Nevada CTE

Cosmetology: Crosswalk and Alignments of the Cosmetology Standards and CCSS & NV Sci (2012)

CONTENT STANDARD 1.0: IDENTIFY AND UTILIZE SAFETY PROCEDURES AND PROPER TOOLS

Common Core State Standards and Nevada Science Standards

1.1.1 English Language Arts: Reading Standards for Literacy in Science and Technical Subjects

4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics. RST.11-12.4

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. RST.11-12.9

English Language Arts: Writing Standards for Literacy in Science and Technical Subjects

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. WHST.11-12.4

1.1.5 English Language Arts: Reading Standards for Literacy in Science and Technical Subjects

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. RST.11-12.9

English Language Arts: Writing Standards for Literacy in Science and Technical Subjects

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. WHST.11-12.8

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1.1.6 English Language Arts: Reading Standards for Literacy in Science and Technical Subjects

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. RST.11-12.9

English Language Arts: Writing Standards for Literacy in Science and Technical Subjects

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. WHST.11-12.4

1.1.9 English Language Arts: Reading Standards for Literacy in Science and Technical Subjects

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. RST.11-12.2

4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics. RST.11-12.4

5. Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas. RST.11-12.5

English Language Arts: Writing Standards for Literacy in Science and Technical Subjects

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. WHST.11-12.4

9. Draw evidence from informational texts to support analysis, reflection, and research. WHST.11-12.9

CONTENT STANDARD 2.0: DEMONSTRATE PROFESSIONAL BEHAVIORS

Common Core State Standards and Nevada Science Standards

2.1.1 English Language Arts: Speaking and Listening Standards

1d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. SL.11-12.1D

2.1.2 English Language Arts: Speaking and Listening Standards

1d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. SL.11-12.1D

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2.1.3 English Language Arts: Speaking and Listening Standards

1d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. SL.11-12.1D

6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. SL.11-12.6

2.1.4 English Language Arts: Speaking and Listening Standards

4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. SL.11-12.4

English Language Arts: Writing Standards for Literacy in Science and Technical Subjects

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. WHST.11-12.4

2.1.5 English Language Arts: Speaking and Listening Standards

1b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. SL.11-12.1B

2.1.6 English Language Arts: Writing Standards for Literacy in Science and Technical Subjects

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. WHST.11-12.4

2.2.3 English Language Arts: Reading Standards for Literacy in Science and Technical Subjects

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. RST.11-12.9

English Language Arts: Writing Standards for Literacy in Science and Technical Subjects

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. WHST.11-12.8

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2.2.4 English Language Arts: Speaking and Listening Standards

4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. SL.11-12.4

English Language Arts: Writing Standards for Literacy in Science and Technical Subjects

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. WHST.11-12.4

2.3.1 English Language Arts: Speaking and Listening Standards

1b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. SL.11-12.1B

1d . Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. SL.11-12.1D

2.3.2 English Language Arts: Reading Standards for Literacy in Science and Technical Subjects

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. RST.11-12.9

English Language Arts: Writing Standards for Literacy in Science and Technical Subjects

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. WHST.11-12.4

2.3.4 English Language Arts: Reading Standards for Literacy in Science and Technical Subjects

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. RST.11-12.9

English Language Arts: Writing Standards for Literacy in Science and Technical Subjects

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. WHST.11-12.8

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2.3.5 English Language Arts: Speaking and Listening Standards

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.11-12.2

5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. SL.11-12.5

6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. SL.11-12.6

English Language Arts: Reading Standards for Literacy in Science and Technical Subjects

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.11-12.7

English Language Arts: Writing Standards for Literacy in Science and Technical Subjects

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. WHST.11-12.4

6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. WHST.11-12.6

CONTENT STANDARD 3.0: RELATE ANATOMY AND PHYSIOLOGY TO COSMETOLOGY

Common Core State Standards and Nevada Science Standards

3.1.1 Science: Life Science

2. Students know the human body has a specialized anatomy and physiology composed of an hierarchical arrangement of differentiated cells. L.12.B.2

3.1.2 Science: Life Science

1. Students know cell structures and their functions. L.12.B.1

3.1.3 English Language Arts: Reading Standards for Literacy in Science and Technical Subjects

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. RST.11-12.9

English Language Arts: Writing Standards for Literacy in Science and Technical Subjects

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. WHST.11-12.4

Science: Life Science

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3. Students know all body cells in an organism develop from a single cell and contain essentially identical genetic instructions. L.12.A.3

3.1.4 English Language Arts: Reading Standards for Literacy in Science and Technical Subjects

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. RST.11-12.9

English Language Arts: Writing Standards for Literacy in Science and Technical Subjects

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. WHST.11-12.4

Science: Life Science

2. Students know the human body has a specialized anatomy and physiology composed of an hierarchical arrangement of differentiated cells. L.12.B.2

3.2.2 English Language Arts: Reading Standards for Literacy in Science and Technical Subjects

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. RST.11-12.9

English Language Arts: Writing Standards for Literacy in Science and Technical Subjects

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. WHST.11-12.4

3.3.1 Science: Life Science

1. Students know cell structures and their functions. L.12.B.1

3.3.2 English Language Arts: Writing Standards for Literacy in Science and Technical Subjects

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. WHST.11-12.4

Science: Life Science

1. Students know cell structures and their functions. L.12.B.1

3.3.4 English Language Arts: Writing Standards for Literacy in Science and Technical Subjects

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. WHST.11-12.4

3.3.6 Science: Life Science

1. Students know cell structures and their functions. L.12.B.1

3.3.7 English Language Arts: Reading Standards for Literacy in Science and Technical Subjects

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. RST.11-12.9

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English Language Arts: Writing Standards for Literacy in Science and Technical Subjects

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. WHST.11-12.4

Science: Life Science

3. Students know disease disrupts the equilibrium that exists in a healthy organism. L.12.B.3

3.3.9 English Language Arts: Reading Standards for Literacy in Science and Technical Subjects

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. RST.11-12.9

English Language Arts: Writing Standards for Literacy in Science and Technical Subjects

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. WHST.11-12.4

Science: Life Science

3. Students know disease disrupts the equilibrium that exists in a healthy organism. L.12.B.3

3.3.10 English Language Arts: Reading Standards for Literacy in Science and Technical Subjects

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. RST.11-12.9

3.3.12 English Language Arts: Reading Standards for Literacy in Science and Technical Subjects

3. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text. RST.11-12.3

CONTENT STANDARD 4.0: ASSESS HAIR AND SCALP CARE

Common Core State Standards and Nevada Science Standards

4.1.1 English Language Arts: Writing Standards for Literacy in Science and Technical Subjects

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. WHST.11-12.4

4.1.2 English Language Arts: Writing Standards for Literacy in Science and Technical Subjects

. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience WHST.11-12.4.

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Science: Life Science

1. Students know cell structures and their functions. L.12.B.1

4.1.3 English Language Arts: Writing Standards for Literacy in Science and Technical Subjects

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. WHST.11-12.4

4.1.4 English Language Arts: Reading Standards for Literacy in Science and Technical Subjects

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.11-12.7

CONTENT STANDARD 5.0: IDENTIFY PRINCIPLES OF HAIR DESIGN

Common Core State Standards and Nevada Science Standards

5.1.1 English Language Arts: Reading Standards for Literacy in Science and Technical Subjects

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. RST.11-12.9

English Language Arts: Writing Standards for Literacy in Science and Technical Subjects

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. WHST.11-12.4

5.1.2 English Language Arts: Reading Standards for Literacy in Science and Technical Subjects

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. RST.11-12.9

English Language Arts: Writing Standards for Literacy in Science and Technical Subjects

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. WHST.11-12.4

5.1.3 English Language Arts: Reading Standards for Literacy in Science and Technical Subjects

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. RST.11-12.9

English Language Arts: Writing Standards for Literacy in Science and Technical Subjects

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. WHST.11-12.4

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5.1.4 English Language Arts: Reading Standards for Literacy in Science and Technical Subjects

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. RST.11-12.9

English Language Arts: Writing Standards for Literacy in Science and Technical Subjects

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. WHST.11-12.4

5.1.7 English Language Arts: Reading Standards for Literacy in Science and Technical Subjects

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. RST.11-12.9

English Language Arts: Writing Standards for Literacy in Science and Technical Subjects

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. WHST.11-12.4

5.1.11 English Language Arts: Reading Standards for Literacy in Science and Technical Subjects

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. RST.11-12.9

English Language Arts: Writing Standards for Literacy in Science and Technical Subjects

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. WHST.11-12.4

5.1.14 English Language Arts: Reading Standards for Literacy in Science and Technical Subjects

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. RST.11-12.9

English Language Arts: Writing Standards for Literacy in Science and Technical Subjects

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. WHST.11-12.4

5.1.16 English Language Arts: Reading Standards for Literacy in Science and Technical Subjects

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. RST.11-12.9

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English Language Arts: Writing Standards for Literacy in Science and Technical Subjects

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. WHST.11-12.4

CONTENT STANDARD 6.0: CRITIQUE THE PRINCIPLES OF HAIRCUTTING

Common Core State Standards and Nevada Science Standards

6.1.7 English Language Arts: Reading Standards for Literacy in Science and Technical Subjects

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. RST.11-12.9

English Language Arts: Writing Standards for Literacy in Science and Technical Subjects

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. WHST.11-12.4

6.1.8 English Language Arts: Reading Standards for Literacy in Science and Technical Subjects

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. RST.11-12.9

English Language Arts: Writing Standards for Literacy in Science and Technical Subjects

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. WHST.11-12.8

CONTENT STANDARD 7.0: COMPARE CHEMISTRY AND ELECTRICITY USES IN COSMETOLOGY

Common Core State Standards and Nevada Science Standards

7.1.1 English Language Arts: Reading Standards for Literacy in Science and Technical Subjects

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. RST.11-12.9

English Language Arts: Writing Standards for Literacy in Science and Technical Subjects

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. WHST.11-12.4

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7.1.3 English Language Arts: Reading Standards for Literacy in Science and Technical Subjects

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. RST.11-12.9

English Language Arts: Writing Standards for Literacy in Science and Technical Subjects

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. WHST.11-12.4

7.1.5 English Language Arts: Reading Standards for Literacy in Science and Technical Subjects

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. RST.11-12.9

English Language Arts: Writing Standards for Literacy in Science and Technical Subjects

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. WHST.11-12.4

Science: Physical Science

3. Students know identifiable properties can be used to separate mixtures. P.12.A.3

7.1.6 English Language Arts: Reading Standards for Literacy in Science and Technical Subjects

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. RST.11-12.9

English Language Arts: Writing Standards for Literacy in Science and Technical Subjects

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. WHST.11-12.4

7.1.8 English Language Arts: Reading Standards for Literacy in Science and Technical Subjects

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. RST.11-12.9

English Language Arts: Writing Standards for Literacy in Science and Technical Subjects

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. WHST.11-12.4

UTILIZE CHEMICAL SERVICES

8.1.1 English Language Arts: Reading Standards for Literacy in Science and Technical Subjects

3. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text. RST.11-12.3

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. RST.11-12.9

English Language Arts: Writing Standards for Literacy in Science and Technical Subjects

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. WHST.11-12.4

8.1.3 English Language Arts: Reading Standards for Literacy in Science and Technical Subjects

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. RST.11-12.9

English Language Arts: Writing Standards for Literacy in Science and Technical Subjects

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. WHST.11-12.4

8.1.4 English Language Arts: Writing Standards for Literacy in Science and Technical Subjects

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. WHST.11-12.4

8.1.5 English Language Arts: Reading Standards for Literacy in Science and Technical Subjects

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. RST.11-12.9

English Language Arts: Writing Standards for Literacy in Science and Technical Subjects

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. WHST.11-12.4

Science: Life Science

3. Students know all body cells in an organism develop from a single cell and contain essentially identical genetic instructions. L.12.A.3

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8.1.6 English Language Arts: Reading Standards for Literacy in Science and Technical Subjects

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. RST.11-12.9

English Language Arts: Writing Standards for Literacy in Science and Technical Subjects

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. WHST.11-12.4

8.1.7 English Language Arts: Reading Standards for Literacy in Science and Technical Subjects

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. RST.11-12.9

English Language Arts: Writing Standards for Literacy in Science and Technical Subjects

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. WHST.11-12.4

8.1.8 English Language Arts: Reading Standards for Literacy in Science and Technical Subjects

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. RST.11-12.9

English Language Arts: Writing Standards for Literacy in Science and Technical Subjects

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. WHST.11-12.8

8.1.9 English Language Arts: Reading Standards for Literacy in Science and Technical Subjects

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. RST.11-12.9

English Language Arts: Writing Standards for Literacy in Science and Technical Subjects

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. WHST.11-12.4

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8.1.11 English Language Arts: Reading Standards for Literacy in Science and Technical Subjects

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. RST.11-12.9

English Language Arts: Writing Standards for Literacy in Science and Technical Subjects

4 . Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. WHST.11-12.4

8.1.14 English Language Arts: Reading Standards for Literacy in Science and Technical Subjects

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. RST.11-12.9

English Language Arts: Writing Standards for Literacy in Science and Technical Subjects

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. WHST.11-12.4

8.1.15 English Language Arts: Reading Standards for Literacy in Science and Technical Subjects

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. RST.11-12.9

English Language Arts: Writing Standards for Literacy in Science and Technical Subjects

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. WHST.11-12.4

8.1.16 English Language Arts: Speaking and Listening Standards

4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. SL.11-12.4

English Language Arts: Reading Standards for Literacy in Science and Technical Subjects

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. RST.11-12.9

English Language Arts: Writing Standards for Literacy in Science and Technical Subjects

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4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. WHST.11-12.4

8.1.21 English Language Arts: Reading Standards for Literacy in Science and Technical Subjects

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. RST.11-12.9

English Language Arts: Writing Standards for Literacy in Science and Technical Subjects

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. WHST.11-12.4

8.1.22 English Language Arts: Reading Standards for Literacy in Science and Technical Subjects

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. RST.11-12.9

English Language Arts: Writing Standards for Literacy in Science and Technical Subjects

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. WHST.11-12.8

8.2.1 English Language Arts: Reading Standards for Literacy in Science and Technical Subjects

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. RST.11-12.9

English Language Arts: Writing Standards for Literacy in Science and Technical Subjects

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. WHST.11-12.4

8.2.2 English Language Arts: Speaking and Listening Standards

4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. SL.11-12.4

6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. SL.11-12.6

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English Language Arts: Writing Standards for Literacy in Science and Technical Subjects

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. WHST.11-12.4

Science: Life Science

3. Students know all body cells in an organism develop from a single cell and contain essentially identical genetic instructions. L.12.A.3

8.2.4 English Language Arts: Reading Standards for Literacy in Science and Technical Subjects

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. RST.11-12.9

English Language Arts: Writing Standards for Literacy in Science and Technical Subjects

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. WHST.11-12.4

8.2.7 English Language Arts: Reading Standards for Literacy in Science and Technical Subjects

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. RST.11-12.9

English Language Arts: Writing Standards for Literacy in Science and Technical Subjects

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. WHST.11-12.4

8.2.8 English Language Arts: Reading Standards for Literacy in Science and Technical Subjects

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. RST.11-12.9

English Language Arts: Writing Standards for Literacy in Science and Technical Subjects

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. WHST.11-12.4

8.2.9 English Language Arts: Reading Standards for Literacy in Science and Technical Subjects

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. RST.11-12.9

Skip to main content

English Language Arts: Writing Standards for Literacy in Science and Technical Subjects

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. WHST.11-12.4

CONTENT STANDARD 9.0: DEMONSTRATE NAIL CARE PROCEDURES

Common Core State Standards and Nevada Science Standards

9.1.1 English Language Arts: Reading Standards for Literacy in Science and Technical Subjects

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. RST.11-12.9

English Language Arts: Writing Standards for Literacy in Science and Technical Subjects

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. WHST.11-12.4

9.1.2 English Language Arts: Reading Standards for Literacy in Science and Technical Subjects

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. RST.11-12.9

English Language Arts: Writing Standards for Literacy in Science and Technical Subjects

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. WHST.11-12.4

9.1.8 English Language Arts: Reading Standards for Literacy in Science and Technical Subjects

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. RST.11-12.9

English Language Arts: Writing Standards for Literacy in Science and Technical Subjects

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. WHST.11-12.4

9.2.1 English Language Arts: Reading Standards for Literacy in Science and Technical Subjects

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. RST.11-12.9

Skip to main content

English Language Arts: Writing Standards for Literacy in Science and Technical Subjects

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. WHST.11-12.4

9.3.2 English Language Arts: Reading Standards for Literacy in Science and Technical Subjects

3. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text. RST.11-12.3

9.3.6 English Language Arts: Reading Standards for Literacy in Science and Technical Subjects

3. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text. RST.11-12.3

CONTENT STANDARD 10.0: ANALYZE SKIN CARE PROCEDURES

Common Core State Standards and Nevada Science Standards

10.1.1 English Language Arts: Reading Standards for Literacy in Science and Technical Subjects

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. RST.11-12.9

English Language Arts: Writing Standards for Literacy in Science and Technical Subjects

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. WHST.11-12.8

10.1.2 Science: Life Science

3. Students know disease disrupts the equilibrium that exists in a healthy organism. L.12.B.3

10.1.4 English Language Arts: Writing Standards for Literacy in Science and Technical Subjects

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. WHST.11-12.4

Skip to main content

10.1.7 English Language Arts: Speaking and Listening Standards

4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. SL.11-12.4

6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. SL.11-12.6

10.3.2 English Language Arts: Speaking and Listening Standards

4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. SL.11-12.4

6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. SL.11-12.6

10.3.3 English Language Arts: Speaking and Listening Standards

4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. SL.11-12.4

6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. SL.11-12.6

English Language Arts: Reading Standards for Literacy in Science and Technical Subjects

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. RST.11-12.9

English Language Arts: Writing Standards for Literacy in Science and Technical Subjects

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. WHST.11-12.4

CONTENT STANDARD 11.0: INVESTIGATE HAIR ENHANCEMENTS

Common Core State Standards and Nevada Science Standards

11.1.2 English Language Arts: Reading Standards for Literacy in Science and Technical Subjects

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. RST.11-12.9

Skip to main content

English Language Arts: Writing Standards for Literacy in Science and Technical Subjects

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. WHST.11-12.4

11.1.5 English Language Arts: Reading Standards for Literacy in Science and Technical Subjects

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. RST.11-12.9

English Language Arts: Writing Standards for Literacy in Science and Technical Subjects

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. WHST.11-12.4

11.1.7 English Language Arts: Reading Standards for Literacy in Science and Technical Subjects

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. RST.11-12.9

English Language Arts: Writing Standards for Literacy in Science and Technical Subjects

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. WHST.11-12.4

CONTENT STANDARD 12.0: ASSESS SALON READINESS SKILLS

Common Core State Standards and Nevada Science Standards

12.1.1 English Language Arts: Speaking and Listening Standards

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. SL.11-12.1

1c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. SL.11-12.1C

1d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. SL.11-12.1D

English Language Arts: Reading Standards for Literacy in Science and Technical Subjects

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. RST.11-12.9

Skip to main content

English Language Arts: Writing Standards for Literacy in Science and Technical Subjects

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. WHST.11-12.4

12.1.2 English Language Arts: Reading Standards for Literacy in Science and Technical Subjects

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. RST.11-12.9

English Language Arts: Writing Standards for Literacy in Science and Technical Subjects

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. WHST.11-12.4

12.1.3 English Language Arts: Reading Standards for Literacy in Science and Technical Subjects

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. RST.11-12.9

English Language Arts: Writing Standards for Literacy in Science and Technical Subjects

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. WHST.11-12.8

12.1.4 English Language Arts: Writing Standards for Literacy in Science and Technical Subjects

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. WHST.11-12.4

12.1.5 English Language Arts: Reading Standards for Literacy in Science and Technical Subjects

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.11-12.7

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. RST.11-12.9

Skip to main content

English Language Arts: Writing Standards for Literacy in Science and Technical Subjects

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. WHST.11-12.4

6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. WHST.11-12.6

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. WHST.11-12.8

12.2.1 English Language Arts: Reading Standards for Literacy in Science and Technical Subjects

4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics. RST.11-12.4

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.11-12.7

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. RST.11-12.9

English Language Arts: Writing Standards for Literacy in Science and Technical Subjects

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. WHST.11-12.4

6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. WHST.11-12.6

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. WHST.11-12.8

9. Draw evidence from informational texts to support analysis, reflection, and research. WHST.11-12.9

Skip to main content

12.2.3 English Language Arts: Speaking and Listening Standards

3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. SL.11-12.3

6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. SL.11-12.6

English Language Arts: Writing Standards for Literacy in Science and Technical Subjects

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. WHST.11-12.4

12.2.4 English Language Arts: Reading Standards for Literacy in Science and Technical Subjects

8. Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information. RST.11-12.8

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. RST.11-12.9

English Language Arts: Writing Standards for Literacy in Science and Technical Subjects

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. WHST.11-12.4

9. Draw evidence from informational texts to support analysis, reflection, and research. WHST.11-12.9

12.2.5 English Language Arts: Speaking and Listening Standards

4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. SL.11-12.4

English Language Arts: Reading Standards for Literacy in Science and Technical Subjects

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.11-12.7

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. RST.11-12.9

Skip to main content

English Language Arts: Writing Standards for Literacy in Science and Technical Subjects

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. WHST.11-12.4

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. WHST.11-12.8

12.2.6 English Language Arts: Reading Standards for Literacy in Science and Technical Subjects

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. RST.11-12.9

English Language Arts: Writing Standards for Literacy in Science and Technical Subjects

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. WHST.11-12.8

12.3.2 English Language Arts: Reading Standards for Literacy in Science and Technical Subjects

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. RST.11-12.9

CONTENT STANDARD 13.0: DEMONSTRATE LEADERSHIP SKILLS

Common Core State Standards and Nevada Science Standards

13.1.4 English Language Arts: Writing Standards for Literacy in Science and Technical Subjects

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. WHST.11-12.4

13.1.5 English Language Arts: Writing Standards for Literacy in Science and Technical Subjects

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. WHST.11-12.4

13.1.6 English Language Arts: Reading Standards for Literacy in Science and Technical Subjects

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. RST.11-12.9

Skip to main content

English Language Arts: Writing Standards for Literacy in Science and Technical Subjects

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. WHST.11-12.8

13.1.7 English Language Arts: Writing Standards for Literacy in Science and Technical Subjects

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. WHST.11-12.4

13.2.3 English Language Arts: Speaking and Listening Standards

1b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. SL.11-12.1B

1d . Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. SL.11-12.1D

3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. SL.11-12.3

6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. SL.11-12.6