

# ***Human and Social Services Program of Study with Complementary Course Standards***



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**Vision**

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

**Mission**

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



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### Business and Industry Validation

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

The Human and Social Services standards were validated through active participation of business and industry representatives on the development team.

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## Introduction

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

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

The standards are organized as follows:

- **Content Standards** are general statements that identify major areas of knowledge, understanding, and the skills students are expected to learn in key subject and career areas by the end of the program.
- **Performance Standards** follow each content standard. Performance standards identify the more specific components of each content standard and define the expected abilities of students within each content standard.
- **Performance Indicators** are very specific criteria statements for determining whether a student meets the performance standard. Performance indicators may also be used as learning outcomes, which teachers can identify as they plan their program learning objectives. The indicators are followed by designations that reflect the course sequence (e.g., L1 for the first-year course of a two-year program and L2 for the second-year course, C is to designate the indicators to be taught in the complementary courses) as referenced in the Core Course Sequence table.

The crosswalks and alignments are located in the Program Supplemental Program Resources document. These will show where the performance indicators support the Nevada Academic Content Standards. For individual course descriptions, please reference the Supplemental Program Resource or the Nevada CTE Catalog.

All students are encouraged to participate in the career and technical student organization (CTSO) that relates to the Human and Social Services program. CTSOs are co-curricular national organizations that directly reinforce learning in the CTE classroom through curriculum resources, competitive events, and leadership development. CTSOs provide students the ability to apply academic and technical knowledge, develop communication and teamwork skills, and cultivate leadership skills to ensure college and career readiness.

The Employability Skills for Career Readiness identify the skills needed to be successful in all careers and must be taught as an integrated component of all CTE course sequences. These standards are available in a separate document.

The **Standards Reference Code** is only used to identify or align performance indicators listed in the standards to daily lesson plans, curriculum documents, or national standards. The Standards Reference Code is an abbreviated name for the program, and the content standard, performance standard and performance indicator are referenced in the program standards. This abbreviated code for identifying standards uses each of these items. For example, HHS is the Standards Reference Code for Human and Social Services. For Content Standard 2, Performance Standard 3 and Performance Indicator 4 the Standards Reference Code would be HHS.2.3.4.

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## Program of Study

### Program Information

**Program of Study:** Human and Social Services

**Standards Reference Code:** HSS

**Career Cluster:** Human Services

**Career Pathway(s):** Consumer Services / Counseling and Mental Health Services Early Childhood Development and Services / Family and Community Services / and Personal Care Services

**Program Length:** 2-year, completed sequentially

**CTSO:** FCCLA

### Program Structure Required Program of Study Courses

The core course sequencing is provided in the following table. Complementary Courses are available and provided later in this document. The following courses provide a completed program of study.

**Core Course Sequence (R)**

Required/ Complementary	Course Title	Abbreviated Name
R	Human and Social Services I	HSS I
R	Human and Social Services II	HSS II

**CONTENT STANDARD 1.0: INTEGRATE CAREER AND TECHNICAL STUDENT ORGANIZATIONS (CTSOs)****Performance Standard 1.1: Explore the History and Organization of CTSOs**

- 1.1.1 Discuss the requirements of CTSO participation/involvement as described in Carl D. Perkins Law (Level 1 (L1), Level 2 (L2), Complementary (C))
- 1.1.2 Research nationally recognized CTSOs (L1, L2, C)
- 1.1.3 Investigate the impact of federal and state government regarding the progression and operation of CTSOs (e.g., Federal Statutes and Regulations, Nevada Administrative Code [NAC], Nevada Revised Statutes [NRS]) (L1, L2, C)

**Performance Standard 1.2: Develop Leadership Skills**

- 1.2.1 Discuss the purpose of parliamentary procedure (L1, L2, C)
- 1.2.2 Demonstrate the proper use of parliamentary procedure (L1, L2, C)
- 1.2.3 Differentiate between an office and a committee (L1, L2, C)
- 1.2.4 Discuss the importance of participation in local, regional, state, and national conferences, events, and competitions (L1, L2, C)
- 1.2.5 Participate in local, regional, state, or national conferences, events, or competitions (L1, L2, C)
- 1.2.6 Describe the importance of a constitution and bylaws to the operation of a CTSO chapter (L1, L2, C)

**Performance Standard 1.3: Participate in Community Service**

- 1.3.1 Explore opportunities in community service-related work-based learning (WBL) (L1, L2, C)
- 1.3.2 Participate in a service learning (program related) and/or community service project or activity (L1, L2, C)
- 1.3.3 Engage with business and industry partners for community service (L1, L2, C)

**Performance Standard 1.4: Develop Professional and Career Skills**

- 1.4.1 Demonstrate college and career readiness (e.g., applications, resumes, interview skills, presentation skills) (L1, L2, C)
- 1.4.2 Describe the appropriate professional/workplace attire and its importance (L1, L2, C)
- 1.4.3 Investigate industry-standard credentials/certifications available within this Career Cluster™ (L1, L2, C)
- 1.4.4 Participate in authentic contextualized instructional activities (L1, L2, C)
- 1.4.5 Demonstrate technical skills in various student organization activities/events (L1, L2, C)

**Performance Standard 1.5: Understand the Relevance of Career and Technical Education (CTE)**

- 1.5.1 Make a connection between program standards to career pathway(s) (L1, L2, C)
- 1.5.2 Explain the importance of participation and completion of a program of study (L1, L2, C)
- 1.5.3 Promote community awareness of local student organizations associated with CTE programs (L1, L2, C)

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**CONTENT STANDARD 2.0: ANALYZE CAREER PATHS WITHIN HUMAN AND SOCIAL SERVICES****Performance Standard 2.1: Explore Opportunities and Requirements within Human and Social Services Careers**

- 2.1.1 Explain the roles and functions of individuals engaged in human and social services careers (L1)
- 2.1.2 Investigate opportunities for employment and entrepreneurial endeavors in human and social services careers (L1)
- 2.1.3 Summarize education and training requirements and opportunities for career paths in human and social services careers (L1)
- 2.1.4 Analyze the effects of human and social services industries on local, state, national, and global economies (L2)
- 2.1.5 Create an employment portfolio to communicate human services knowledge and skills (L2)

**Performance Standard 2.2: Analyze Factors in Providing Human and Social Services**

- 2.2.1 Describe local, state, and national agencies and informal support resources providing human and social services (L1)
- 2.2.2 Explore funding of human and social services agencies (e.g., federal and state funding, grants, insurance, Medicaid, Medicare, etc.) and how it relates to benefits and compensation (L2)
- 2.2.3 Analyze professional, ethical, legal, and safety issues for human and social services employees (L2)
- 2.2.4 Summarize licensing laws and regulations that affect service providers and their participants (L2)
- 2.2.5 Analyze harmful, fraudulent, unethical, and deceptive human and social services practices (L1)
- 2.2.6 Explore effective advocacy strategies for human and social services professionals and their clients (L1)
- 2.2.7 Investigate community-networking opportunities in human and social services (L2)



**CONTENT STANDARD 3.0: PERFORM PROFESSIONAL PRACTICES USED WITHIN COUNSELING AND MENTAL HEALTH SERVICES****Performance Standard 3.1: Demonstrate Professional Behaviors, Skills, and Knowledge in Providing Human and Social Services**

- 3.1.1 Evaluate rules, regulations, legal and work site policies that affect employer, employee, personal, and family rights and responsibilities (L1, L2)
- 3.1.2 Demonstrate professional and ethical behavior with peers in a variety of settings (L1, L2)
- 3.1.3 Analyze procedures for maintaining accurate and confidential documentation and submission practices (L1)
- 3.1.4 Demonstrate formal and informal assessment practices that evaluate participants' strengths, needs, preferences, and interests across the life span (L1)
- 3.1.5 Demonstrate use of current and evolving technology and equipment in human services (e.g., computers, presentation programs, social media platforms, industry specific computer software, etc.) (L1)
- 3.1.6 Perform different skills in counseling services, social services, and mental health services (e.g., matching client need with available resources, practice communicating using compassion and empathy, create a developmentally appropriate training activity, etc.) (L1, L2)
- 3.1.7 Analyze data to design services that are sensitive to special needs and diverse populations, (e.g., culture, religion, disability, gender, age, etc.) (L1)

**Performance Standard 3.2: Analyze the Impact of Conditions that Influence Well-Being**

- 3.2.1 Investigate health, wellness, and safety issues (L1)
- 3.2.2 Analyze management and living environment issues (e.g., family, self, mental health, behavioral health, finance, nutritional, physical, etc.) (L1)
- 3.2.3 Explain personal, social, emotional, economic, vocational, educational, and recreational issues (L1)
- 3.2.4 Summarize the appropriate supports and interventions needed to address issues encountered in counseling services, social services, and mental health services (L2)

**Performance Standard 3.3: Evaluate Services that Impact Well-Being**

- 3.3.1 Describe needs and accommodations for individuals with a variety of special needs (L2)
- 3.3.2 Analyze ways in which individuals with special needs affect their and their family members (e.g., financially, socially, physically, and emotionally) (L2)
- 3.3.3 Describe coping or adjustment strategies and stress management practices for the participant, a caregiver, and family members (L2)
- 3.3.4 Explore the importance of friends, family, and community relationships for individuals with a variety of special needs (L2)
- 3.3.5 Demonstrate effective verbal and nonverbal communication skills to meet client needs in a variety of scenarios (L1)

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**CONTENT STANDARD 4.0: DEMONSTRATE PROFESSIONAL PRACTICES USED WITHIN FAMILY AND COMMUNITY SERVICES, AND EARLY CHILDHOOD DEVELOPMENT AND SERVICES****Performance Standard 4.1: Demonstrate Professional Behaviors, Skills, and Knowledge in Providing Family, Community, and Early Childhood Development Services**

- 4.1.1 Evaluate rules, regulations, legal and work site policies that affect employer, employee, personal, and family rights and responsibilities (L1, L2)
- 4.1.2 Demonstrate professional and ethical behavior with peers in a variety of settings (L1, L2)
- 4.1.3 Analyze procedures for maintaining accurate and confidential documentation and submission practices (L1, L2)
- 4.1.4 Demonstrate formal and informal assessment practices that evaluate participants' strengths, needs, preferences, and interests (L1)
- 4.1.5 Demonstrate use of current and evolving technology and equipment (e.g., computers, presentation programs, social media platforms, industry specific computer software, etc.) (L1)
- 4.1.6 Perform different skills in family, community, and early childhood development and services (e.g., matching client need with available resources, practice communicating using compassion and empathy, create a developmentally appropriate training activity, etc.) (L1)
- 4.1.7 Analyze data to design services that are sensitive to special needs and diverse populations, (e.g., culture, religion, disability, gender, age, etc.) (L2)

**Performance Standard 4.2: Analyze the Impact of Conditions that Influence Well-Being**

- 4.2.1 Investigate health, wellness, and safety issues (L1)
- 4.2.2 Analyze management and living environment issues (e.g., family, self, mental health, behavioral health, finance, nutritional, physical, etc.) (L1)
- 4.2.3 Analyze personal, social, emotional, economic, vocational, educational, and recreational issues (L1)
- 4.2.4 Summarize the appropriate supports and interventions needed to address issues encountered in early childhood development and services (L2)

**Performance Standard 4.3: Evaluate Services that Impact Well-Being**

- 4.3.1 Describe needs and accommodations for people with a variety of special needs (L2)
- 4.3.2 Analyze ways in which individuals with special needs affect their and their family members (e.g., financially, socially, physically, and emotionally) (L2)
- 4.3.3 Describe coping or adjustment strategies and stress management practices (L1)
- 4.3.4 Explore the importance of friends, family, and community relationships (L1)
- 4.3.5 Demonstrate effective verbal and nonverbal communication skills (L1)

**CONTENT STANDARD 5.0: APPLY PROFESSIONAL PRACTICES USED WITHIN PERSONAL CARE SERVICES AND CONSUMER SERVICES****Performance Standard 5.1: Demonstrate Professional Behaviors, Skills, and Knowledge in Providing Personal Care and Consumer Services**

- 5.1.1 Evaluate rules, regulations, legal and work site policies that affect employer, employee, personal, and family rights and responsibilities (L1, L2)
- 5.1.2 Demonstrate professional and ethical behavior with peers in a variety of settings (L1, L2)
- 5.1.3 Demonstrate formal and informal assessment practices that evaluate participants' strengths, needs, preferences, and interests across the life span (L1)
- 5.1.4 Demonstrate use of current and evolving technology and equipment in personal care and consumer services (e.g., computers, presentation programs, social media platforms, industry specific computer software, etc.) (L1)
- 5.1.5 Perform different skills in personal care and consumer services (e.g., matching client need with available resources, practice communicating using compassion and empathy, create a developmentally appropriate training activity, etc.) (L1)
- 5.1.6 Analyze data to design services that are sensitive to special needs and diverse populations, (e.g., culture, religion, disability, gender, age, etc.) (L2)

**Performance Standard 5.2: Analyze the Impact of Conditions that Influence Well-Being**

- 5.2.1 Investigate health, wellness, and safety issues (L1)
- 5.2.2 Analyze management and living environment issues (e.g., family, self, mental health, behavioral health, finance, nutritional, physical, etc.) (L1)
- 5.2.3 Analyze personal, social, emotional, economic, vocational, educational, and recreational issues (L1)
- 5.2.4 Summarize appropriate supports and interventions to address selected personal care and consumer services needs (L2)

**Performance Standard 5.3: Evaluate Services that Impact Well-Being**

- 5.3.1 Describe needs and accommodations for people with a variety of conditions (L1, L2)
- 5.3.2 Analyze ways in which individuals with special needs affect their and their family members (e.g., financially, socially, physically, and emotionally) (L1, L2)
- 5.3.3 Describe coping or adjustment strategies and stress management practices for the participant, a caregiver, and family members (L1, L2)
- 5.3.4 Explore the importance of friends, family, and community relationships for individuals with a variety of special needs (L2)
- 5.3.5 Demonstrate effective verbal and nonverbal communication skills to meet client needs (L1, L2)

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## **CONTENT STANDARD 6.0: DEMONSTRATE BUSINESS OPERATIONS**

### **Performance Standard 6.1: Examine Entrepreneurship Opportunities in Human and Social Services Industries**

- 6.1.1 Explore community needs related to human and social service careers (L1, L2)
- 6.1.2 Determine business opportunities (L1, L2)
- 6.1.3 Develop components of a business plan (L1, L2)
- 6.1.4 Investigate support networks for entrepreneurship (L1, L2)

### **Performance Standard 6.2: Evaluate Marketing Strategies Used by Businesses**

- 6.2.1 Describe various marketing techniques (L1, L2)
- 6.2.2 Create a marketing tool for a human and social services business (L1, L2)

## Complementary Courses

### State Complementary Skill Standards

State complementary skill standards are designed to clearly state what the student should know and be able to do upon completion of a **one-year** complementary course related to their career and technical education (CTE) program of study. **Completion of the qualifying Program of Study is required prior to enrollment in a complementary course.**

### Employability Skills for Career Readiness Standards

Students have completed all program content standards and will pursue advanced study through investigation and in-depth research.

### Complementary Course Standards Contributing Members

Course Contribution(s)	Name	Occupation/Title	Stakeholder Affiliation	School/Organization
Behavioral Health and Wellness	Dr. Julie Beasley	Neuropsychologist and Clinical Director	Business and Industry Representative	Grant a Gift Autism Foundation Ackerman Center, Clark County
Behavioral Health and Wellness	Alexis Enterline	Instructor	Secondary Educator	Northeast Career & Technical Academy, Clark County
Behavioral Health and Wellness	Donna Gentry	Counselor	Business and Industry Representative	Eldorado High School, Clark County School District
Behavioral Health and Wellness	Roni Green	Instructor	Secondary Educator	Reed High School, Washoe County
Behavioral Health and Wellness	Andrea Gregg	Chief Executive Officer	Business and Industry	High Sierra Area Health Education Center (High Sierra AHEC)
Behavioral Health and Wellness	Dr. Jill Manit	Associate Director of Education & Training	Post-Secondary Educator	University of Nevada, Las Vegas, Kirk Kerkorian School of Medicine, Psychiatry & Behavioral Health, BeHERE NV
Behavioral Health and Wellness	Mr. Oscar Sida	Professor	Post-Secondary Educator	Great Basin College, Elko NV

### Business and Industry Validation

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

The Behavior Health and Wellness complementary standards for Human and Social Services program of study were validated through active participation of business and industry representatives on the development team.

## Complementary Course Information for Human and Social Services

### Program Information

Qualifying Program of Study: Human and Social Services

Career Cluster: Human Services

Career Pathway(s): Consumer Services / Counseling and Mental Health Services  
Early Childhood Development and Services / Family and  
Community Services / and Personal Care Services

CTSO: FCCLA

Grade Level: 11-12

### Program Structure for Complementary Courses

The complementary courses are provided in the following table. **The qualifying program of study must be completed prior to enrolling in the complementary courses** (except labs that are done concurrently with the second-year course). A program does not have to utilize the complementary courses for students to complete their program of study.

**Complementary Courses**

Required/ Complementary	Course Title	Abbreviated Name
C	Behavioral Health and Wellness for Human Services	BEHAV HLTH WLNS HHS
C	Human and Social Services Advanced Studies	HSS AS
C	Industry-Recognized Credential – Human and Social Services	IRC HSS
C	CTE Work Experience – Human Services	WORK EXPER HU SERV

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## **Complementary Course Standards Behavioral Health and Wellness**

### **CONTENT STANDARD 1.0: INTRODUCTION TO BEHAVIORAL HEALTH AND WELLNESS**

#### **Performance Standard 1.1: Behavioral Health and Wellness**

- 1.1.1 Define mental and behavioral health and well-being
- 1.1.2 Explore the ways in which behavioral health influences both physical and mental well-being
- 1.1.3 Describe the history and advancements of mental and behavioral health
- 1.1.4 Discuss the impact of stigma concerning mental health
- 1.1.5 Understand the importance of having healthcare professionals trained in behavioral health
- 1.1.6 Define interprofessional and collaborative practice

#### **Performance Standard 1.2: Behavioral Healthcare Systems**

- 1.2.1 Describe the structure and components of an integrated behavioral healthcare system
- 1.2.2 Identify access and referral to treatment process
- 1.2.3 Analyze career pathways in the mental health and human services industries (social work, psychology, sociology, etc.)
- 1.2.4 Define various types of treatment settings (inpatient vs. outpatient)
- 1.2.5 Examine professional organizations associated with mental health and human services

### **CONTENT STANDARD 2.0: UNDERSTANDING LEGAL AND ETHICAL RESPONSIBILITIES WITHIN THE BEHAVIORAL HEALTHCARE SYSTEM**

#### **Performance Standard 2.1: Demonstrate Understanding of Legal Responsibilities Regarding Behavioral Health and Wellness**

- 2.1.1 Describe legal responsibilities on behavioral health professionals
- 2.1.2 Understand legal limitations on behavioral health professionals
- 2.1.4 Discuss HIPAA and the role of HIPAA in mental health care
- 2.1.5 Recognize legal documentation related to transferring, releasing, and disclosing healthcare records
- 2.1.6 Identify Nevada laws surrounding behavioral health and wellness

#### **Performance Standard 2.2: Evaluate the Role of Ethical Issues Impacting Behavioral Health and Wellness**

- 2.2.1 Explore ethical issues impacting behavioral health and wellness
- 2.2.2 Compare personal, professional, and organizational ethics
- 2.2.3 Discuss inclusion, access, equity, and diversity issues in behavioral health and wellness
- 2.2.4 Demonstrate respectful and empathetic interactions and treatment of all patients/clients within a diverse population
- 2.2.5 Define strategies for reducing stigma in regard to reducing barriers to accessing treatment
- 2.2.6 Develop skills for creating mental health advocacy campaigns

**CONTENT STANDARD 3.0: UNDERSTANDING FACTORS REGARDING HUMAN BEHAVIOR AND THE IMPORTANCE OF SELF CARE****Performance Standard 3.1: The Importance of Self Care**

- 3.1.1 Describe the goal setting process
- 3.1.2 Prioritize personal well-being by practicing self-care
- 3.1.3 Identify patterns that lead to toxic stress
- 3.1.4 Analyze responses to stress (coping behaviors)
- 3.1.5 Evaluate strategies to maximizing healthy relationships

**Performance Standard 3.2: Understand Factors that impact Human Behavior and Wellness**

- 3.2.1 Apply Maslow's hierarchy of needs to understanding human behavior
- 3.2.2 Identify outside pressures on decisions (family, social, cultural, environmental, etc.)
- 3.2.3 Define Adverse Childhood Experiences (ACEs)
- 3.2.4 Describe acute, complex, and chronic trauma

**CONTENT STANDARD 4.0: UNDERSTANDING ANATOMY AND PATHOLOGY****Performance Standard 4.1: Explore the Function of Brain Chemistry on Mental Health**

- 4.1.1 Define healthy brain function
- 4.1.2 Explore how the brain impacts mental health
- 4.1.3 Analyze how the brain responds to different environmental conditions
- 4.1.4 Explain chemical changes within the brain that are impacted by trauma, addiction, and stress

**Performance Standard 4.2: Recognize Mental Health Disorders**

- 4.2.1 Define mental health disorders
- 4.2.2 Describe common mental health disorders
- 4.2.3 Identify common stigmas related to mental health disorders
- 4.2.4 Discuss common intervention approaches for mental health disorders