

Nevada State Board of NURSING

Advance CTE: Excellence in Action Award
8484 Georgia Avenue
Suite 320
Silver Spring, Maryland 20910

RE: Letter of Recommendation for the Excellence in Action Award 2018

This is in support of the Southwest Career Technical Academy CNA program in Las Vegas, Nevada. Sara Hartwich, RN has done an excellent job of teaching her students, mentoring when they struggle, and being active in the Las Vegas community. Her lectures are engaging and encourage critical thinking skills in her students. Her clinical rotations are structured and organized and the clinical partner has reached out to the Board to discuss their appreciation of Sara's commitment and professionalism.

Sara has partnered with outside communities for the hiring and payment of tests for their CNA candidates as well as other local communities to make this program a high quality, patient-centered program. Sara has opened the school to be a regional testing center and is the only high school currently testing their students for CNA prior to graduation.

Sara has a tough job; to ensure high school students are prepared to enter the medical field. She has done a stellar job and should be rewarded for her continued dedication and commitment.

Please contact me if you need further information.



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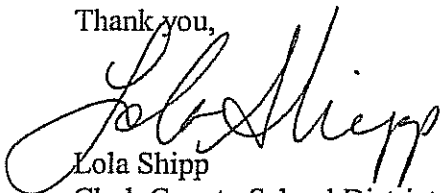
To Whom It May Concern,

It is with pleasure that I write this letter of recommendation on behalf of Sara Hartwich, who has served as the Nursing Assistant teacher at Southwest Career Technical Academy for the past two years. I have had the opportunity to observe Ms. Hartwich in a variety of situations and in every instance she has conducted herself in a professional and exemplary manner. Her leadership, instructional, and interpersonal skills have ensured student growth and achievement. She is well-respected by students, parents, teachers, and administrators alike.

Ms. Hartwich consistently demonstrates respect for her ethnically diverse student population, and their families. She is proactive in addressing both academic and behavioral concerns. Her attention to detail has ensured the growth of the Nursing Assistant program at Southwest Career and Technical Academy. In just her two years at the school she has increased the amount of students enrolled in her program as well as the amount of students passing the Nursing Assistant exams.

She has the ability to motivate students through coaching, mentoring, and teaching. Through this motivation students have a greater love for the healthcare field. Ms. Hartwich has facilitated the growth of her program by providing her school as a center for the Nevada State Nursing Board to test nursing students in both a skills exam and a written exam. By doing this she ensure that her students have an opportunity to take the exam in a familiar and less intimidating setting. She has also built a partnership with community healthcare facilities for her students to conduct their clinicals. This relationship introduces her students to community healthcare professionals and facilitates there entrance into the healthcare field.

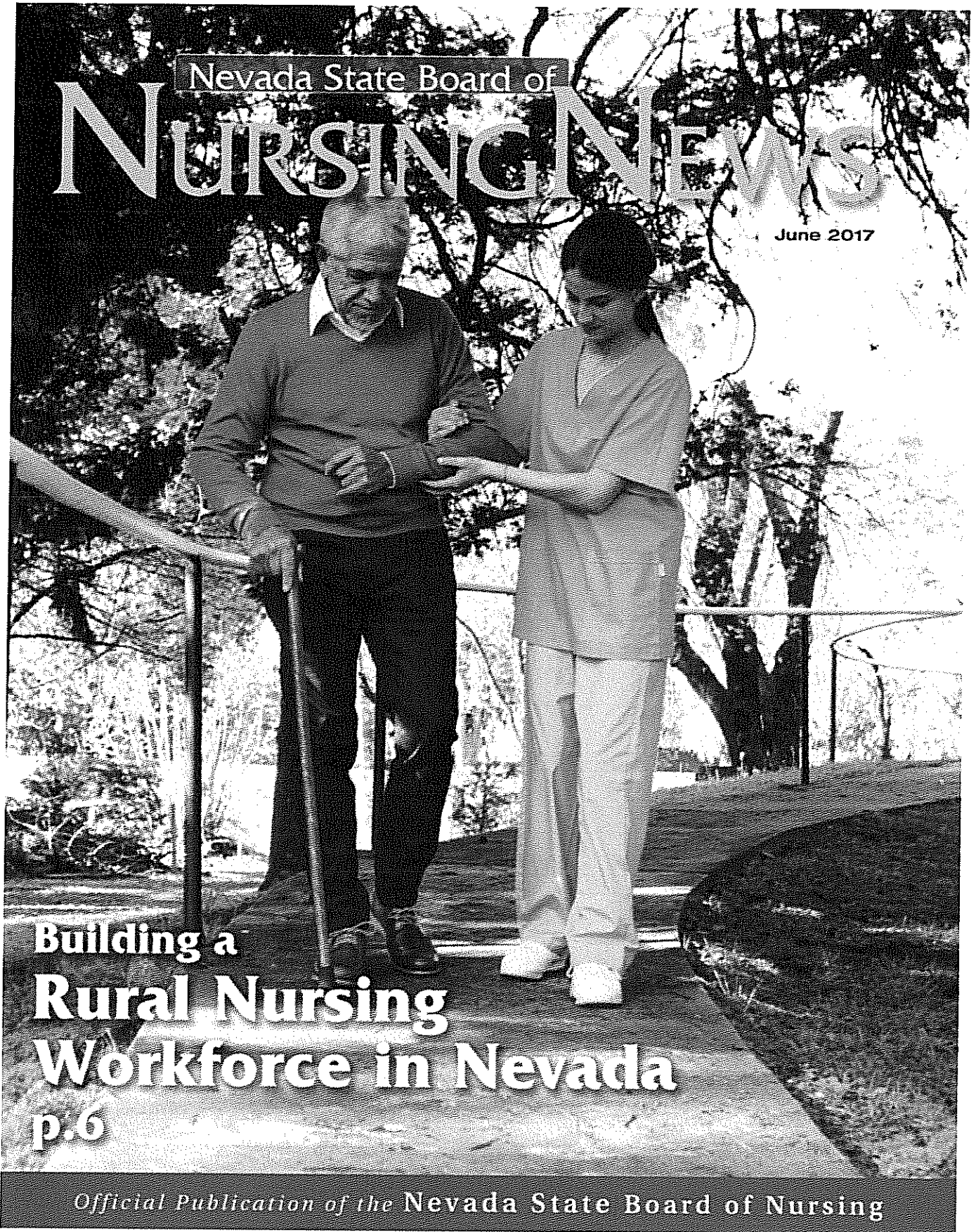
Thank you,



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Nevada State Board of NURSING NEWS

June 2017



**Building a
Rural Nursing
Workforce in Nevada**
p.6

Official Publication of the Nevada State Board of Nursing

CNA CORNER

By Althea Chavez Gevero and Alexis Drevetzi journalism students
at Southwest Career and Technical Academy

In just a few weeks, Kimberly Mallqui will take the exam to become a Certified Nursing Assistant. She has spent four years culminating knowledge about the profession and hours completing clinicals to gather experience in preparation for her exam. But the difference between Mallqui and thousands of other CNAs is that Mallqui is only a senior in high school. Upon graduation, and within months of leaving secondary education, she can already become a full-time CNA.

"I know I want to pursue the medical field, especially nursing, and I know that there's alternatives just in case, but in my heart I know I want to become a nurse," Mallqui said.

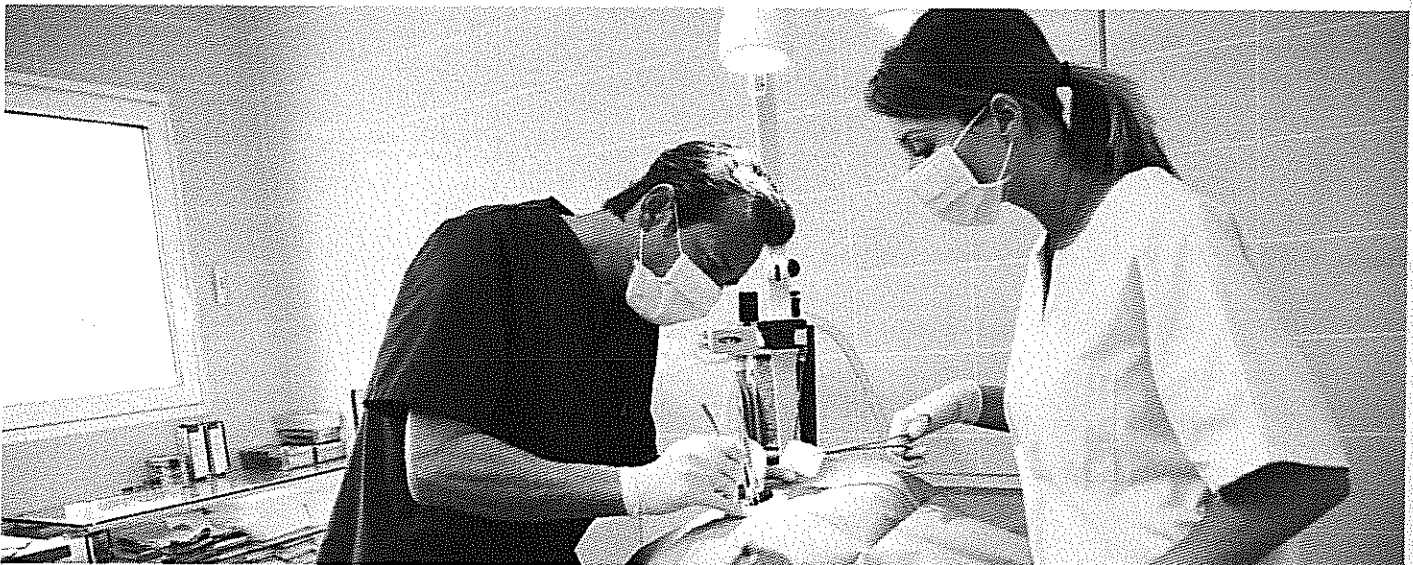
Southwest Career and Technical Academy is a magnet high school located in Las Vegas, NV. One of the many programs offered is Nursing Assisting, which Mallqui is enrolled in. The program was recently taken over by Mrs. Sara Hartwich, and within months of starting she has brought the program to a new level. Southwest CTA is now the first high school to become a regional test site for CNA testing and for students to sit for the exam prior to graduation.

"There is a comprehensive list of equipment and supplies our classroom needed to have available in order to be considered as a test site," Hartwich said. "Our sinks needed to have a certain type of

handle, our patient beds needed to be able to do certain functions, we needed to have clocks in certain places on the wall, we needed availability of computers for knowledge tests, and we needed to have specific supplies in order for students to perform all of their CNA skills. Once approved by Mrs. Donna Levy [principal], Headmaster [testing company] visited our classroom and assessed whether it met the Headmaster and Nevada Board of Nursing Standards in becoming a test site. We passed with flying colors."

In addition, students also have the chance to be employed after completing the exam. Southwest CTA has developed a partnership with the community to hire students who take the exam and in exchange will pay for the student's test fee.


"We are currently putting the finishing touches on the partnership with the local community," Hartwich said. "I knew and recognized that not all students had the financial ability to pay \$150 for certification tests. We couldn't make it [the test] mandatory unless we had a plan. We made some phone calls and networked with our community members to assess the possibility of merging a partnership. We had to initially inform the community on what we had to offer and the impact these students would make at their facilities. Once established, we formulated a plan that would entail the healthcare facilities to interview our students and if they were



hired, the facility would pay for their tests. Once the student graduates, they will

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Mount Grant General Hospital

Acute Nurses

HGGH is located in the small

months.”

Hartwich uses strategic methods to prepare her students. Mannequins were utilized to practice their nursing skill competencies, and students videotaped their competencies for immediate evaluation and continuous review. Once confident in their skills, students participated in clinical experiences to apply these skills to patients. During these weekly clinicals at a local nursing home, students were required to keep a journal to write their goals and reflect.

“I really liked the journals because they allowed us to keep track of what our experiences were like as each day went on, and each day we got better,” Mallqui said. “Recording videos was also helpful to keep track of the progress we’ve made, from how nervous we were to do each competency to how comfortable we became.”

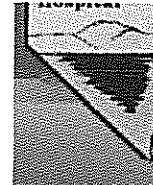
While many students struggle to find their path after high school, Mallqui feels more than ready for life after graduation. With a guaranteed job and confidence in her skills, Hartwich’s CNA program at Southwest CTA has truly prepared Mallqui for the workplace.

“This year is one of my best years in the program,” Mallqui said. “I’m thankful for Ms. Hartwich because she’s put so much effort into how we learn and preparing us for the next step. Our experiences have been very hands-on and interactive, and we’re always reinforcing ideas by practicing. Sometimes I think, ‘What if I went to a comprehensive high school? But I’m



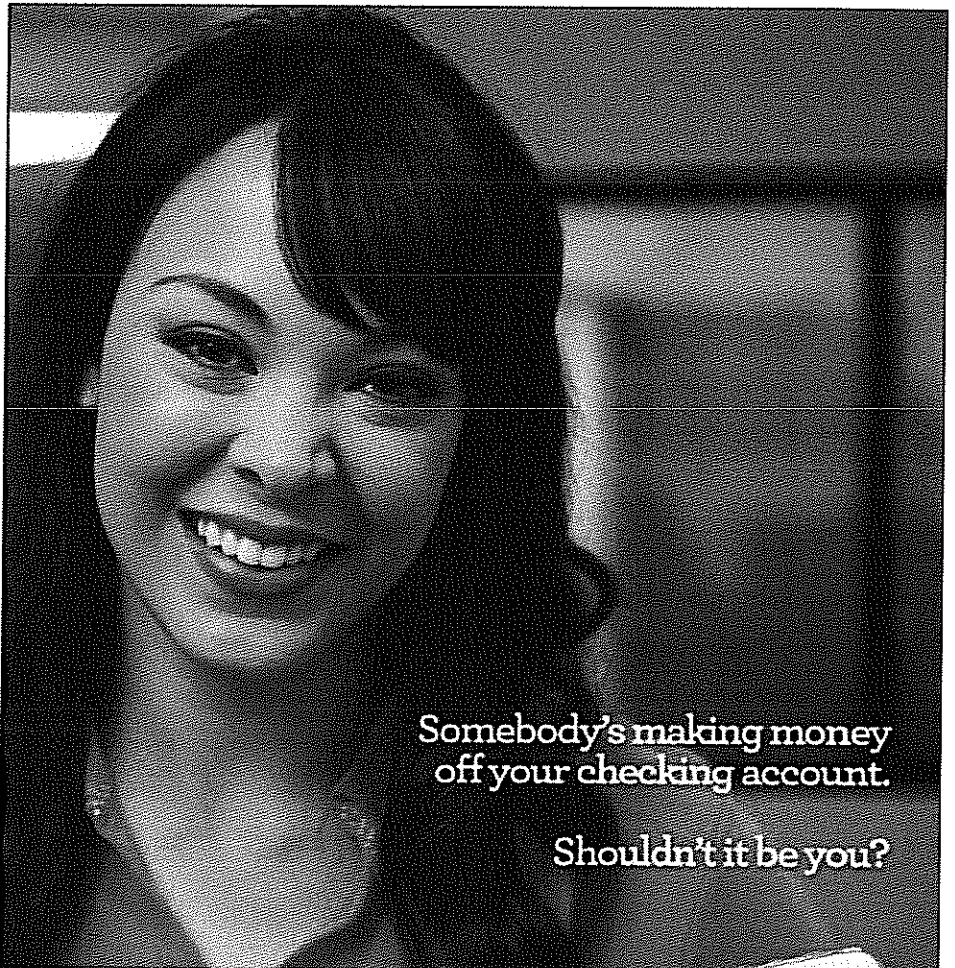
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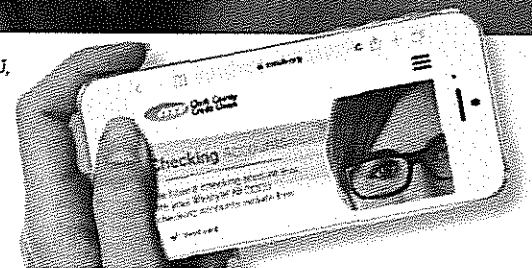


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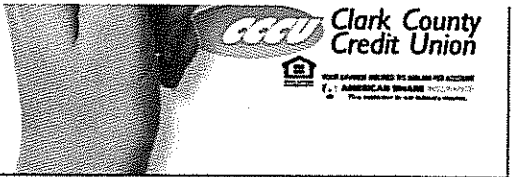
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really glad I came here--because some of the experiences here I can't get at a comprehensive high school, and vice versa, but it's a good trade off because I'm more prepared for the workplace."

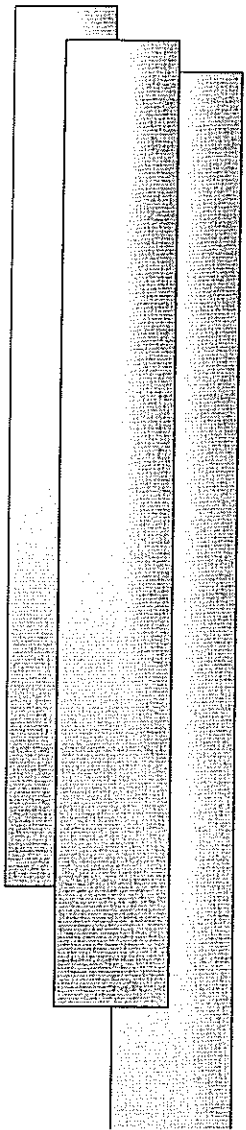
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Nevada State Board of Nursing

Nursing Assistant Training Program

MODEL CURRICULUM



ACKNOWLEDGMENTS

Special recognition and appreciation is extended to Elda Burke, RN and Kristine Beck, RN for their work in preparing the draft for this revision. Also, thanks to other members of the CNA Advisory Committee, both past and present, who were instrumental in bringing this publication to fruition. And to Patty O'Rourke-Langston, MHA, RN, for proofreading, exerting calibrated pressure and the loan of her Assistant, Jeanie Jenkins, who provided clerical support. And finally, thanks to Patty Towler, CNA Specialist, for her unrelenting "encouragement".

Model Curriculum adopted by
Nevada State Board of Nursing November 1989

Revised: February 1990
March 1992
November 1993
November 1999
November 2004
November 2005
August 2006



The Nursing Assistant Training Model Curriculum Guide

INTRODUCTION

The Nursing Assistant Training Program Model Curriculum was designed to provide a guide for instructors and learners on the competencies needed by nursing assistants caring for clients in a variety of settings. The Model Curriculum meets the requirements of the Omnibus Reconciliation Act of 1987 (OBRA, CFR 42) and Nevada Revised Statute 632.

LENGTH OF PROGRAM

The curriculum is divided into 18 units, which include objectives, vocabulary and suggested content. The program must be a minimum of 75 hours. Classroom and laboratory work must be a minimum of 60 hours. OBRA requires a trainee complete a minimum of 16 hours training before being allowed to work in a facility. These 16 hours should include the following:

Communication and Interpersonal Skills
Infection Control
Safety/Emergency Procedures, including abdominal thrusts
Promoting Residents' Independence
Respecting Residents' Rights

GOALS OF THE INSTRUCTIONAL PROGRAM

The goals of the instructional program contained in this guide are:

1. To introduce the learner to the health care field of nursing assistants.
2. To provide learners with experiences in the classroom and in the clinical areas that result in development of basic competencies required of nursing assistants.
3. To provide the learner with competencies that are prerequisite to specific areas and job entry.
4. To provide the learner with training required by State and Federal laws for employment as a nursing assistant.
5. To provide learners who have completed a nursing assistant training program with the opportunities to update their skills.

NOTE: Use of Standard Precautions, correct body mechanics, provision of privacy, maintaining confidentiality and proper use of side rails are expected to be integrated into all content and skills used in this manual. Therefore, they are not specifically addressed in each unit.

The word "client" will be used throughout the curriculum to refer to the person/patient/resident receiving care.

GRADING OF LEARNERS

Grading for each unit follows:

- Minimum of 80% on all written and oral quizzes/tests
- Minimum of 100% (pass/fail) on all skills listed in Appendix A

Learners are permitted to practice skills until 100% accuracy is achieved. The test of skills must be given by a Registered Nurse who holds an instructor certification. Retakes are permitted on all oral or written quizzes/tests, up to two (2) times. The competency-based curriculum allows for variation in completion time because of the differences in individual learners.

DOCUMENTATION OF COMPLETION

Individuals wishing to certify as a nursing assistant must apply to the Nevada State Board of Nursing and qualify to take the program and the State competency testing for certification. Each individual who completes the program should be awarded a document of completion by the agency administering the program. The document means only that the learner has successfully completed the nursing assistant training program.

General Evaluation Information:

- I. Evaluation Criteria
 - A. Skills:
 1. Learner will demonstrate performance in a professional manner using appropriate communication and respect for clients' rights.
 2. Learner will achieve 100% on skills in order to pass. Unprofessional, unsafe or abusive behavior in testing will constitute a failure of the test.
 - B. Written/Oral: Learner will achieve a minimum of 80% on oral/written exam.
- II. Unit Quizzes

Written/oral and manual quizzes should be completed at the end of each unit. Employer should be notified of skills successfully passed.
- III. Final Exams

The final exam consists of two (2) parts: written (or oral) and manual skills, according to the Training Program's state-approved application.

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Unit 1: The Role and Responsibilities of the Nursing Assistant

Behavioral Objectives: The student will be able to:

1. Define the vocabulary listed.
2. Differentiate between the hospital, long-term care facility, hospice, home health agency and assisted living situations.
3. Describe the importance of the nursing assistant to the health care team.
4. List responsibilities the nursing assistant has to the client, employer and self.
5. Give an example of the chain of command in the supervision of the nursing assistant.
6. Identify the scope of practice for the nursing assistant.
7. Describe the appropriate response when asked to do tasks which are outside this scope.
8. Discuss legal issues related to nursing assistant practice, including liability, negligence, tort laws and incident reporting.
9. Describe disciplinary actions which can be taken by the Nevada State Board of Nursing against a Certified Nursing Assistant certification.
10. Describe the ethical behavior of a nursing assistant.
11. Describe residents' rights and how to promote a resident's quality of life.
12. Explain what is meant by elder abuse and the signs of elder abuse.
13. Explain how to report if elder abuse is suspected.
14. Explain CNA's role and responsibility as mandated reporters of elder abuse.

Vocabulary to Know

Acute Illness	Defamation	Hospice	Primary Nursing
Assault	Discipline against certificate	Informed Consent	RN
Assisted Living	Durable Power of Attorney	Invasion of Privacy	Scope of Practice
Battery	Ethics	Libel	Slander
Case	False Imprisonment	Living Will	Team Nursing
Management	Fraud	Long Term/Skilled Care	Tort
Chronic Illness	Functional Nursing	LPN/LVN	Will
Civil Law	Health Care Team	Malpractice	
Confidentiality	Home Care	Nursing Care Team	
Criminal Law	Health Agency	Patient Rights	
Cross Training			

Unit 2: Communication and Interpersonal Relationships

Behavioral Objectives: The student will be able to:

1. Define the vocabulary listed.
2. Describe elements in the communication process (sender, receiver, message, transmitting device, feedback).
3. Describe barriers to successful communication.
4. Describe how observed interpretation of non-verbal behavior may improve or hinder communication with others.
5. Describe Maslow's 5 basic needs for survival.
6. Explain the purpose, sections and information found in the medical record.
7. Describe the nursing assistant's legal and ethical responsibilities regarding medical records.
8. List basic rules for recording.
9. Describe objective and subjective symptoms.
10. Describe the nursing assistant's contribution to carrying out the plan of care.
11. Recognize and develop a plan of personal stress management: How to cope/deal effectively with clients

Vocabulary to Know

Barrier
Care Plan
Effectiveness
Feedback
Gestures
Minimum Data Set
Non-verbal

Nursing Process
Objectives - signs
Reporting – oral
Reporting – written
Subjective/Symptoms
Verbal

Unit 3: Safety and Infection Control

Behavioral Objectives: The student will be able to:

1. Define the vocabulary listed.
2. List rules of general safety.
3. List rules of fire and disaster safety. List rules of safety when oxygen is in use.
4. Demonstrate the principles of body mechanics.
5. Explain the purpose of restraints and the safety rules for use.
6. Describe the nursing assistant role in a restraint reduction program.
7. Explain and describe the causes of obstructed airway showing the method used to relieve the obstruction.
8. Explain the chain of infection.
9. Explain the differences between medical asepsis, surgical asepsis, disinfection and sterilization.
10. Explain the Standard Precaution techniques, isolation precautions and their effects on the client.
11. Describe nosocomial infection and the client at risk.
12. Demonstrate proper hand washing.
13. Describe basic life-saving measures.
14. Attain CPR certification prior to patient contact.

Vocabulary to Know

Automated External Defibrillator	Combustion	Isolation	Spore
Biohazardous Material	Contaminated	Medical & Surgical Asepsis	Standard
Body Mechanics	Disinfection	Microorganism	Precautions
Carrier	Flora	Pathogen	Sterilization
Center of Gravity	Host	Positive Protein Derivative	Susceptible Host
	Infection Control	Reservoir	Standard
			Precautions

MANUAL SKILLS RELATED TO THIS UNIT

Abdominal thrusts	CPR with AED	CPR
Body Mechanics	Gowning	Reposition in wheelchair
Goggles/face mask	Hand washing	Restraint application (wrist/ankle, vest, waist)
Gloving & removing	Transfer techniques	

Unit 4: Anatomy and Physiology

Subunit A: The Musculoskeletal System

Behavioral Objectives: The student will be able to:

1. Define vocabulary listed.
2. State the purposes of the skeleton.
3. Explain the impact of the aging process on the skeleton.
4. Describe the different types of fractures.
5. Give an example of the three types of muscle.
6. Describe how atrophy and contracture occur.

Vocabulary to Know

Abnormality
Anatomy
Anterior
Atrophy
Cardiac Muscle

Contracture
Dislocation
Distal
Fracture
Inferior

Involuntary Muscle
Osteoarthritis
Osteoporosis
Paralysis
Physiology

Posterior
Rheumatoid Arthritis
Striated Muscle
Superior
Voluntary Muscle

Unit 4: Anatomy and Physiology

Subunit B: The Urinary System

Behavioral Objectives: The student will be able to:

1. Define the vocabulary listed.
2. Name the components of the urinary system.
3. Describe the flow of urine through the urinary organs.
4. Describe the characteristics of normal and abnormal urine.
5. Describe variables which impact urinary output (ratio of intake and output).
6. Explain how urinary tract infections may be prevented.
7. Explain causes of incontinence.

Vocabulary to Know

Bladder
Cystitis
Immobility
Incontinence

Kegel Exercises
Kidney
Meatus

Nephritis
Perineum
Prostate

UTI
Urethra
Ureter

Unit 4: Anatomy and Physiology

Subunit C: The Integumentary System

Behavioral Objectives: The student will be able to:

1. Define the vocabulary listed.
2. Describe the purpose of the skin.
3. Discuss age-related skin changes.
4. Describe common skin injuries.

Vocabulary to Know

Cyanosis
Decubitus
Edema

Elasticity
Erythema
Eschar

Follicle
Integumentary
Lubricate

Perspiration
Stages of Pressure Sores
Turgor

Unit 4: Anatomy and Physiology

Subunit D: The Cardiovascular System

Behavioral Objectives: The student will be able to:

1. Define the vocabulary listed.
2. Name the components of the cardiovascular system.
3. Describe the flow of blood through the cardiovascular system.
4. Explain the function of arteries, veins and capillaries.
5. Describe the impact of aging on the cardiovascular system (stasis ulcer, decubitus/pressure sore, dependent edema).
6. Describe the procedure of performing an EKG.
7. Describe the procedure of monitor lead placement.

Vocabulary to Know

Aorta
Arteries
Atria
Blood Pressure
Capillaries

Cardiovascular
Cyanosis
Diastolic
Diastole

Edema
Myocardial Infarction
Pulse
Systolic

Systole
Veins
Vena Cava
Ventricles

MANUAL SKILLS RELATED TO THIS UNIT

EKG

Monitor Lead Placement

NOTE: Discuss the relationship between the Cardiovascular and Respiratory Systems.

Unit 4: Anatomy and Physiology

Subunit E: The Respiratory System

Behavioral Objectives: The student will be able to:

1. Define vocabulary listed.
2. Name the components of the respiratory system.
3. Describe flow of air through the respiratory system.
4. Discuss impact of aging on the respiratory system.
5. Describe measures to prevent respiratory problems.

Vocabulary to Know

Aspiration
Alveoli
Bronchi
Carbon Dioxide (CO₂)

Cyanosis
Diaphragm
Epiglottis

Larynx
Lungs
Oxygen (O₂)

Pharynx
Respiration
Trachea

Unit 4: Anatomy and Physiology

Subunit F: The Endocrine System

Behavioral Objectives: The student will be able to:

1. Define vocabulary listed.
2. List functions of major endocrine glands.
3. Describe impact of aging on glandular system.

Vocabulary to Know

Adrenal	Excrete	Ovaries	Secrete
Carbohydrates	Hormones	Pancreas	Testes
Diabetes	Immunity	Parathyroid	Testosterone
Endocrine System	Insulin	Pituitary	Thyroid
Estrogen	Metabolism	Progesterone	

Unit 4: Anatomy and Physiology

Subunit G: The Sensory System

Behavioral Objectives: The student will be able to:

1. Define the vocabulary listed.
2. List the five sense organs and describe their function.
3. Describe the impact of aging on each of the senses.

Vocabulary to Know

Auditory
Aural
Cataract
Environment

Glaucoma
Olfactory
Peripheral Vision

Senses
Sensory system
Stimulus

Tactile
Taste
Visual

Unit 4: Anatomy and Physiology

Subunit H: The Digestive System

Behavioral Objectives: The student will be able to:

1. Describe the vocabulary listed.
2. Describe the components of the digestive system.
3. Describe the digestive process.
4. Discuss the impact of aging on the digestive system.

Vocabulary to Know

Anus	GI	Large Intestine/Colon	Small Intestine
Bile	Gallbladder	Liver	Sphincter
Digestion	Gastric Juice/Chyme	Pancreas	Stomach
Esophagus	Ilium	Peristalsis	
Feces	Jejunum	Rectum	

Unit 4: Anatomy and Physiology

Subunit I: The Nervous System

Behavioral Objective: The student will be able to:

1. Define the vocabulary listed.
2. Describe the components of the nervous system.
3. Discuss the impact of disease process and/or aging on the nervous system.

Vocabulary to Know

Autonomic Nervous System (ANS)	Cerebrum
Brain	Cranial Nerves
Brain Stem	Equilibrium
Central Nervous System (CNS)	Hemispheres (right and left)
Cerebellum	Peripheral
Cerebrovascular Accident	Peripheral Nervous System (PNS)
Cerebral Cortex	Reflexes
Cerebral Spinal Fluid (CSF)	Spinal Cord

Unit 4: Anatomy and Physiology

Subunit J: Growth and Development

Behavioral Objectives: The student will be able to:

1. Understand the principles of growth and development.
2. Identify the stages of growth and development and normal age ranges for each stage.

Unit 4: Anatomy and Physiology

Subunit K: Medical Terminology

Behavioral Objectives: The student will be able to:

1. Identify three word elements used in medical terms.
2. Know the meaning of common prefixes, suffixes and root words.
3. Know common abbreviations used in health care.

Unit 5: Bed Making and Environmental Comfort

Behavioral Objectives: The student will be able to:

1. Define the vocabulary listed
2. Explain the importance bed making has to the comfort of the client.
3. Identify characteristics of a well-made bed.
4. Describe how to make an unoccupied bed:
 - A. that is closed;
 - B. that is open.
5. Demonstrate how to make an occupied bed.
6. List and explain the purpose of the following comfort devices which are added to the bed or to the person: bed cradle, foot board, sheepskin, eggcrate mattress, air mattress, heel/elbow protectors, hand rolls, trochanter rolls and pillows.
7. Identify how temperature, odors, noise and lighting affect comfort of the client.

Vocabulary to Know

Closed Bed
Draw (lifting/turning sheet
Egg crate

Environment
Fan-fold
Mitered Corner

Occupied
Open Bed
Trochanter

MANUAL SKILLS RELATED TO THIS UNIT

Closed bed
Occupied bed

Open bed
Surgical bed

Unoccupied bed

Unit 6: Personal Care Procedures

Subunit A: Skin Care

Behavioral Objectives: The student will be able to:

1. Define the vocabulary listed.
2. Explain the importance of skin care.
3. Describe skin problems resulting from immobility.
4. State nursing actions which help in prevention and treatment of pressure areas, decubitus (pressure) ulcers, pruritus and skin rashes.
5. Describe giving a back rub.
6. Describe perineal care.
7. Describe the care of a client wearing prosthetic devices.
8. Describe and demonstrate the procedure for the application of a dry sterile dressing.

Vocabulary to Know

Bed Cradle
Decubitus, Decubiti
Egg Crate
Excoriation

Feces
Footboard
Incontinent
Infection

Lesions
Nursing Action
Perineal
Prosthesis

Pruritus
Sheepskin
Special Beds

MANUAL SKILLS RELATED TO THIS UNIT

Application of skin protectors
Dry sterile dressing

Back rub

Perineal care (male & female)

Unit 6: Personal Care Procedures

Subunit B: Oral Hygiene

Behavioral Objectives: The student will be able to:

1. Define the vocabulary listed.
2. Identify frequency and benefits of oral hygiene.
3. Describe safety procedures to use when providing oral care.
4. Describe brushing of teeth and denture care.
5. Explain the importance of examination of the oral cavity.
6. Explain the importance of oral hygiene in unconscious clients.
7. Discuss disorders that indicate the need for frequent oral hygiene.
8. Describe the procedure for oral hygiene of the unconscious client.

Vocabulary to Know

Aspiration
Bridges
Dental Caries

Dentures
Halitosis
Lemon-glycerin swab

Oral Hygiene
Palate
Partial Plate

Stomatitis
Toothette
Unconscious

MANUAL SKILLS RELATED TO THIS UNIT

Brushing teeth

Denture care and cleaning

Oral hygiene for the unconscious person

Unit 6: Personal Care Procedures

Subunit C: Bathing Procedures

Behavioral Objectives: The student will be able to:

1. Define the vocabulary listed.
2. Identify bathing methods.
3. Discuss benefits of bathing.
4. Identify safety measures used during bathing.
5. Describe complete bed bath, tub bath, partial bath and shower. (Whirlpool bath depending on facility policy.)

Vocabulary to Know

A.M. Care

H.S. Care

Partial Bath

Tub Bath

Canthus

P.M. Care

Shower Chair

Whirlpool

Complete Bed Bath

~EMPHASIZE SAFETY AND PRIVACY~

MANUAL SKILLS RELATED TO THIS UNIT

Complete bed bath
Tub bath

Partial bath
Whirlpool

Shower

Unit 6: Personal Care Procedures

Subunit D: Dressing and Undressing

Behavioral Objectives: The student will be able to:

1. Define the vocabulary listed.
2. Explain the importance of grooming and dressing properly.
3. Describe how to dress and undress a person with an affected arm and/or leg.
4. Describe how to apply elastic stockings.
5. Identify various types of clothing which could be used for a client who has difficulty dressing and undressing due to disabilities effecting their mobility.
6. Identify assistive (self-help) devices which help disabled clients to dress and undress.

Vocabulary to Know

Assistive Devices
Independent

Intravenous (IV)
Modified Clothing

Paralysis
TED Hose

Velcro

MANUAL SKILLS RELATED TO THIS UNIT

Apply TED (elastic) stockings
Change a gown with an IV in place

Dress and undress client with an affected limb(s)

Unit 6: Personal Care Procedures

Subunit E: Shaving

Behavioral Objectives: The student will be able to:

1. Explain why shaving is important.
2. Identify measures that are practiced when shaving a client.
3. Describe care of mustaches and beards.

MANUAL SKILLS RELATED TO THIS UNIT

Shave a client

Unit 6: Personal Care Procedures

Subunit F: Nail and Hair Care

Behavioral Objectives: The student will be able to:

1. Define the vocabulary listed.
2. Explain the importance of nail and hair care to the client.
3. State situations when the nursing assistant would not be permitted to trim a client's nails.
4. Describe nail and hair care.
5. Describe shampooing hair for a bedfast client.

Vocabulary to Know

Brittle Nails
Circulatory Disorders

Cyanotic Nails
Mycotic Nails

Pediculosis
Podiatrist

MANUAL SKILLS RELATED TO THIS UNIT

Brushing/combing hair

Nail care

Shampooing hair

- Nail care may be done by nursing assistants with the following exceptions:
 - Clients with diabetes,
 - Clients with compromised circulation,
 - Clients with thick, mycotic nails, or
 - Clients receiving anticoagulants.

Unit 7: Vital Signs

Behavioral Objectives: The student will be able to:

1. Define the vocabulary listed.
2. Explain why vital signs are measured and identify factors which can affect vital signs.
3. Identify appropriate route for temperature taking with various client populations.
4. Identify normal ranges of oral, rectal, tympanic and axillary body temperatures.
5. Demonstrate accurate use of glass, electronic and disposable thermometers.
6. Identify the sites for taking a pulse and when a site other than the radial is appropriate.
7. Demonstrate how to take an accurate pulse and respiration.
8. Describe "normal" respirations.
9. Identify the "normal" range for adult blood pressure.
10. Describe how to take an accurate blood pressure.
11. Select the correct cuff size for different sized persons.
12. Identify when not to use an arm for a blood pressure.

Vocabulary to Know

Afebrile	Cheyne-Stokes	Hyperventilation	Rhythm
Antecubital Space	Diastolic (Diastole)	Hypotension	Shock
Apnea	Dyspnea	Hypoventilation	Sphygmomanometer
Bounding	Febrile	Irregular Pulse	Stethoscope
Brachial Artery	Force	Radial Artery	Systolic (systole)
Bradycardia	Hypertension	Rate Tachycardia	Tachypnea
Bradypnea			Thready

MANUAL SKILLS RELATED TO THIS UNIT

Apical pulse	Apical/radial pulse	Axillary temperature
Blood pressure	Oral temperature w/glass thermometer	Radial pulse
Rectal temperature	Respirations	Tympanic temperature

Unit 8: Nutritional Requirements and Techniques

Behavioral Objectives: The student will be able to:

1. Define the vocabulary listed.
2. Describe the food guide pyramid.
3. State symptoms of dehydration.
4. Describe the various special diets that may be ordered for patients and give an example of a diagnosis that may require each of these diets.
5. List dietary practices which are significant to various religions or ethnic groups.
6. Describe preparing, serving and feeding of the client who requires assistance.
7. Discuss thickened liquids for the client with swallowing difficulties.
8. Describe completing the intake and output (I&O) record.
9. Discuss observations of the client receiving intravenous fluids.
10. Discuss observations of the patient receiving tube feedings.
11. Describe assistive devices available to assist patients in eating meals.

Vocabulary to Know

Anorexia	Fluid Restriction	Intravenous	Parenteral Fluids
Bulimia	Force Fluids	Nasogastric	Regular Diet
Constipation	Gastrostomy	Nausea	Special Diet
Dehydration	Hyperalimentation	Obesity	Supplemental Fluids
Dysphagia	I & O		

MANUAL SKILLS RELATED TO THIS UNIT

Calculation of dietary intake
Prepare client for a meal

Feeding
Serving meal trays

Measure I & O

Unit 9: Admission and Discharge Procedures

Behavioral Objectives: The student will be able to:

1. Define the vocabulary listed.
2. Explain the admission of a client according to agency policy.
3. Explain discharge of a client according to agency policy. (This may include transfer to another facility or unit.)
4. Describe the proper procedure for measuring height and weight.

Vocabulary to Know

Call Light	Height	Mode of Transportation	Valuables List
Clothing List	I.D. Bracelet	Orientation	Weight
Facility/Agency Policy	Inventory List	Transfer	

MANUAL SKILLS RELATED TO THIS UNIT

Admission
Vital signs

Discharge

Height and Weight

Unit 10: Exercise and Activity

Behavioral Objectives: The student will be able to:

1. Define the vocabulary listed.
2. Describe benefits of exercise and activity on each of the body systems.
3. Discuss complications that can occur when a person is confined to bed without exercise.
4. Describe basic range of motion (ROM).
5. Describe principles of safety as they relate to wheelchairs, beds, gurneys, transfers with assistive devices, etc.
6. Describe ways of moving the client up in bed.
7. Describe transferring a client to a wheelchair or chair and the principles of wheelchair safety.
8. Describe transferring a patient to a gurney.
9. Describe positioning clients in the following: supine, prone, side-lying (lateral), Sim's and Fowler's position.
10. Describe ambulating a client with or without the use of assistive devices.
11. Describe how to protect the client and yourself if client should begin to fall while ambulating.
12. Describe application and removal of established prostheses, immobilizers and braces.

Vocabulary to Know

Abduction
Adduction
Active ROM
Ambulate
Body Alignment
Braces

Dangle
Extension
Flexion
Fowler's
Gait Belt

Immobilizers
Lift/Turn Sheet
Log Roll
Passive ROM
Prone

Prostheses
ROM
Semi-Fowler's
Sim's
Supine

MANUAL SKILLS RELATED TO THIS UNIT

Ambulate client without assistive devices and with cane, walker, gait belt
Move client up in bed with/without assistance
Transfer client from bed to gurney and back
Transfer from bed to wheelchair/chair and back with/without assistance
Turn client in bed with/without sheet
Control of client who falls while ambulating
Position client in supine, prone, side-lying, Fowler's and Sim's

Log roll client
Dangle
Basic ROM (passive & active)

Unit 11: Elimination Procedures

Subunit A: Urinary Bladder Elimination

Behavioral Objectives: The student will be able to:

1. Define the vocabulary listed.
2. Describe and name major structures of the urinary system; briefly explain function of urinary system.
3. Identify normal and abnormal characteristics of urine and usual amounts voided. Identify observations which must be reported to the nurse.
4. Discuss use of bedpans, urinals and commodes.
5. Define urinary incontinence and discuss common reasons why people become incontinent.
6. Describe nursing care required for the incontinent client.
7. Describe perineal care/peri care.
8. Explain the importance of fluids to the urinary system.
9. Describe the different types of catheters. Explain why they are a source of infection.
10. Identify types of urinary drainage bags and describe the application of each.
11. Describe the emptying of a catheter drainage bag and cleansing of tubing.
12. Describe catheter care for male and female.
13. Explain bladder retraining and the role and responsibility of the CNA.
14. Demonstrate recording of output for incontinent clients.
15. Discuss straining urine.
16. Describe the purpose and process of performing a bladder scan.

Vocabulary to Know

Aseptic Technique
 Bedpan
 Catheter:
 external
 Foley
 indwelling
 straight
 suprapubic

Catheter Care
 Commode
 Concentrated
 Urine
 Fracture Pan
 Graduate

Hematuria
 Hydration
 Incontinent
 Kegel Exercise
 Meatus
 Perineum(a)

Sphincter
 Weakness
 Ureter
 Urethra
 Urinal
 Voiding

MANUAL SKILLS RELATED TO THIS UNIT

Placing a client on a bedpan
 Straining urine for kidney stones
 Changing/applying a drainage bag (leg)

Placing a urinal
 Emptying a urinary drainage bag
 Bladder Scan

Perineal Care
 Catheter Care

Unit 11: Elimination Procedures

Subunit B: Bowel Elimination

Behavioral Objectives: The student will be able to:

1. Define the vocabulary listed.
2. Describe and name the major structures of the digestive system. Explain the function of the digestive system.
3. Identify the normal and abnormal characteristics of feces and which observations must be reported to the nurses.
4. Identify factors that effect bowel elimination including fluids, fiber and exercise. Also include factors that promote comfort and safety during defecation.
5. Describe bowel training and which nursing measures may help a client regain normal bowel function.
6. Explain why the various types of enemas are given and describe the administration of each.
7. Describe colostomy and ileostomy and the types of diseases or injuries necessitating their creation.
8. Describe care of an established colostomy.
9. Describe digital stimulation and why it might be necessary.

Vocabulary to Know

Appendicitis	Defecation	Feces	Stoma
Bowel Obstruction	Diarrhea	Flatus/Flatulence	Stool
Clay Colored Stools	Diverticulitis	Ileostomy	Suppository
Colectomy	Enema: cleansing	Impaction, fecal	Tarry Stool
Colostomy, established	fleets	Occult Blood	
Constipation	oil retention	Peristalsis	
	soap suds (SSE)		

MANUAL SKILLS RELATED TO THIS UNIT

Giving an enema

Colostomy care, change the pouch

Digital stimulation

Unit 11: Elimination Procedures

Subunit C: Collection of Specimens

Behavioral Objectives: The student will be able to:

1. Define the vocabulary listed.
2. List general rules which apply to the collection of all specimens.
3. Describe the collection of a routine urinalysis and a mid-stream, clean catch urine specimen.
4. Describe the collection of a urine specimen through an indwelling catheter port.
5. Explain the collection of a 24-hour urine specimen.
6. Identify the reasons a stool specimen might be needed.
7. Describe the collection of a routine stool specimen or specimen for occult blood.
8. Explain why stool specimens for ova and parasite (O&P) should be kept warm.

Vocabulary to Know

C & S	Genital Area	Occult Blood	Perineum
Catheterization	Hemocult Test	Ova and Parasites	Urinalysis, routine
Clean Catch	Mid-Stream	Penis	

MANUAL SKILL RELATED TO THIS UNIT

Urine specimen collection
Stool specimen collection

Urine specimen from catheter port using syringe

Unit 12: Procedures for Unsterile Warm and Cold Applications

Behavioral Objectives: The student will be able to:

1. Define the vocabulary listed.
2. Describe the general rules related to the application of heat to a part of the body.
3. List the major effects of the use of heat.
4. Describe the general rules related to the application of cold to a part of the body.
5. List the major effects of the use of cold.
6. State the types of warm applications.
7. State the types of cold applications.
8. List safety factors that need to be considered when administering warm or cold applications.
9. Identify possible complications of warm and cold applications.
10. Describe the steps in application of the following: K-pad, warm compresses/packs and ice pack.
11. Describe how and why a sitz bath is done.

Vocabulary to Know

Blanching
Constrict
Cyanosis

Dilate
Excoriation
Hypothermia

Generalized
K-pad
Localized

Sitz Bath
Tepid Sponge Bath

MANUAL SKILLS RELATED TO THIS UNIT

Apply a K-pad (moist or dry warm application)

Apply an ice pack

Unit 13: Rehabilitation of Clients with Special Needs

Behavioral Objectives: The student will be able to:

1. Describe attributes nursing assistants must acquire to work successfully with clients who are physically and/or mentally impaired.
2. Discuss how clients with mental and physical limitations may need assistance in meeting basic human needs.
3. Describe how rehabilitation involves all aspects of the client's life: physical, psychosocial, spiritual, etc.
4. Identify the complications that need to be prevented for rehabilitation to be successful.
5. List actions nursing assistants can use to help a client who has difficulty communicating.
6. List actions a nursing assistant can use to help a client with physical limitations including vision and hearing.
7. Identify the normal anatomical and physiological changes that occur in the elderly.
8. Identify the psychosocial and cognitive changes or adjustments the elderly must make to compensate for the anatomical and physiological changes brought on by aging.

Unit 14: Care of Clients with Nervous System Diseases

Behavioral Objectives: The student will be able to:

1. Define the vocabulary listed.
2. Differentiate between the central nervous system and the peripheral nervous system.
3. Identify and describe the following common disorders involving the nervous system: stroke (CVA), spinal cord injuries, epilepsy, multiple sclerosis and Parkinson's Disease.
4. Discuss nursing actions for clients who have seizures; include important observations to make.

Vocabulary to Know

Aphasia
Alert
Clonic
Coma

Convulsion
CVA
Dysphagia
Hemiplegia

Grand Mal Seizure
Lethargy
Petit Mal Seizure
Quadriplegia

Stupor
Tonic
Tremor

Unit 15: Care of the Client with Diabetes

Behavioral Objectives: The student will be able to:

1. Define the vocabulary listed
2. Identify the glands of the endocrine system and describe their basic function.
3. Describe Type I and Type II Diabetes.
4. Describe the ways diabetes is managed/treated through balancing diet, exercise and medication.
5. Describe the symptoms of hyperglycemia and hypoglycemia and the emergency treatment of each.
6. Explain the ADA meal plan and the use of exchange food groups.

Vocabulary to Know

ADA Diet
Blood Sugar/Blood Glucose
Clinitest/Acetest
Diabetic Coma

Endocrine Gland
Fasting Blood Sugar
Glucometer
Glucose

Hormone
Hyperglycemia
Hypoglycemia
Insulin

Insulin Shock
Ketoacidosis
Pancreas

Unit 16: Care of Clients with Respiratory Diseases

Behavioral Objectives: The student will be able to:

1. Define the vocabulary listed.
2. Describe the respiratory system and its functions.
3. List signs and symptoms of respiratory distress which need to be reported.
4. Identify safety measures which need to be taken when a client requires oxygen therapy by mask, cannula and trach mist.
5. Discuss nursing measures to care for clients with Chronic Obstructive Pulmonary Disease and pneumonia.
6. Discuss nursing measures (including isolation) to care for clients with tuberculosis.
7. State reasons for collection of sputum specimens.
8. Describe steps of sputum collection including client instructions.
9. Describe reasons for using pulse oximetry.
10. Describe and demonstrate process for oxygen flow rate adjustment.

Vocabulary to Know

Alveolus/Alveoli

Apnea

Bronchi

Carbon Dioxide (CO₂)

Chronic Obstructive Pulmonary Disease (COPD)

Diaphragm

Dyspnea

Expectorate

Oxygen (O₂)

Oxygen Saturation (O₂ sat)

Postural Drainage

Sputum

Trachea

MANUAL SKILLS RELATED TO THIS UNIT

Converting oxygen tubing from wall meter or concentrator to a portable tank
Collection of sputum specimens
Placement of the pulse oximetry probe
Adjusting oxygen flow rate

Unit 17: Care of Clients with Cognitive Impairment

Behavioral Objectives: The student will be able to:

1. Define the vocabulary listed.
2. Describe various reactions seen in ill people: anger, confusion, depression, withdrawal, etc.
3. Define confusion and dementia.
4. Identify contributing causes of confusion and dementia.
5. Describe Alzheimer's disease and the stages an afflicted client experiences.
6. Describe the impact which cognitive impairments have on family members.
7. Describe nursing actions when caring for a client with dementia and one who may also be combative.
8. Develop a plan of reality orientation which can be used when working with a confused person.
9. Discuss the role of the nursing assistant in preventing and reporting elder abuse.
10. Recognize and develop a plan of how to cope/deal effectively with cognitively impaired clients.

Vocabulary to Know

Alzheimer's Disease

Confusion

Dementia

MANUAL SKILLS RELATED TO THIS UNIT

Reality orientation

Unit 18: Care of Clients Who are Grieving, Dying or Deceased

Behavioral Objectives: The student will be able to:

1. Define the vocabulary listed.
2. Describe the rights of a dying client. Include quality of life issues, the Patient Self-Determination Act of 1990 and Do Not Resuscitate orders.
3. Describe the stages of the grieving process.
4. Describe a hospice program.
5. Describe signs and symptoms of approaching death and death itself.
6. Describe ways to meet the physical needs of the dying client.
7. Describe ways to meet the dying client's psychological, social and spiritual needs while respecting cultural and religious differences.
8. Describe post-mortem care.
9. Describe signs and symptoms of mental health conditions.
10. Describe suicide prevention measures.

Vocabulary to Know

Advance Directive
Acceptance
Anger
Apnea

Bargaining
Cheyne-Stokes
Depression
Denial

Hospice
Mental Health
Mottled Skin

Post-mortem
Rigor Mortis
Suicide

MANUAL SKILLS RELATED TO THIS UNIT

Post-mortem care

**NEVADA DEPARTMENT OF EDUCATION
CURRICULUM FRAMEWORK FOR
NURSING ASSISTANT**

PROGRAM TITLE:	NURSING ASSISTANT
STATE SKILL STANDARDS:	HEALTH SCIENCE I & II NURSING ASSISTANT
STANDARDS REFERENCE CODE:	NURSE
CAREER CLUSTER:	HEALTH SCIENCE
CAREER PATHWAY:	THERAPEUTIC SERVICES
PROGRAM LENGTH:	3 LEVELS (L1, L2, L3C)
PROGRAM ASSESSMENT	NURSING ASSISTANT WORKPLACE READINESS SKILLS
CTSO:	HOSA
GRADE LEVEL:	9-12
AVAILABLE INDUSTRY CERTIFICATIONS/LICENSES PROVIDERS:	CERTIFIED NURSING ASSISTANT, CPR, FIRST AID, ICS

PROGRAM PURPOSE

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

The program includes the following state standards:

- Nevada CTE Skill Standards: Nursing Assistant
- Employability Skills for Career Readiness
- Nevada Academic Content Standards (alignment shown in the Nevada CTE Skill Standards):
 - Science (based on the Next Generation Science Standards)
 - English Language Arts (based on the Common Core State Standards)
 - Mathematics (based on the Common Core State Standards)
- Common Career Technical Core (alignment shown in the Nevada CTE Skill Standards)

CAREER CLUSTERS

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

*Cite: National Association of State Directors of Career Technical Education Consortium. (2012). Retrieved from <http://www.careertech.org/career-clusters/glance/careerclusters.html>

**DEFINITIONS AND INSTRUCTIONAL STRATEGIES FOR
EMPLOYABILITY SKILLS FOR CAREER READINESS STANDARDS**

PERFORMANCE STANDARD 1.1: DEMONSTRATE PERSONAL QUALITIES AND PEOPLE SKILLS

Performance Indicators	Definitions and Instructional Strategies
1.1.1	<p>Demonstrate a positive work ethic by coming to work every day on time, a willingness to take direction, and motivation to accomplish the task at hand</p> <p>Demonstration may include:</p> <ul style="list-style-type: none"> • Maintaining punctual and consistent attendance (e.g., accounting for hours worked, arriving on time for work or appointments). • Taking direction willingly (e.g., using active listening techniques, approaching the assigned task with motivation). • Exhibiting motivation to accomplish the task at hand (e.g., remaining on task, working independently, completing the task efficiently, being a self-directed learner). <p>Instructional strategies may include:</p> <ul style="list-style-type: none"> • Define positive work ethic. • Calculate daily/weekly time sheets. • Identify employee traits desired by employers. • Role-play an employer or employee that exemplifies good work ethic.
1.1.2	<p>Demonstrate integrity by abiding by workplace policies and laws and demonstrating honesty and reliability</p> <p>Demonstration may include:</p> <ul style="list-style-type: none"> • Identifying and abiding by laws and workplace policies (e.g., using personal and sick leave only when necessary, understanding harassment and discrimination policies). • Respecting the property of the employer and coworkers. • Identifying how one’s actions and behavior can have far-reaching effects (e.g., personal behavior affects others nearby; business decisions can have global implications or impact the environment). • Exhibiting honesty and reliability. <p>Instructional strategies may include:</p> <ul style="list-style-type: none"> • Define integrity. • Review samples of human resource policies. • Investigate common employer-personnel issues. • Differentiate between honesty and reliability.
1.1.3	<p>Demonstrate teamwork skills by contributing to the success of the team, assisting others, and requesting help when needed</p> <p>Demonstration may include:</p> <ul style="list-style-type: none"> • Contributing to the success of the team (e.g., brainstorming solutions, volunteering, collaborating, compromising, valuing individual contributions, performing in accordance with the assigned role). • Assisting others (e.g., supporting team members and leaders, taking initiative). • Requesting help when needed (e.g., asking questions after consulting manuals on policies and procedures, knowing when to seek help from coworkers and supervisors). <p>Instructional strategies may include:</p> <ul style="list-style-type: none"> • Define teamwork. • Interpret the critical skills exhibited by effective team members. • Compare and contrast the various roles of team members. • Participate in team projects to practice communication skills.

1.1.4	<p>Demonstrate positive self-representation skills by dressing appropriately and using language and manners suitable for the workplace</p> <p>Demonstration may include:</p> <ul style="list-style-type: none"> • Dressing appropriately (i.e., adhering to professional rather than personal standards, following dress code). • Maintaining personal hygiene. • Using language and manners suitable for the workplace (i.e., adhering to respectful, polite, and professional practices). <p>Instructional strategies may include:</p> <ul style="list-style-type: none"> • Research the values of dressing appropriately for a variety of settings including school and business. • Compare and contrast workplace dress versus personal dress. • Analyze different body languages to understand the messages they send. • Practice professional business etiquette and communications.
1.1.5	<p>Demonstrate diversity awareness by working well with all customers and coworkers</p> <p>Demonstration may include:</p> <ul style="list-style-type: none"> • Working in a respectful and friendly manner with all customers and coworkers (i.e., treating all with the same degree of professional respect), regardless of national origin, race, appearance, religion, gender, disability, or age. • Respecting cultural differences encountered in the workplace. <p>Instructional strategies may include:</p> <ul style="list-style-type: none"> • Define diversity. • Summarize the Civil Rights Act of 1964 and the Americans with Disabilities Act of 1990. • Explain the importance of cultural awareness in the global market. • Identify cultural differences that affect communication (e.g., hand gestures, body language, and customs).
1.1.6	<p>Demonstrate conflict-resolution skills by negotiating diplomatic solutions to interpersonal and workplace issues</p> <p>Demonstration may include:</p> <ul style="list-style-type: none"> • Demonstration includes negotiating diplomatic solutions to interpersonal conflicts in the workplace (e.g., personality issues, cultural difference issues, disagreements over how to handle work projects, performance issues). <p>Instructional strategies may include:</p> <ul style="list-style-type: none"> • Identify different types of conflicts. • Identify various viewpoints of an issue in order to encourage sensitivity and to resolve conflicts. • Introduce a problem-solving procedure and role-play various conflict scenarios.
1.1.7	<p>Demonstrate creativity and resourcefulness by contributing new ideas and working with initiative</p> <p>Demonstration may include:</p> <ul style="list-style-type: none"> • Contributing new and innovative ideas (e.g., for improving products and procedures). • Displaying initiative readily, independently, and responsibly. • Dealing skillfully and promptly with new situations and obstacles. • Developing operational policies and procedures that use resources in a sustainable manner. <p>Instructional strategies may include:</p> <ul style="list-style-type: none"> • Define creativity and creative-thinking. • Research great inventors. • Analyze a problem, brainstorm solutions, and identify a solution. • Create a futuristic product.

PERFORMANCE STANDARD 1.2: DEMONSTRATE PROFESSIONAL KNOWLEDGE AND SKILLS

Performance Indicators	Definitions and Instructional Strategies
1.2.1	<p>Demonstrate effective speaking and listening skills by communicating effectively with customers and employees and following directions</p> <p>Demonstration may include:</p> <ul style="list-style-type: none"> • Communicating effectively with customers and coworkers (e.g., understanding the role of nonverbal communication, avoiding the use of slang, being pleasant and helpful, and utilizing an appropriate medium for conveying messages with dignity and respect). • Exhibiting public and group speaking skills. • Comprehending details and following directions. • Repeating directions or requests to ensure understanding (i.e., practicing active listening). <p>Instructional strategies may include:</p> <ul style="list-style-type: none"> • Define effective communication. • Participate in group discussions and oral presentations. • Compare and contrast the speaker’s verbal and nonverbal messages. • Practice active listening.
1.2.2	<p>Demonstrate effective reading and writing skills by reading and interpreting workplace documents and writing clearly</p> <p>Demonstration may include:</p> <ul style="list-style-type: none"> • Reading and correctly interpreting workplace documents (e.g., instructional manuals, work orders, invoices, memorandums). • Writing clear, correct language, appropriate to audience. <p>Instructional strategies may include:</p> <ul style="list-style-type: none"> • Utilize instructional manuals to solve a problem. • Interpret and complete work orders, invoices, and other workplace documents. • Create technical reports.
1.2.3	<p>Demonstrate critical-thinking and problem-solving skills by analyzing and resolving problems that arise in completing assigned tasks</p> <p>Demonstration may include:</p> <ul style="list-style-type: none"> • Recognizing, analyzing, and solving problems that arise in completing assigned tasks. • Identifying resources that may help solve a specific problem. • Using a logical approach to make decisions and solve problems. <p>Instructional strategies may include:</p> <ul style="list-style-type: none"> • Define critical-thinking and problem-solving skills. • Analyze a problem and predict a solution. • Utilize a problem-solving procedure to solve a problem.

1.2.4	<p>Demonstrate healthy behaviors and safety skills by following safety guidelines and managing personal health</p> <p>Demonstration may include:</p> <ul style="list-style-type: none"> • Managing personal health (e.g., setting short-, medium-, and long-term physical-fitness goals: eating non- or minimally-processed foods). • Following safety guidelines (e.g., adhering to Occupational Safety and Health Administration [OSHA] standards and instructor and manufacturer guidelines). <p>Instructional strategies may include:</p> <ul style="list-style-type: none"> • Explain importance/impact of personal health as it relates to employment and work. • Create goals to promote healthy behaviors. • Design a chart that illustrates safety guidelines. • Pass a safety test.
1.2.5	<p>Demonstrate understanding of workplace organizations, systems, and climates by identifying “big picture” issues and fulfilling the mission of the workplace</p> <p>Demonstration may include:</p> <ul style="list-style-type: none"> • Identifying “big picture” issues and goals (e.g., the organization’s structure, culture, policies, and procedures, as well as its role and status within the industry, economy, and community) • Acknowledging the economic, political, and social relationships that impact multiple levels of an organization (e.g., local, national, international). • Explaining one’s role in fulfilling the mission of the organization. <p>Instructional strategies may include:</p> <ul style="list-style-type: none"> • Investigate corporate visions and identify their importance. • Illustrate the hierarchy of a company. • Define vision and mission statements. • Develop a business concept and its vision and mission statements.
1.2.6	<p>Demonstrate lifelong-learning skills by continually acquiring new industry-related information and improving professional skills</p> <p>Demonstration may include:</p> <ul style="list-style-type: none"> • Continually acquiring new industry-related knowledge. • Improving professional skills to stay current in the field and to promote personal advancement. • Seeking education and experiences that enhance personal growth. <p>Instructional strategies may include:</p> <ul style="list-style-type: none"> • Describe the relationship of lifelong learning to financial success. • Develop an educational/career plan. • Create a portfolio.
1.2.7	<p>Demonstrate job acquisition and advancement skills by preparing to apply for a job and seeking promotion</p> <p>Demonstration may include:</p> <ul style="list-style-type: none"> • Preparing to apply for a job (e.g., complete personal aptitude and interest inventories, performing a job search, developing a résumé, preparing for an interview). • Identifying steps for seeking promotion (e.g., taking advantage of professional development opportunities, offering to accept additional assignments, learning new skills, understanding the benefits of mentor relationships). <p>Instructional strategies may include:</p> <ul style="list-style-type: none"> • Utilize different media sources to perform job searches. • Practice job interview skills. • Develop a résumé. • Complete a job application.

<p>1.2.8</p>	<p>Demonstrate time, task, and resource management skills by organizing and implementing a productive plan of work Demonstration may include:</p> <ul style="list-style-type: none"> • Organizing and implementing a productive plan of work (e.g., setting and meeting short-, medium-, and long-term professional goals). • Working efficiently to make the best use of time. • Managing personnel to capitalize on their strengths while respecting their professional desires. • Maintaining equipment to ensure longevity and efficiency. • Using resources in a sustainable manner. <p>Instructional strategies may include:</p> <ul style="list-style-type: none"> • Develop a plan of work to reach identified goals. • Develop and utilize a time-management plan. • Describe the importance of using natural resources effectively.
<p>1.2.9</p>	<p>Demonstrate mathematics skills by using mathematical reasoning to accomplish tasks Demonstration may include:</p> <ul style="list-style-type: none"> • Using mathematical reasoning and processes to accomplish job-specific tasks (e.g., using geometry and algebra to predict required supplies for a construction job, using computer mathematics to create a programming algorithm). • Making calculations related to personal finance (e.g., wage rates, paycheck deductions, taxes). <p>Instructional strategies may include:</p> <ul style="list-style-type: none"> • Estimate manufacturing, repair, or food costs. • Prepare a small business budget. • Calculate wage rates, paycheck deductions, and taxes.
<p>1.2.10</p>	<p>Demonstrate customer service skills by identifying and addressing the needs of all customers and providing helpful, courteous, and knowledgeable service Demonstration may include:</p> <ul style="list-style-type: none"> • Addressing the needs of all customers (e.g., proactively engaging customers until they are satisfied). • Providing helpful, courteous, and knowledgeable service (e.g., displaying a positive attitude, treating all customers with the same degree of professional respect, sharing information and knowledge honestly and forthrightly). <p>Instructional strategies may include:</p> <ul style="list-style-type: none"> • Define good customer service. • Identify the importance of internal and external customer service. • Explain the importance of achieving and maintaining customer satisfaction. • Role-play good customer service.

PERFORMANCE STANDARD 1.3: DEMONSTRATE TECHNOLOGY KNOWLEDGE AND SKILLS

Performance Indicators	Definitions and Instructional Strategies
1.3.1	<p>Demonstrate proficiency with job-specific technologies by selecting and safely using technological resources to accomplish work responsibilities in a productive manner</p> <p>Demonstration may include:</p> <ul style="list-style-type: none"> • Demonstration includes selecting and safely using technological resources (e.g., equipment, machines, tools, electronics) to accomplish work efficiently and productively, while considering environmental impacts of such technologies. <p>Instructional strategies may include:</p> <ul style="list-style-type: none"> • Identify the appropriate tools to accomplish a task. • Describe safety procedures. • Identify local and federal regulations that affect safety and equipment.
1.3.2	<p>Demonstrate proficiency with information technology by using computers, file management techniques and software/programs effectively</p> <p>Demonstration may include:</p> <ul style="list-style-type: none"> • Working with hardware, file-management techniques, and IT software/programs effectively on various operating systems. • Working with equipment and software specific to occupation. • Seeking additional technology to improve work processes and products. <p>Instructional strategies may include:</p> <ul style="list-style-type: none"> • Identify the appropriate use of various software tools. • Utilize presentation software to communicate ideas to a group. • Utilize word processing software to produce workplace documents. • Utilize spreadsheet software to create meaningful workplace records.
1.3.3	<p>Demonstrate proper Internet use and security by using the Internet appropriately for work</p> <p>Demonstration may include:</p> <ul style="list-style-type: none"> • Using the Internet efficiently and ethically for work. • Identifying the risks of posting personal and work information on the Internet (e.g., on social networking sites, job search sites). • Taking measures to avoid Internet security risks (e.g., viruses, malware). <p>Instructional strategies may include:</p> <ul style="list-style-type: none"> • Review Internet use policies. • Define and describe risks associated with improper Internet use. • Compare and contrast the risks and benefits of social media sites. • Research laws and regulations associated with Internet content (i.e., copyright laws).
1.3.4	<p>Demonstrate proficiency with telecommunications by selecting and using appropriate devices, services, and applications</p> <p>Demonstration may include:</p> <ul style="list-style-type: none"> • Demonstration includes selecting and using telecommunications devices (e.g., portable digital assistants, smart devices, cellular phones), services (e.g., digital subscriber line, cellular network, cable, Internet), and Web-based applications (e.g., Webmail, social networking, online auctions, wikis) appropriate to work assignments. <p>Instructional strategies may include:</p> <ul style="list-style-type: none"> • Identify the appropriate usage of various devices in the workplace. • Create a timeline of the evolution of telecommunications. • Explain workplace uses of Web-based applications. • Describe the effectiveness and impact of telecommunications resources.

PROGRAM OF STUDY

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

PROGRAM STRUCTURE

The core course sequencing provided in the following table serves as a guide to schools for their programs of study. Each course is listed in the order in which it should be taught and has a designated level. Complete program sequences are essential for the successful delivery of all state standards in each program area.

NURSING ASSISTANT Core Course Sequence	
COURSE NAME	LEVEL
Health Science I	L1
Health Science II or Medical Terminology	L2
Nursing Assistant	L3C
Nursing Assistant LAB*	L3L

*Complementary Courses

STATE SKILL STANDARDS

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

EMPLOYABILITY SKILLS FOR CAREER READINESS STANDARDS

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

CURRICULUM FRAMEWORK

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

CAREER AND TECHNICAL STUDENT ORGANIZATIONS (CTSOs)

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

WORKPLACE READINESS SKILLS ASSESSMENT

The Workplace Readiness Skills Assessment has been developed to align with the Nevada CTE Employability Skills for Career Readiness Standards. This assessment provides a measurement of student employability skills attainment. Students who complete a program will be assessed on their skill attainment during the completion level course. Completion level courses are identified by the letter "C". (e.g., Level = L3C) (Paragraph (d) of Subsection 1 of NAC 389.800)

END-OF-PROGRAM TECHNICAL ASSESSMENT

An end-of-program technical assessment has been developed to align with the Nevada CTE Skill Standards for this program. This assessment provides a measurement of student technical skill attainment. Students who complete a program will be assessed on their skill attainment during the completion level course. Completion level courses are identified by the letter "C". (e.g., Level = L3C) (Paragraph (e) of Subsection 1 of NAC 389.800)

CERTIFICATE OF SKILL ATTAINMENT

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

CTE ENDORSEMENT ON A HIGH SCHOOL DIPLOMA

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

CTE COLLEGE CREDIT

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

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

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

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

ACADEMIC CREDIT FOR CTE COURSEWORK

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

CROSSWALK OF NURSING ASSISTANT STANDARDS
AND THE COMMON CORE STATE STANDARDS

CONTENT STANDARD 1.0: UNDERSTAND THE ROLE AND RESPONSIBILITY OF A NURSING ASSISTANT

Performance Indicators	Common Core State Standards and Nevada Science Standards
1.1.1	<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>
1.1.2	<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.</p>
1.1.3	<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.</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.</p>
1.2.2	<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.</p> <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>
1.2.4	<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> <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.</p> <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>

1.3.1	<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.</p> <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>
1.3.2	<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> <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.</p> <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>
1.4.1	<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>
1.4.2	<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> <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.</p> <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>

CONTENT STANDARD 2.0: DESCRIBE COMMUNICATION AND INTERPERSONAL RELATIONSHIPS

Performance Indicators	Common Core State Standards and Nevada Science Standards
2.1.1	<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> <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.</p> <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>
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> <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.</p> <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>
2.2.1	<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> <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><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>
2.2.2	<p><u>Science: Nature of Science</u> N.12.A.1 Students know tables, charts, illustrations and graphs can be used in making arguments and claims in oral and written presentations.</p>

2.2.4	<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> <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.</p>
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CONTENT STANDARD 3.0: EXPLAIN AND DEMONSTRATE INDIRECT CARE PRACTICES

Performance Indicators	Common Core State Standards and Nevada Science Standards
3.1.1	<p>Science: Life Science L.12.B.3 Students know disease disrupts the equilibrium that exists in a healthy organism.</p> <p>Science: Nature of Science N.12.A.5 Students know models and modeling can be used to identify and predict cause-effect relationships.</p>
3.1.2	<p>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects RST.11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.</p>
3.2.1	<p>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p>Science: Life Science L.12.B.3 Students know disease disrupts the equilibrium that exists in a healthy organism.</p>
3.3.1	<p>Science: Nature of Science N.12.A.5 Students know models and modeling can be used to identify and predict cause-effect relationships.</p>
3.3.2	<p>Science: Nature of Science N.12.A.5 Students know models and modeling can be used to identify and predict cause-effect relationships.</p>
3.3.3	<p>English Language Arts: Speaking and Listening Standards SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p>Science: Nature of Science N.12.A.5 Students know models and modeling can be used to identify and predict cause-effect relationships.</p>
3.3.4	<p>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p>Science: Nature of Science N.12.A.5 Students know models and modeling can be used to identify and predict cause-effect relationships.</p> <p>Science: Physical Science P.12.B.4 Students know the strength of the gravitational force between two objects increases with mass and decreases rapidly with distance.</p>

CONTENT STANDARD 4.0: UNDERSTAND INFECTION PREVENTION CONCEPTS

Performance Indicators	Common Core State Standards and Nevada Science Standards
4.1.1	<p>Science: Life Science L.12.B.3 Students know disease disrupts the equilibrium that exists in a healthy organism. L.12.C.1 Students know relationships of organisms and their physical environment.</p> <p>Science: Nature of Science N.12.A.5 Students know models and modeling can be used to identify and predict cause-effect relationships.</p>
4.1.2	<p>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects RST.11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.</p> <p>Science: Life Science L.12.B.3 Students know disease disrupts the equilibrium that exists in a healthy organism. L.12.C.1 Students know relationships of organisms and their physical environment.</p> <p>Science: Nature of Science N.12.A.5 Students know models and modeling can be used to identify and predict cause-effect relationships.</p>
4.1.3	<p>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects 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>Science: Life Science L.12.B.3 Students know disease disrupts the equilibrium that exists in a healthy organism. L.12.C.1 Students know relationships of organisms and their physical environment.</p> <p>Science: Nature of Science N.12.A.5 Students know models and modeling can be used to identify and predict cause-effect relationships.</p>
4.1.4	<p>Science: Life Science L.12.B.3 Students know disease disrupts the equilibrium that exists in a healthy organism. L.12.C.1 Students know relationships of organisms and their physical environment.</p> <p>Science: Nature of Science N.12.A.5 Students know models and modeling can be used to identify and predict cause-effect relationships.</p>
4.1.5	<p>Science: Life Science L.12.B.3 Students know disease disrupts the equilibrium that exists in a healthy organism. L.12.C.1 Students know relationships of organisms and their physical environment.</p> <p>Science: Nature of Science N.12.A.5 Students know models and modeling can be used to identify and predict cause-effect relationships.</p>
4.1.6	<p>Science: Life Science L.12.B.3 Students know disease disrupts the equilibrium that exists in a healthy organism. L.12.C.1 Students know relationships of organisms and their physical environment.</p> <p>Science: Nature of Science N.12.A.5 Students know models and modeling can be used to identify and predict cause-effect relationships.</p>
4.1.7	<p>Science: Life Science L.12.C.1 Students know relationships of organisms and their physical environment.</p>

CONTENT STANDARD 5.0: UNDERSTAND HUMAN ANATOMY AND PHYSIOLOGY

Performance Indicators	Common Core State Standards and Nevada Science Standards
5.1.2	Science: Life Science L.12.B.1 Students know cell structures and their functions.
5.1.3	Science: Life Science L.12.B.3 Students know disease disrupts the equilibrium that exists in a healthy organism.
5.2.1	Science: Life Science L.12.B.1 Students know cell structures and their functions.

CONTENT STANDARD 6.0: DEMONSTRATE PERSONAL CARE PROCEDURES

Performance Indicators	Common Core State Standards and Nevada Science Standards
6.1.1	<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> <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.</p> <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>
6.1.3	<p><u>Science: Life Science</u> L.12.B.1 Students know cell structures and their functions.</p>
6.1.4	<p><u>Science: Nature of Science</u> N.12.A.5 Students know models and modeling can be used to identify and predict cause-effect relationships.</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.</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> <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>
6.1.5	<p><u>Science: Nature of Science</u> N.12.A.5 Students know models and modeling can be used to identify and predict cause-effect relationships.</p>
6.1.6	<p><u>Science: Nature of Science</u> N.12.A.5 Students know models and modeling can be used to identify and predict cause-effect relationships.</p>
6.2.2	<p><u>Science: Nature of Science</u> N.12.A.4 Students know how to safely conduct an original scientific investigation using the appropriate tools and technology.</p>
6.3.1	<p><u>Science: Nature of Science</u> N.12.A.6 Students know organizational schema can be used to represent and describe relationships of sets.</p>
6.3.2	<p><u>Science: Nature of Science</u> N.12.A.5 Students know models and modeling can be used to identify and predict cause-effect relationships.</p>

<p>6.3.3</p>	<p>Science: Nature of Science N.12.A.5 Students know models and modeling can be used to identify and predict cause-effect relationships.</p> <p>English Language Arts: Speaking and Listening Standards SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p>
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CONTENT STANDARD 7.0: EXPLAIN AND DISCUSS PHYSIOLOGICAL MEASUREMENTS

Performance Indicators	Common Core State Standards and Nevada Science Standards
7.1.2	<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>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>Science: Nature of Science</u> N.12.A.2 Students know scientists maintain a permanent record of procedures, data, analyses, decisions, and understandings of scientific investigations. N.12.A.5 Students know models and modeling can be used to identify and predict cause-effect relationships.</p>
7.1.3	<p><u>Science: Nature of Science</u> N.12.A.5 Students know models and modeling can be used to identify and predict cause-effect relationships. N.12.A.6 Students know organizational schema can be used to represent and describe relationships of sets.</p>
7.1.4	<p><u>Science: Nature of Science</u> N.12.A.1 Students know tables, charts, illustrations and graphs can be used in making arguments and claims in oral and written presentations.</p>
7.1.5	<p><u>Science: Nature of Science</u> N.12.A.1 Students know tables, charts, illustrations and graphs can be used in making arguments and claims in oral and written presentations.</p>
7.2.1	<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> <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.</p> <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>Science: Nature of Science</u> N.12.B.4 Students know scientific knowledge builds on previous information.</p>

<p>7.2.2</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><u>Science: Nature of Science</u> N.12.A.4 Students know how to safely conduct an original scientific investigation using the appropriate tools and technology.</p>
<p>7.2.4</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> <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.</p> <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>7.2.5</p>	<p><u>Science: Nature of Science</u> N.12.A.4 Students know how to safely conduct an original scientific investigation using the appropriate tools and technology.</p>
<p>7.2.6</p>	<p><u>Science: Nature of Science</u> N.12.A.4 Students know how to safely conduct an original scientific investigation using the appropriate tools and technology.</p>
<p>7.3.1</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>7.3.2</p>	<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: 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><u>Science: Nature of Science</u> N.12.A.5 Students know models and modeling can be used to identify and predict cause-effect relationships.</p>
<p>7.3.3</p>	<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><u>Science: Nature of Science</u> N.12.A.5 Students know models and modeling can be used to identify and predict cause-effect relationships.</p>

CONTENT STANDARD 8.0: DIFFERENTIATE BETWEEN NUTRITIONAL REQUIREMENTS AND TECHNIQUES

Performance Indicators	Common Core State Standards and Nevada Science Standards
8.1.1	<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> <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.</p> <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>
8.1.4	<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>
8.1.5	<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.</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>
8.2.1	<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> <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>
8.2.3	<p><u>Math: Functions – Building Functions</u> HS.F-BF.A.1 Write a function that describes a relationship between two quantities.</p> <p><u>Math: Geometry – Geometric Measurement and Dimension</u> HS.G-GMD.B.3 Use volume formulas for cylinders, pyramid, cones, and spheres to solve problems.</p>

<p>8.2.5</p>	<p><u>English Language Arts: Speaking and Listening Standards</u> 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.</p>
<p>8.2.7</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>8.3.3</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. <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. <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>

CONTENT STANDARD 9.0: UNDERSTAND PROCEDURES AND PROCESSES RELATED TO ELIMINATION

Performance Indicators	Common Core State Standards and Nevada Science Standards
9.1.2	<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> <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>
9.1.3	<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.</p>
9.1.4	<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> <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.</p> <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>
9.2.1	<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> <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.</p> <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>
9.2.2	<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>

9.2.3	<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>
9.2.4	<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>
9.2.5	<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> <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.</p> <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>
9.3.4	<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> <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.</p> <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>

CONTENT STANDARD 10.0: UNDERSTAND THE IMPACT OF PROVIDING A QUALITY PATIENT ENVIRONMENT

Performance Indicators	Common Core State Standards and Nevada Science Standards
10.1.1	<p>Science: Nature of Science N.12.B.1 Students know science, technology, and society influenced one another in both positive and negative ways.</p>

CONTENT STANDARD 11.0: UNDERSTAND THE PRINCIPLES RELATED TO PATIENT MOBILITY

Performance Indicators	Common Core State Standards and Nevada Science Standards
11.1.1	<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><u>Science: Physical Science</u> P.12.B.1 Students know laws of motion can be used to determine the effects of forces on the motion of objects.</p> <p>P.12.B.4 Students know the strength of the gravitational force between two objects increases with mass and decreases rapidly with distance.</p>
11.1.2	<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> <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.</p>
11.1.4	<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.</p> <p><u>Science: Nature of Science</u> N.12.A.1 Students know tables, charts, illustrations and graphs can be used in making arguments and claims in oral and written presentations.</p>
11.1.5	<p><u>Science: Nature of Science</u> N.12.A.5 Students know models and modeling can be used to identify and predict cause-effect relationships.</p> <p><u>Science: Physical Science</u> P.12.B.1 Students know laws of motion can be used to determine the effects of forces on the motion objects.</p>
11.2.1	<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><u>Math: Geometry - Congruence</u> HS-G-CO.4 Develop definitions of rotations, reflections, and translations in terms of angles, circles, perpendicular lines, parallel lines, and line segments.</p> <p><u>Math: Geometry – Modeling with Geometry</u> HS.G-MG.B.1 Use geometric shapes, their measures, and their properties to describe objects (e.g., modeling a tree trunk or a human torso as a cylinder).</p> <p><u>Science: Life Science</u> L.12.B.1 Students know cell structures and their functions.</p> <p><u>Science: Physical Science</u> P.12.B.1 Students know laws of motion can be used to determine the effects of forces on the motion objects.</p>
11.2.2	<p><u>Science: Nature of Science</u> N.12.A.5 Students know models and modeling can be used to identify and predict cause-effect relationships.</p>

11.3.1	<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.</p> <p><u>Science: Nature of Science</u> N.12.A.5 Students know models and modeling can be used to identify and predict cause-effect relationships.</p> <p><u>Science: Physical Science</u> P.12.B.4 Students know the strength of the gravitational force between two objects increases with mass and decreases rapidly with distance.</p>
11.3.2	<p><u>Science: Nature of Science</u> N.12.A.5 Students know models and modeling can be used to identify and predict cause-effect relationships.</p>

CONTENT STANDARD 12.0: DESCRIBE ADMISSION, TRANSFER, AND DISCHARGE PROCEDURES

Performance Indicators	Common Core State Standards and Nevada Science Standards
12.1.2	<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> <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>
12.3.1	<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> <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>
12.3.2	<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>
12.3.3	<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> <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>

CONTENT STANDARD 13.0: UNDERSTAND THE CARE OF RESIDENTS WITH SPECIAL NEEDS

Performance Indicators	Common Core State Standards and Nevada Science Standards
13.1.1	<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> <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>Science: Life Science</u> L.12.B.3 Students know disease disrupts the equilibrium that exists in a healthy organism.</p>
13.1.2	<p><u>English Language Arts: Speaking and Listening Standards</u> SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p>
13.2.1	<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> <p><u>Science: Nature of Science</u> N.12.A.4 Students know how to safely conduct an original scientific investigation using the appropriate tools and technology.</p>
13.2.2	<p><u>Science: Nature of Science</u> N.12.B.2 Students know consumption patterns, conservation efforts, and cultural or social practices in countries have varying environmental impacts.</p>
13.2.4	<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> <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.</p> <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>
13.3.2	<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>13.4.2</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> <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>
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<p>13.5.1</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.</p>
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**ALIGNMENT OF NURSING ASSISTANT STANDARDS
AND THE COMMON CORE MATHEMATICAL PRACTICES**

Common Core Mathematical Practices	Nursing Assistant Performance Indicators
1. Make sense of problems and persevere in solving them.	
2. Reason abstractly and quantitatively.	
3. Construct viable arguments and critique the reasoning of others.	3.1.7 5.1.3
4. Model with mathematics.	7.1.4 11.1.5
5. Use appropriate tools strategically.	7.2.5, 7.2.6 9.2.3, 9.2.4 10.2.4
6. Attend to precision.	7.2.2
7. Look for and make use of structure.	
8. Look for and express regularity in repeated reasoning.	7.1.4, 7.1.5

**CROSSWALKS OF NURSING ASSISTANT 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.	1.1.1-1.1.2
2. Explain the healthcare worker's role within their department, their organization, and the overall healthcare system.	1.1.3-1.1.4 1.4.1-1.4.2
3. Identify existing and potential hazards to clients, coworkers, visitors, and self in the healthcare workplace.	3.1.2-3.1.3 4.3.1, 4.3.3 11.3.2
4. Evaluate the roles and responsibilities of individual members as part of the healthcare team and explain their role in promoting the delivery of quality health care.	1.4.2-1.4.3 2.1.3
5. Analyze the legal and ethical responsibilities, limitations and implications of actions within the healthcare workplace.	1.1.3; 1.2.3; 1.3.4 4.2.1
6. Evaluate accepted ethical practices with respect to cultural, social and ethnic differences within the healthcare workplace.	4.1.2
Therapeutic Services Career Pathway (HL-THR)	Performance Indicators
1. Utilize communication strategies to answer patient/client questions and concerns on planned procedures and goals.	2.1.1-2.1.3
2. Communicate patient/client information among healthcare team members to facilitate a team approach to patient care.	2.2.1, 2.2.3-2.2.4 5.3.1, 5.3.3 12.2.2
3. Utilize processes for assessing, monitoring and reporting patient's/clients' health status to the treatment team within protocol and scope of practice.	2.2.1 7.2.1; 8.3.3
4. Evaluate patient/client needs, strengths and problems in order to determine if treatment goals are being met.	8.3.3

Client Report

Retake Summary: Jul 01, 2016 to Jun 30, 2017

Facility	#ID#	+-----Written-----+						+-----Skills-----+					
		Att1	%%	Att2	%%	Att+	%%	Att1	%%	Att2	%%	Att+	%%
ACADEMY OF HEALTHCARE PREP	3900	2	100					2	0	2	50		
BATTLE MOUNTAIN HIGH SCHOOL	1800	7	57	1	0	1	100	8	38	3	33	1	100
COLLEGE OF SOUTHERN NEVADA	3000	304	84	37	65	6	33	303	76	61	75	10	70
DAYTON HIGH SCHOOL	2300	6	83					6	83				
DESERT ROSE HIGH SCHOOL	2900	32	53	10	50	1	100	32	66	8	63	2	100
EAST CAREER & TECH ACADEMY	2500	6	100					6	33	2	0	2	100
FERNLEY HIGH SCHOOL	2200	11	91	1	100			11	91	1	100		
FUNDAMENTALS OF NURSING	9992	49	78	10	40	1	100	50	48	23	70	1	100
GREAT BASIN COLLEGE	1000	97	80	16	44	5	80	97	81	15	80	2	50
MAJEN, LLC	1500	37	73	5	0	3	67	37	81	3	100	1	100
MOUNT GRANT GENERAL HOSPITAL	1600	4	50	2	50			4	25	3	100		
ORMSBY POST ACUTE REHAB	3800	28	79	5	40	3	67	27	70	7	71	1	100
OUT OF STATE TRAINING	9990	14	64	4	50	3	0	14	36	7	43	3	67
REACTIVATION BY EXAM	9993	25	80	3	33	1	100	24	63	7	100		
SAINT THERESE LEARNING INSTITUTE	3300	75	65	26	27	12	42	75	71	22	55	8	88
SIERRA NV JOB CORPS	1400	39	95	2	50			39	92	1	100		
SOUTH LYON MEDICAL CENTER	1700	1	100	1	0	1	100	1	100			1	100
SOUTHEAST CAREER & TECH ACADEMY	2600	19	89	2	0	1	100	18	39	8	75	2	50
SOUTHWEST CAREER & TECHNICAL ACADEMY	2700	15	80	3	100			15	73	2	100		
STANDARDS OF EXCELLENCE (SoE)	3200	32	75	8	25	2	100	31	71	8	88	1	100
THE MILAN INSTITUTE, LAS VEGAS	3100	191	61	62	35	24	33	191	68	44	66	8	75
THE MILAN INSTITUTE, SPARKS	1300	59	73	9	56	6	33	59	83	4	100		
TRUCKEE MEADOW COMMUNITY COLLEGE	1100	147	87	18	33	5	20	147	86	16	75	2	50
WEST CAREER & TECH ACADEMY	2800	11	91	2	50	1	100	11	91	2	100		
WESTERN HIGH SCHOOL	2400	6	83	1	100			6	50	4	50	2	50
WESTERN NEVADA COLLEGE	1200	95	83	13	23	4	25	94	93	3	33		
WHITE PINE HIGH SCHOOL	1900	3	100					3	100				
YERINGTON HIGH SCHOOL	2100	2	50	1	100			2	0	2	100		
Totals		1317	78	242	41	80	45	1313	75	258	71	47	77

- #ID#: Training Program ID.
- Att1: Number of candidates that attempted the respective exam for the first time during this time frame.
- %%%: The first attempt pass rate.
- Att2: Number of candidates that attempted the respective exam for the second time during this time frame.
- %%%: The second attempt pass rate.
- Att+: Number of candidates that attempted the respective exam for the third or more times during this time frame.
- %%%: The pass rate beyond the second attempt.

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NURSING ASSISTANT

- Program of Study -



Career Cluster: Health Science

Career Pathway: Therapeutic Services

This Academic Plan is based upon the state requirements needed for an Advanced Diploma. Academic course names may vary among school districts.

Grade	1 st Course	2 nd Course	3 rd Course	4 th Course	5 th Course	6 th Course (CTE)
9 th Grade	English I	Algebra I	Biology	Health / Computer Literacy	Physical Education	Elective ¹
10 th Grade	English II	Geometry	Chemistry or Geoscience	World History	Physical Education	Health Science I
11 th Grade	English III	Algebra II	Science Course or Elective ¹	US History	Foreign Language ² or Elective ¹	Health Science II - or - Medical Terminology
12 th Grade	English IV	Senior Level Math Course	Elective ¹	US Government	Foreign Language ² or Elective ¹	Nursing Assistant ³

- ¹ Electives may include arts and humanities courses or other career and technical education courses that relate to the program of study.
- ² Foreign Language courses are recommended if a student is planning on entering a university. (See individual university admission policies)
- ³ CTE Assessments will be administered during the completion level CTE course.

Career and Technical Student Organizations	Work-Based Learning	CTE Assessments
hosa: future health professionals / SkillsUSA	Job Shadowing / Internship / Work Experience / Career Days / Career Fairs / Field Trips / Guest Speakers	1) End of Program Technical Assessment for Nursing Assistant 2) Workplace Readiness Skills Assessment (for Employability Skills Standards)

Postsecondary Options	State Articulation Agreements for CTE College Credit								
College of Southern Nevada / Great Basin College / Nevada State College / Truckee Meadows Community College / University of Nevada, Las Vegas / University of Nevada, Reno / Western Nevada College	<p>Secondary Program Requirements Student must earn the state Certificate of Skill Attainment in Nursing Assistant.</p> <p>Postsecondary Credit Options</p> <table border="0"> <tr> <td>College of Southern Nevada</td> <td>6 Credits</td> <td>Truckee Meadows Community College</td> <td>9 Credits</td> </tr> <tr> <td>Great Basin College</td> <td>9 Credits</td> <td>Western Nevada College</td> <td>In Progress</td> </tr> </table>	College of Southern Nevada	6 Credits	Truckee Meadows Community College	9 Credits	Great Basin College	9 Credits	Western Nevada College	In Progress
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Great Basin College	9 Credits	Western Nevada College	In Progress						

High Wage - High Skill - High Demand Careers	State Recognized Industry Certifications
Registered Nurse / Certified Nursing Assistant / Home Health Aide / Nurse Researcher / Nurse Educator / Occupational Health Nurse / Licensed Practical Nurse / Social Worker / Community Health Worker / Patient Advocate / Nurse Practitioner / Public Health Educator	Refer to the Governor's Office of Workforce Innovation's Nevada Eligible Industry Credentialing List

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