

***ADMINISTRATIVE
SERVICES
STANDARDS***



This document was prepared by:

Office of Career, Technical and Adult Education
Nevada Department of Education
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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 Administrative Services standards were validated through a complete review by an industry panel.

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 Administrative Services 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 English Language Arts and the Mathematics Common Core State Standards, and the Nevada State Science Standards. Where correlation with an academic standard exists, students in the Administrative Services program perform learning activities that support, either directly or indirectly, achievement of one or more Common Core State Standards.

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
Administrative Service	ADMIN

Example: ADMIN.2.3.4

Standards	Content Standard	Performance Standard	Performance Indicator
Administrative Services	2	3	5

CONTENT STANDARD 1.0 : UTILIZE STANDARD OFFICE SOFTWARE APPLICATIONS

PERFORMANCE STANDARD 1.1 : DEMONSTRATE PROFICIENCY IN WORD PROCESSING

- 1.1.1 Use a template to create a business document
- 1.1.2 Create tables, charts, and graphs to depict information
- 1.1.3 Demonstrate appropriate formatting and design to create business documents (i.e., letters, emails, memos, reports, and proposals)
- 1.1.4 Demonstrate competency in typing with a minimum net speed of 40 wpm
- 1.1.5 Write, edit, and revise written work consistent with professional standards
- 1.1.6 Create various desktop publications (e.g., newsletters, certificates, brochures, and flyers)

PERFORMANCE STANDARD 1.2 : DEMONSTRATE PROFICIENCY IN SPREADSHEET APPLICATIONS

- 1.2.1 Generate formulas and use functions to solve a problem
- 1.2.2 Utilize formatting and editing to create a spreadsheet consistent with professional standards
- 1.2.3 Create tables, charts, and graphs to depict information
- 1.2.4 Demonstrate sorting and filtering data
- 1.2.5 Export data to other software applications to support claims and findings
- 1.2.6 Import data to create spreadsheets
- 1.2.7 Implement security measures for spreadsheet protection

PERFORMANCE STANDARD 1.3 : DEMONSTRATE PROFICIENCY IN DATABASE APPLICATIONS

- 1.3.1 Utilize data to create tables
- 1.3.2 Create forms to collect and enter data
- 1.3.3 Formulate reports utilizing data queries to convey meaningful information
- 1.3.4 Utilize filters to answer inquiries and create final reports
- 1.3.5 Edit and revise collected data consistent with professional standards
- 1.3.6 Use data to create mail merging with other software applications

PERFORMANCE STANDARD 1.4 : DEMONSTRATE PROFICIENCY IN PRESENTATION SOFTWARE

- 1.4.1 Use a template to create a presentation
- 1.4.2 Demonstrate appropriate formatting and design of business presentations
- 1.4.3 Edit and revise presentation content consistent with professional standards
- 1.4.4 Apply effective animations and transitions to customize presentation
- 1.4.5 Capture and insert graphics, audio, and video appropriate to the presentation
- 1.4.6 Demonstrate professional presentation skills

PERFORMANCE STANDARD 1.5 : DEMONSTRATE PROFICIENCY IN TECHNOLOGY MEDIA

- | | |
|-------|---|
| 1.5.1 | Compare and contrast security measures taken in various formats and/or business environments |
| 1.5.2 | Evaluate internet research sites for credibility and reliability |
| 1.5.3 | Implement an electronic file storage system |
| 1.5.4 | Research and evaluate various mobile applications for the office setting |
| 1.5.5 | Explain usage of social media platforms |
| 1.5.6 | Compare and contrast Cloud- and server-based technology to maintain client and business information |

CONTENT STANDARD 2.0 : UNDERSTAND ACCOUNTING FUNCTIONS

PERFORMANCE STANDARD 2.1 : PERFORM ACCOUNTING FUNCTIONS TO CLASSIFY, RECORD, AND SUMMARIZE DATA TO PRODUCE NEEDED FINANCIAL INFORMATION

- 2.1.1 Discuss the steps of the accounting cycle
- 2.1.2 Demonstrate the effects of transactions on the accounting equation
- 2.1.3 Prepare a chart of accounts
- 2.1.4 Use T-accounts
- 2.1.5 Describe a variety of source documents (e.g., check receipt, memo, etc.)
- 2.1.6 Record transactions in journals
- 2.1.7 Post journal entries to general ledger accounts
- 2.1.8 Prepare a trial balance
- 2.1.9 Classify items as assets, liabilities, and owner’s equity
- 2.1.10 Examine documents for fundamental error detection
- 2.1.11 Prepare a worksheet
- 2.1.12 Journalize and post adjusting entries and closing entries
- 2.1.13 Prepare a post-closing trial balance
- 2.1.14 Analyze the purpose and key sections of an annual report
- 2.1.15 Describe the use of financial statements (e.g., balance sheet, profit/loss, etc.)

PERFORMANCE STANDARD 2.2 : PERFORM ACCOUNTS PAYABLE AND ACCOUNTS RECEIVABLE FUNCTIONS TO RECORD PAYMENTS AND DISBURSEMENTS

- 2.2.1 Explain the nature of accounts payable and accounts receivable
- 2.2.2 Prepare and post to an accounts payable and accounts receivable subsidiary ledger
- 2.2.3 Prepare accounts payable and accounts receivable schedules

PERFORMANCE STANDARD 2.3 : MAINTAIN CASH CONTROLS TO TRACK CASH FLOW

- 2.3.1 Journalize/post entries to establish and replenish petty cash
- 2.3.2 Prepare bank reconciliation
- 2.3.3 Journalize/post entries related to banking activities
- 2.3.4 Explain cash control procedures (i.e., internal and external controls and cash clearing)

PERFORMANCE STANDARD 2.4 : COMPLETE PAYROLL PROCEDURES TO CALCULATE, RECORD, AND DISTRIBUTE PAYROLL EARNINGS

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|-------|--|
| 2.4.1 | Calculate employee earnings (i.e., gross earnings, net pay) |
| 2.4.2 | Calculate employee- and employer-paid withholdings (i.e., federal, state, and other) |
| 2.4.3 | Maintain employee earnings records |
| 2.4.4 | Prepare a payroll register |
| 2.4.5 | Record the payroll in the general journal |
| 2.4.6 | Describe compliance with payroll regulations |

PERFORMANCE STANDARD 2.5 : SELECT, UTILIZE, AND MAINTAIN APPROPRIATE SOFTWARE

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|-------|---|
| 2.5.1 | Use integrated business software application packages (e.g., Microsoft Office, QuickBooks, Quicken) |
| 2.5.2 | Compare and contrast various online transaction methods |
| 2.5.3 | Discuss the importance of maintaining records for software licenses |
| 2.5.4 | Utilize software applications to maintain ongoing financial records |

CONTENT STANDARD 3.0 : UNDERSTAND ETHICAL AND LEGAL ISSUES THAT IMPACT BUSINESS**PERFORMANCE STANDARD 3.1 : UNDERSTAND THE ROLE OF LAW IN BUSINESS**

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|-------|--|
| 3.1.1 | Discuss the use of Generally Accepted Accounting Principles (GAAP) |
| 3.1.2 | Describe various fraudulent business activities |
| 3.1.3 | Explain legal issues associated with information management |
| 3.1.4 | Describe methods used to protect copyrights, intellectual property, and corporate property |
| 3.1.5 | Research local, state, and federal regulations impacting business operations |

PERFORMANCE STANDARD 3.2 : UNDERSTAND ETHICS IN BUSINESS

- | | |
|-------|--|
| 3.2.1 | Explain ethical characteristics and traits |
| 3.2.2 | Discuss business ethics in the office environment |
| 3.2.3 | Describe the importance of workplace confidentiality |
| 3.2.4 | Discuss and examine ethical usage of media content |

CONTENT STANDARD 4.0 : UNDERSTAND THE IMPORTANCE OF POSITIVE CUSTOMER RELATIONS**PERFORMANCE STANDARD 4.1 : FOSTER POSITIVE RELATIONSHIPS WITH CUSTOMERS TO ENHANCE COMPANY IMAGE**

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|-------|--|
| 4.1.1 | Explain the nature of positive customer relations |
| 4.1.2 | Demonstrate a customer service mindset |
| 4.1.3 | Reinforce service orientation through communication |
| 4.1.4 | Apply business policies to respond appropriately to customer inquiries |
| 4.1.5 | Explain the role of administrative services in customer relations |

PERFORMANCE STANDARD 4.2 : RESOLVE CONFLICTS WITH/FOR CUSTOMERS TO ENCOURAGE REPEAT BUSINESS

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|-------|---|
| 4.2.1 | Discuss important steps in resolving conflict |
| 4.2.2 | Role play customer conflict scenarios |
| 4.2.3 | Formulate solutions to customer/client complaints |

CONTENT STANDARD 5.0 : UNDERSTAND THE ROLE OF HUMAN RESOURCES**PERFORMANCE STANDARD 5.1 : EXPLAIN THE ROLE OF HUMAN RESOURCES IN BUSINESS OPERATIONS**

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| 5.1.1 | Discuss the elements of human resources management |
| 5.1.2 | Explain the role of ethics in human resources management |
| 5.1.3 | Describe the use of technology in human resources management |
| 5.1.4 | Prioritize tasks and projects of employees and management |

PERFORMANCE STANDARD 5.2 : UNDERSTAND THE HIRING AND TERMINATION PROCESS

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|-------|--|
| 5.2.1 | Determine hiring needs based on budget boundaries |
| 5.2.2 | Screen job applications/resumes |
| 5.2.3 | Practice interviewing job applicants |
| 5.2.4 | Compare and contrast employee compensation and benefits |
| 5.2.5 | Practice selecting, hiring, and terminating employees |
| 5.2.6 | Explain state and federal labor laws and regulations for hiring |
| 5.2.7 | Explain state and federal labor laws and regulations for terminating an employee |

PERFORMANCE STANDARD 5.3 : EVALUATE PRACTICES TO MANAGE STAFF AND RESOLVE EMPLOYEE ISSUES

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|-------|---|
| 5.3.1 | Describe the purpose of employee orientation |
| 5.3.2 | Assess employee performance |
| 5.3.3 | Discuss the need for employee recognition |
| 5.3.4 | Role play resolution of employee complaints and grievances |
| 5.3.5 | Explain the role of policies/procedures to protect the privacy of human resources information |
| 5.3.6 | Identify coaching and training needs |

CONTENT STANDARD 6.0 : UNDERSTAND BUSINESS AND OFFICE OPERATIONS AND EXPLORE CAREERS
PERFORMANCE STANDARD 6.1 : MANAGE DAILY OFFICE FUNCTIONS FOR A BUSINESS

- 6.1.1 Demonstrate effective management of office projects and meeting deadlines
- 6.1.2 Explain purchasing, shipping, and receiving procedures
- 6.1.3 Describe various types of shipping services and their costs
- 6.1.4 Describe the importance of warehouse and inventory procedures
- 6.1.5 Investigate various alternatives for making travel arrangements
- 6.1.6 Analyze travel reward systems and corporate discounts
- 6.1.7 Plan and organize a meeting
- 6.1.8 Describe the function of facility management
- 6.1.9 Plan organization/department activities to support decision management
- 6.1.10 Develop and manage an electronic office calendar

PERFORMANCE STANDARD 6.2 : UNDERSTAND HOW BUSINESSES ARE ORGANIZED

- 6.2.1 Describe the differences between the various types of business ownership
- 6.2.2 Describe the hierarchy of a business organization and the roles of key officers in an organization
- 6.2.3 Compare and contrast various types of management styles

PERFORMANCE STANDARD 6.3 : UNDERSTAND PROPER USE OF OFFICE TOOLS AND EQUIPMENT

- 6.3.1 Compare and contrast the use of facsimile and scanned documents
- 6.3.2 Discuss copy machine usage and maintenance
- 6.3.3 Practice 10-Key by touch
- 6.3.4 Setup and install audio visual equipment
- 6.3.5 Explain the use of multi-line phones and conference calls
- 6.3.6 Describe web-based and video conferencing
- 6.3.7 Discuss technology device trends as applied to business environments

PERFORMANCE STANDARD 6.4 : INVESTIGATE CAREERS IN ADMINISTRATIVE SERVICES

- 6.4.1 Research various careers related to administrative services and office management
- 6.4.2 Compare personal traits, likes, and dislikes with characteristics typical in administrative services careers
- 6.4.3 Explain the role and responsibilities of administrative assistants

**CROSSWALKS AND ALIGNMENTS OF
ADMINISTRATIVE SERVICES STANDARDS
AND THE COMMON CORE STATE STANDARDS,
THE NEVADA SCIENCE STANDARDS,
AND THE COMMON CAREER TECHNICAL CORE STANDARDS**

CROSSWALKS (ACADEMIC STANDARDS)

The crosswalk of the Administrative Services Standards shows links to the Common Core State Standards for English Language Arts and Mathematics and the Nevada Science Standards. The crosswalk identifies the performance indicators in which the learning objectives in the Administrative Services program support academic learning. The performance indicators are grouped according to their content standard and are crosswalked to the English Language Arts and Mathematics Common Core State Standards and the Nevada Science Standards.

ALIGNMENTS (MATHEMATICAL PRACTICES)

In addition to correlation with the Common Core Mathematics Content Standards, many performance indicators support the Common Core Mathematical Practices. The following table illustrates the alignment of the Administrative Service Standards Performance Indicators and the Common Core Mathematical Practices. This alignment identifies the performance indicators in which the learning objectives in the Administrative Services program support academic learning.

CROSSWALKS (COMMON CAREER TECHNICAL CORE)

The crosswalk of the Administrative Services Standards shows links to the Common Career Technical Core. The crosswalk identifies the performance indicators in which the learning objectives in the Administrative Services 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 Administrative Services Standards are crosswalked to the Business Management and Administration Career Cluster™ and the Administrative Support Career Pathway.

**CROSSWALK OF ADMINISTRATIVE SERVICES STANDARDS
AND THE COMMON CORE STATE STANDARDS**

CONTENT STANDARD 1.0: UTILIZE STANDARD OFFICE SOFTWARE APPLICATIONS

Performance Indicators	Common Core State Standards and Nevada Science Standards
1.1.2	<p><u>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</u> WHST.11-12.2a Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p>
1.1.3	<p><u>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</u> WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>
1.1.5	<p><u>English Language Arts: Language Standards</u> L.11-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>
1.1.6	<p><u>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</u> 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> <p><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u> 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>
1.2.2	<p><u>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</u> WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><u>English Language Arts: Language Standards</u> L.11-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>
1.2.3	<p><u>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</u> WHST.11-12.2a Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p>
1.2.4	<p><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u> 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>
1.2.5	<p><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u> 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>
1.2.6	<p><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u> 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>

1.2.7	<u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u> 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.
1.3.1	<u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u> 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.11-12.9 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.
1.3.2	<u>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</u> WHST.11-12.2a Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
1.3.3	<u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u> 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.
1.3.4	<u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u> 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.
1.3.5	<u>English Language Arts: Language Standards</u> L.11-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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1.4.1	<u>English Language Arts: Language Standards</u> L.11-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
1.4.3	<u>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</u> WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
1.4.4	<u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u> 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. <u>English Language Arts: Speaking and Listening Standards</u> SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
1.4.5	<u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u> 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. <u>English Language Arts: Speaking and Listening Standards</u> SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

<p>1.4.6</p>	<p><u>English Language Arts: Speaking and Listening Standards</u> 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. SL.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 on page 54 for specific expectations.)</p>
<p>1.5.2</p>	<p><u>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</u> 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. 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.</p>
<p>1.5.4</p>	<p><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u> 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. <u>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</u> 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.</p>
<p>1.5.5</p>	<p><u>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</u> 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. <u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u> 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>1.5.6</p>	<p><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u> RST.11-12.6 Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved. <u>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</u> 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>

CONTENT STANDARD 2.0: UNDERSTAND ACCOUNTING FUNCTIONS

Performance Indicators	Common Core State Standards and Nevada Science Standards
2.1.1	<p><u>English Language Arts: Speaking and Listening Standards</u> 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>
2.1.3	<p><u>English Language Arts: Language Standards</u> L.11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>
2.1.5	<p><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u> 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>
2.1.6	<p><u>English Language Arts: Language Standards</u> L.11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u> 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>
2.1.8	<p><u>English Language Arts: Language Standards</u> L.11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>
2.1.9	<p><u>English Language Arts: Speaking and Listening Standards</u> 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>
2.1.11	<p><u>English Language Arts: Language Standards</u> L.11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>
2.1.12	<p><u>English Language Arts: Language Standards</u> L.11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><u>Math: Algebra – Seeing Structure in Expressions</u> A-SSE.1b Interpret complicated expressions by viewing one or more of their parts as a single entity.</p>
2.1.14	<p><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u> 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>
2.1.15	<p><u>English Language Arts: Language Standards</u> L.11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>
2.2.1	<p><u>English Language Arts: Speaking and Listening Standards</u> 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>
2.2.2	<p><u>English Language Arts: Language Standards</u> L.11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>

<p>2.3.1</p>	<p><u>English Language Arts: Language Standards</u> L.11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u> 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. <u>Math: Algebra – Seeing Structure in Expressions</u> A-SSE.1b Interpret complicated expressions by viewing one or more of their parts as a single entity.</p>
<p>2.3.2</p>	<p><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u> 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>2.3.3</p>	<p><u>English Language Arts: Language Standards</u> L.11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u> 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. <u>Math: Algebra – Seeing Structure in Expressions</u> A-SSE.1b Interpret complicated expressions by viewing one or more of their parts as a single entity.</p>
<p>2.3.4</p>	<p><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u> 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. <u>English Language Arts: Reading Standards for Informational Text</u> RI.11-12.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10). <u>English Language Arts: Speaking and Listening Standards</u> 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>2.4.4</p>	<p><u>English Language Arts: Language Standards</u> L.11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>
<p>2.4.5</p>	<p><u>English Language Arts: Language Standards</u> L.11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>

2.4.6	<p><u>English Language Arts: Reading Standards for Informational Text</u> RI.11-12.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p> <p><u>English Language Arts: Speaking and Listening Standards</u> 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>SL.11-12.3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p> <p>SL.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 on page 54 for specific expectations.)</p>
2.5.2	<p><u>English Language Arts: Speaking and Listening Standards</u> SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u> 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 3.0: UNDERSTAND ETHICAL AND LEGAL ISSUES THAT IMPACT BUSINESS

Performance Indicators	Common Core State Standards and Nevada Science Standards
3.1.1	<p><u>English Language Arts: Speaking and Listening Standards</u></p> <p>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>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>
3.1.2	<p><u>English Language Arts: Speaking and Listening Standards</u></p> <p>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>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>
3.1.3	<p><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u></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>
3.1.4	<p><u>English Language Arts: Speaking and Listening Standards</u></p> <p>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>
3.1.5	<p><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u></p> <p>RST.11-12.1 Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.</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>
3.2.1	<p><u>English Language Arts: Speaking and Listening Standards</u></p> <p>SL.11-12.1d Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p>
3.2.2	<p><u>English Language Arts: Speaking and Listening Standards</u></p> <p>SL.11-12.1d Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p>
3.2.3	<p><u>English Language Arts: Speaking and Listening Standards</u></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>

3.2.4	<u>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</u> 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. SL.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 on page 54 for specific expectations.)
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CONTENT STANDARD 4.0: UNDERSTAND THE IMPORTANCE OF POSITIVE CUSTOMER RELATIONS

Performance Indicators	Common Core State Standards and Nevada Science Standards
4.1.1	<p><u>English Language Arts: Reading Standards for Informational Text</u> 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><u>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</u> WHST.11-12.1 Write arguments focused on discipline-specific content.</p> <p>WHST.11-12.1e Provide a concluding statement or section that follows from or supports the argument presented.</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>
4.1.2	<p><u>English Language Arts: Reading Standards for Informational Text</u> RI.11-12.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p> <p><u>English Language Arts: Speaking and Listening Standards</u> SL.11-12.1b Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</p> <p>SL.11-12.1d Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p>
4.1.3	<p><u>English Language Arts: Speaking and Listening Standards</u> 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.11-12.1b Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</p> <p>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> <p>SL.11-12.1d Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p>

4.1.4	<p><u>English Language Arts: Speaking and Listening Standards</u></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.11-12.1b Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</p> <p>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> <p>SL.11-12.1d Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p>
4.1.5	<p><u>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</u></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>
4.2.1	<p><u>English Language Arts: Speaking and Listening Standards</u></p> <p>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>
4.2.2	<p><u>English Language Arts: Reading Standards for Informational Text</u></p> <p>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><u>English Language Arts: Speaking and Listening Standards</u></p> <p>SL.11-12.1b Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</p> <p>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> <p>SL.11-12.1d Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p> <p>SL.11-12.3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p> <p>SL.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 on page 54 for specific expectations.)</p>

4.2.3	<p><u>English Language Arts: Speaking and Listening Standards</u></p> <p>SL.11-12.1d Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p> <p>SL.11-12.3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p> <p>SL.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 on page 54 for specific expectations.)</p> <p><u>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</u></p> <p>WHST.11-12.1e Provide a concluding statement or section that follows from or supports the argument presented.</p>
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CONTENT STANDARD 5.0: UNDERSTAND THE ROLE OF HUMAN RESOURCES

Common Core State Standards and Nevada Science Standards	
5.1.1	<p><u>English Language Arts: Speaking and Listening Standards</u> 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>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>
5.1.2	<p><u>English Language Arts: Reading Standards for Informational Text</u> 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><u>Subjects English Language Arts: Writing Standards for Literacy in Science and Technical</u> WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>
5.1.3	<p><u>Subjects English Language Arts: Writing Standards for Literacy in Science and Technical</u> WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>
5.2.1	<p><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u> 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>
5.2.2	<p><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u> 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>
5.2.3	<p><u>English Language Arts: Speaking and Listening Standards</u> 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> <p>SL.11-12.1d Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p> <p>SL.11-12.3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p>
5.2.4	<p><u>English Language Arts: Reading Standards for Informational Text</u> 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>5.2.5</p>	<p><u>English Language Arts: Speaking and Listening Standards</u> SL.11-12.1b Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. 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. SL.11-12.1d Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. SL.11-12.3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. SL.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 on page 54 for specific expectations.)</p>
<p>5.2.6</p>	<p><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u> 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.</p>
<p>5.3.1</p>	<p><u>Subjects English Language Arts: Writing Standards for Literacy in Science and Technical</u> WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>
<p>5.3.2</p>	<p><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u> RST.11-12.2 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.</p>
<p>5.3.3</p>	<p><u>English Language Arts: Speaking and Listening Standards</u> 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>5.3.4</p>	<p><u>English Language Arts: Speaking and Listening Standards</u> 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>5.3.5</p>	<p><u>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</u> WHST.11-12.1e Provide a concluding statement or section that follows from or supports the argument presented. WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. <u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u> 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>

5.3.6	<u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u> RST.11-12.6 Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved. 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.
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CONTENT STANDARD 6.0: UNDERSTAND BUSINESS AND OFFICE OPERATIONS AND EXPLORE CAREERS

Performance Indicators	Common Core State Standards and Nevada Science Standards
6.1.1	<u>English Language Arts: Speaking and Listening Standards</u> SL.11-12.1b Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
6.1.2	<u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u> 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.
6.1.3	<u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u> 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.
6.1.4	<u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u> 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.
6.1.5	<u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u> 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.
6.1.6	<u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u> 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.
6.1.8	<u>English Language Arts: Speaking and Listening Standards</u> 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.
6.1.9	<u>English Language Arts: Speaking and Listening Standards</u> SL.11-12.1b Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
6.1.10	<u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u> 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.
6.2.1	<u>English Language Arts: Speaking and Listening Standards</u> 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.
6.2.2	<u>English Language Arts: Speaking and Listening Standards</u> 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.
6.3.1	<u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u> 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.

6.3.5	<p><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u> 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>
6.3.6	<p><u>English Language Arts: Speaking and Listening Standards</u> 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>
6.3.7	<p><u>English Language Arts: Speaking and Listening Standards</u> 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>
6.4.1	<p><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u> RST.11-12.1 Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.</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>
6.4.2	<p><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u> RST.11-12.1 Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.</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>
6.4.3	<p><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u> 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>

**ALIGNMENT OF ADMINISTRATIVE SERVICES STANDARDS
AND THE COMMON CORE MATHEMATICAL PRACTICES**

Common Core Mathematical Practices	Administrative Services Performance Indicators
1. Make sense of problems and persevere in solving them.	1.2.1 1.3.4, 1.3.5 2.1.2-2.1.14; 2.2.1-2.2.7; 2.3.2-2.3.6; 2.4.1-2.4.4; 2.5.1-2.5.6
2. Reason abstractly and quantitatively.	1.2.1, 1.2.5, 1.2.6
3. Construct viable arguments and critique the reasoning of others.	
4. Model with mathematics.	1.2.3
5. Use appropriate tools strategically.	1.5.3 2.6.1, 2.6.2 6.1.10; 6.3.1-6.3.6
6. Attend to precision.	1.3.1, 1.3.5
7. Look for and make use of structure.	
8. Look for and express regularity in repeated reasoning.	6.1.10

**CROSSWALKS OF ADMINISTRATIVE SERVICES STANDARDS
AND THE COMMON CAREER TECHNICAL CORE**

Business Management & Administration Career Cluster™ (BM)	Performance Indicators
1. Utilize mathematical concepts, skills and problem solving to obtain necessary information for decision-making in business.	2.1.1-2.1.5; 2.3.1-2.3.3 2.4.1-2.4.5; 2.5.1-2.5.7
2. Describe laws, rules and regulations as they apply to effective business operations.	3.1.1-3.1.7; 3.2.1-3.2.3
3. Explore, develop and apply strategies for ensuring a successful business career.	6.4.1-6.4.3
4. Identify, demonstrate and implement solutions in managing effective business customer relationships.	4.1.1-4.1.5; 4.2.1-4.2.3
5. Implement systems, strategies and techniques used to manage information in a business.	1.3.6, 1.5.3, 1.5.6; 2.6.1
6. Implement, monitor and evaluate business processes to ensure efficiency and quality results.	6.1.1-6.1.9, 6.2.1-6.2.3 6.3.1-6.3.6
Administrative Support Career Pathway (BM-ADM)	Performance Indicators
1. Plan, staff, lead and organize human resources to enhance employee productivity and satisfaction.	2.5.1-2.5.7, 5.1.1-5.1.4 5.2.1-5.2.5, 5.3.1-5.3.6
2. Access, evaluate and disseminate information for business decision making.	1.1.1-1.1.7, 1.2.1-1.2.7 1.3.1-1.3.7, 1.4.1-1.4.6 1.5.1-1.5.6
3. Plan, monitor and manage day-to-day business activities.	2.6.1-2.6.2