** HS-ESS3-1 Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and changes in climate have influenced human activity. **Science: HS-Ecosystems: Interactions, Energy, and Dynamics** HS-LS2-7 Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity.
8.4.8	**Science: HS-Energy** HS-PS3-3 Design, build, and refine a device that works within given constraints to convert one form of energy into another form of energy
8.4.12	**Science: HS-Matter and Its Interactions** HS-PS1-8 Develop models to illustrate the changes in the composition of the nucleus of the atom and the energy released during the processes of fission, fusion, and radioactive decay.
8.4.13	**Health** 7.12.5 Demonstrate a variety of practices and behaviors that will avoid injury and reduce risks of injury to self and others. (i.e., Impaired driving, seatbelt usage, fighting, self-harming behaviors). **Science: HS-Energy** HS-PS3-3 Design, build, and refine a device that works within given constraints to convert one form of energy into another form of energy.
8.4.14	**Science: HS-Matter and Its Interactions** HS-PS1-8 Develop models to illustrate the changes in the composition of the nucleus of the atom and the energy released during the processes of fission, fusion, and radioactive decay.
8.4.15	**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. RST.11-12.8 Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information. RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CONTENT STANDARD 9.0: APPLY TECHNICAL SKILLS REQUIRED FOR HEALTHCARE CAREERS

Performance Indicators	Nevada Academic Content Standards
9.1.1	**Health** 1.12.7 Examine ways to reduce or prevent injuries and violence. 7.12.5 Demonstrate a variety of practices and behaviors that will avoid injury and reduce risks of injury to self and others. (i.e., Impaired driving, seatbelt usage, fighting, self-harming behaviors).
9.1.2	**Math: Statistics and Probability – Conditional Probability and the Rules of Probability** HSS-CP.B.7 Apply the Addition Rule, P(A or B) = P(A) + P(B) – P(A and B), and interpret the answer in terms of the model. HSS-CP.B.8 (+) Apply the general Multiplication Rule in a uniform probability model, P(A and B) = P(A)P(B|A) = P(B)P(A|B), and interpret the answer in terms of the model.
9.1.3	**Science: HS-Energy** HS-PS3-3 Design, build, and refine a device that works within given constraints to convert one form of energy into another form of energy.
9.2.1	**Health** 2.12.1 Analyze how various sources support and challenge health beliefs, practices, and behaviors.
9.2.2	**Science: HS-Energy** HS-PS3-3 Design, build, and refine a device that works within given constraints to convert one form of energy into another form of energy.
9.2.4	**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.
9.2.6	**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. RST.11-12.8 Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information. RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. **Science: HS-Heredity: Inheritance and Variation of Traits** HS-LS3-3 Apply concepts of statistics and probability to explain the variation and distribution of expressed traits in a population.
9.2.7	**Science: HS-Heredity: Inheritance and Variation of Traits** HS-LS3-3 Apply concepts of statistics and probability to explain the variation and distribution of expressed traits in a population. **Science: HS-Engineering Design** HS-ETS1-3 Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics, as well as possible social, cultural, and environmental impacts.

CONTENT STANDARD 10.0: IMPLEMENT THE COMPONENTS OF HEALTH INFORMATION MANAGEMENT

Performance Indicators	Nevada Academic Content Standards
10.1.2	**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. RST.11-12.8 Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information. RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
10.1.4	**Math: Algebra – Seeing Structure in Expressions** HSA-SSE.A.1a Interpret parts of an expression, such as terms, factors, and coefficients.
10.1.5	**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. RST.11-12.8 Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information. RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
10.2.1	**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. RST.11-12.8 Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information. 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.
10.2.2	**Health** 3.12.2 Use resources from home, school, and community that provide reliable health services and health product information.

ALIGNMENT OF HEALTH SCIENCE I & II STANDARDS AND THE MATHEMATICAL PRACTICES

Mathematical Practices	Health Science I & II Performance Indicators
1. Make sense of problems and persevere in solving them.	1.3.4 6.1.3 8.4.15
2. Reason abstractly and quantitatively.	1.2.1 6.1.6 9.2.5
3. Construct viable arguments and critique the reasoning of others.	1.1.4 10.1.4; 10.2.5
4. Model with mathematics.	1.3.1, 1.3.2, 1.3.3
5. Use appropriate tools strategically.	8.3.4, 8.3.5; 8.4.4 9.2.2 10.2.3
6. Attend to precision.	1.3.7 9.1.2
7. Look for and make use of structure.	1.1.3 9.2.5
8. Look for and express regularity in repeated reasoning.	1.3.5, 1.3.6

CROSSWALKS OF HEALTH SCIENCE I & II STANDARDS AND THE COMMON CAREER TECHNICAL CORE

Health Science Career Cluster™ (HL)	Performance Indicators
1. Determine academic subject matter, in addition to high school graduation requirements, necessary for pursuing a health science career.	1.1.1-1.1.3, 1.2.1 1.3.3-1.3.5
2. Explain the healthcare worker's role within their department, their organization, and the overall healthcare system.	2.1.1 10.2.4, 10.2.6
3. Identify existing and potential hazards to clients, coworkers, visitors, and self in the healthcare workplace.	8.1.4-8.1.5, 8.2.6 8.3.1-8.3.3, 8.4.14
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.	2.1.1 7.1.1-7.1.3
5. Analyze the legal and ethical responsibilities, limitations and implications of actions within the healthcare workplace.	3.1.1-3.1.2, 3.1.8 3.1.11-3.1.12, 3.2.1
6. Evaluate accepted ethical practices with respect to cultural, social and ethnic differences within the healthcare workplace.	3.2.1, 3.3.2, 3.3.4, 3.3.7
Therapeutic Services Career Pathway (HL-THR)	**Performance Indicators**
1. Utilize communication strategies to answer patient/client questions and concerns on planned procedures and goals.	4.1.6-4.1.7, 4.1.10 4.2.1, 4.2.3-4.2.4
2. Communicate patient/client information among healthcare team members to facilitate a team approach to patient care.	4.1.6-4.1.7, 4.1.10 4.2.1, 4.2.3-4.2.4 7.1.1, 7.1.3, 7.2.4, 7.2.6
3. Utilize processes for assessing, monitoring and reporting patient's/clients' health status to the treatment team within protocol and scope of practice.	3.1.14, 3.3.6 9.2.4
4. Evaluate patient/client needs, strengths and problems in order to determine if treatment goals are being met.	9.1.2, 9.2.1 9.2.3, 9.2.6-9.2.7