# COSMETOLOGY STANDARDS

This document was prepared by:

Office of Career, Technical and Adult Education
Nevada Department of Education
755 N. Roop Street, Suite 201
Carson City, NV 89701

Adopted by the State Board of Education /
State Board for Career and Technical Education on
December 14, 2012

# NEVADA STATE BOARD OF EDUCATION
# NEVADA STATE BOARD FOR CAREER AND TECHNICAL EDUCATION

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

# NEVADA DEPARTMENT OF EDUCATION

James W. Guthrie
Superintendent of Public Instruction

Rorie Fitzpatrick, Deputy Superintendent
Instructional, Research and Evaluative Services

Michael J. Raponi, Director
Office of Career, Technical and Adult Education

## TABLE OF CONTENTS

## ACKNOWLEDGEMENTS

## STANDARDS DEVELOPMENT MEMBERS

## BUSINESS AND INDUSTRY VALIDATION

## PROJECT COORDINATOR

## INTRODUCTION

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

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

The standards are organized as follows:

**Content Standards** are general statements that identify major areas of knowledge, understanding, and the skills students are expected to learn in key subject and career areas by the end of the program.

**Performance Standards** follow each content standard. Performance standards identify the more specific components of each content standard and define the expected abilities of students within each content standard.

**Performance Indicators** are very specific criteria statements for determining whether a student meets the performance standard. Performance indicators may also be used as learning outcomes, which teachers can identify as they plan their program learning objectives.

The crosswalk and alignment section of the document shows where the performance indicators support the English Language Arts and the Mathematics Common Core State Standards, and the Nevada State Science Standards. Where correlation with an academic standard exists, students in the Cosmetology program perform learning activities that support, either directly or indirectly, achievement of one or more Common Core State Standards.

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

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

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

### PERFORMANCE STANDARD 1.1 : DEMONSTRATE SAFETY RULES AND SANITATION PROCEDURES

| | |
|---|---|
| 1.1.1 | Describe general safety rules and sanitation procedures (i.e., safety test) |
| 1.1.2 | Comply with appropriate personal protective measures such as gloves, smocks, etc. |
| 1.1.3 | Identify and wear appropriate clothing for lab activities |
| 1.1.4 | Utilize personal/professional hygiene practices |
| 1.1.5 | Research and apply applicable State Board laws and codes |
| 1.1.6 | Classify infectious and contagious diseases |
| 1.1.7 | Demonstrate universal precautions to protect clients and self (i.e., hand washing) |
| 1.1.8 | Demonstrate workplace sanitation and safety practices (i.e., work area, implements, equipment, and blood spills) |
| 1.1.9 | Locate and interpret material safety data sheets (MSDS) |
| 1.1.10 | Identify, mix, and label sanitation/disinfection materials per manufacturers requirements |

### PERFORMANCE STANDARD 1.2 : IDENTIFY AND UTILIZE PROPER TOOLS, IMPLEMENTS, AND EQUIPMENT

| | |
|---|---|
| 1.2.1 | Identify tools, implements, and equipment and their appropriate usage |
| 1.2.2 | Demonstrate the proper techniques when using tools, implements, and equipment |
| 1.2.3 | Demonstrate proper sanitation, storage, and maintenance of tools, implements, and equipment |

## CONTENT STANDARD 2.0 :    DEMONSTRATE PROFESSIONAL BEHAVIORS

### PERFORMANCE STANDARD 2.1 :    DEMONSTRATE PROFESSIONAL COMMUNICATION SKILLS

| | |
|---|---|
| 2.1.1 | Utilize effective verbal and nonverbal communication techniques to successfully interact with clients and peers |
| 2.1.2 | Demonstrate a client consultation/needs assessment |
| 2.1.3 | Demonstrate customer service skills by addressing the customer using professional etiquette |
| 2.1.4 | Describe effective listening skills |
| 2.1.5 | Utilize proper telephone techniques to communicate with customers, peers, and vendors |
| 2.1.6 | Prepare and maintain client record cards for the various cosmetology services |

### PERFORMANCE STANDARD 2.2 :    APPLY AND UTILIZE PROFESSIONAL IMAGE

| | |
|---|---|
| 2.2.1 | Compare professional attire versus personal dress |
| 2.2.2 | Practice personal hygiene on a daily basis |
| 2.2.3 | Research cultural diversity and its effect on the workplace |
| 2.2.4 | Describe the importance of ongoing professional development |
| 2.2.5 | Apply ergonomic posture daily and when working on clients |

### PERFORMANCE STANDARD 2.3 :    PRACTICE LIFE SKILLS

| | |
|---|---|
| 2.3.1 | Demonstrate resolution strategies when dealing with a dissatisfied client or peer issues |
| 2.3.2 | Demonstrate effective reading, writing, and math skills |
| 2.3.3 | Identify the importance of time management |
| 2.3.4 | Research the career paths and employability options in the cosmetology profession |
| 2.3.5 | Use a variety of technology resources when developing reports and  presentations |
| 2.3.6 | Recognize the importance of employability and workplace habits |
| 2.3.7 | Tabulate a sales check and collect the correct monies for the services provided |

**CONTENT STANDARD 3.0 :   RELATE ANATOMY AND PHYSIOLOGY TO COSMETOLOGY**

**PERFORMANCE STANDARD 3.1 :   IDENTIFY CELLS AND TISSUE**

| | |
|---|---|
| 3.1.1 | State the importance of anatomy and physiology in the cosmetology profession |
| 3.1.2 | Illustrate the basic structure of a cell |
| 3.1.3 | Summarize cell reproduction |
| 3.1.4 | Identify and describe the different types of tissues found in the body |
| 3.1.5 | Define all key terms associated with cells and tissues |

**PERFORMANCE STANDARD 3.2 :   COMPARE ORGANS AND SYSTEMS**

| | |
|---|---|
| 3.2.1 | Identify and describe the major organs and their basic functions in the body |
| 3.2.2 | Summarize the main body systems (i.e., skeletal, muscular, nervous, circulatory, lymphatic/immune, endocrine, digestive, excretory, respiratory, integumentary, and reproductive) |
| 3.2.3 | Define all key terms associated with the body, organs, and systems |

**PERFORMANCE STANDARD 3.3 :   CRITIQUE SKIN STRUCTURE**

| | |
|---|---|
| 3.3.1 | Identify skin structure, growth, and its nutrition |
| 3.3.2 | Describe the structure and composition of the skin |
| 3.3.3 | List the food groups, dietary guidelines and vitamins that are recommended for good health |
| 3.3.4 | Classify and categorize the nerves, glands, and the disorders of the skin |
| 3.3.5 | Recognize and identify the color, strength, flexibility, and functions of the skin |
| 3.3.6 | Define all key terms associated with the skin structure, growth and nutrition |
| 3.3.7 | Identify and explain the skin disorders, diseases, and their importance as associated with cosmetology |
| 3.3.8 | Recognize and compare lesions of the skin (i.e., primary and secondary) |
| 3.3.9 | Identify and analyze skin inflammations, common infections, pigment disorders, and hypertrophies or abnormal growths of the skin (i.e., Allergic Contact Dermatitis, Irritant Contact Dermatitis) |
| 3.3.10 | Investigate the sun's effects on the skin |
| 3.3.11 | Identify and critique problem skin (i.e., acne and aging) |
| 3.3.12 | Demonstrate and apply sanitation and safety precautions as associated with skin disorders |
| 3.3.13 | Define all key terms associated with skin disorders and diseases |

## CONTENT STANDARD 4.0 :    ASSESS HAIR AND SCALP CARE

### PERFORMANCE STANDARD 4.1 :   ANALYZE HAIR AND SCALP

| | |
|---|---|
| 4.1.1 | Illustrate and explain the structure of hair |
| 4.1.2 | List and describe the structures of the hair root and scalp |
| 4.1.3 | Identify and describe hair growth and hair loss |
| 4.1.4 | Identify disorders of the hair and scalp using visual media |
| 4.1.5 | Explain the chemical composition of hair |
| 4.1.6 | Demonstrate knowledge of texture, density, porosity, and elasticity |

### PERFORMANCE STANDARD 4.2 :   DEMONSTRATE SHAMPOOING AND CONDITIONING

| | |
|---|---|
| 4.2.1 | Apply the proper client draping for a shampoo and conditioning treatment |
| 4.2.2 | Distinguish the correct shampoo and conditioner for different hair and scalp types |
| 4.2.3 | Demonstrate the proper technique of shampooing and conditioning |

### PERFORMANCE STANDARD 4.3 :   DEMONSTRATE SCALP CARE

| | |
|---|---|
| 4.3.1 | Show the proper procedure for scientific brushing |
| 4.3.2 | Demonstrate and apply the formulated scalp treatment for different scalp conditions |

**CONTENT STANDARD 5.0 :    IDENTIFY PRINCIPLES OF HAIR DESIGN**

**PERFORMANCE STANDARD 5.1 :    DEMONSTRATE STYLING TECHNIQUES**

| | |
|---|---|
| 5.1.1 | Categorize facial types, shapes, and profiles for both women and men |
| 5.1.2 | Explain the principles of hair design and their importance in creating hairstyles (i.e., proportion, balance, rhythm, emphasis, and harmony) |
| 5.1.3 | Describe the basic elements of hair design used for styling both women and men (i.e., line, form, space, texture, and color) |
| 5.1.4 | Define all key terms associated with principles of hair design |
| 5.1.5 | Apply foundational professional skill concepts and demonstrate a client consultation based on the client's life style and/or desired look |
| 5.1.6 | Demonstrate a finger wave using the appropriate technique and product for the specific hair type |
| 5.1.7 | Describe the principle parts of a pin curl |
| 5.1.8 | Create pin curl, roller set, and hair wrapping wet sets |
| 5.1.9 | Demonstrate various blowdry styling techniques to produce smooth and full finish styles on a variety of hair types and textures |
| 5.1.10 | Demonstrate the safe and proper use of thermal curling irons |
| 5.1.11 | Describe the types of hair pressing and their purpose |
| 5.1.12 | Demonstrate a soft and hard press |
| 5.1.13 | Demonstrate a finished comb out using backbrushing and backcombing techniques |
| 5.1.14 | Explain the various types of styling products and describe the results obtained from their use |
| 5.1.15 | Demonstrate various braiding techniques using all safety precautions |
| 5.1.16 | Describe phases of growth and the maintenance of dread locks |
| 5.1.17 | Demonstrate diffusing curly hair in its natural wave pattern |
| 5.1.18 | Define all key terms associated with wet, thermal, or dry natural hair styling |

**CONTENT STANDARD 6.0 :     CRITIQUE THE PRINCIPLES OF HAIRCUTTING**

**PERFORMANCE STANDARD 6.1 :   DEMONSTRATE HAIRCUTTING TECHNIQUES**

| | |
|---|---|
| 6.1.1 | List the reference points on the head and their role in haircutting |
| 6.1.2 | Distinguish angles, elevations, and guidelines when performing a haircut |
| 6.1.3 | Demonstrate haircuts consistent with client's expectations |
| 6.1.4 | Establish guideline procedures for a variety of haircuts |
| 6.1.5 | Complete haircuts using a combination of stationary and traveling guidelines |
| 6.1.6 | Demonstrate a cut using hair clippers and a neck trimmer |
| 6.1.7 | Compare the different types of texturizing techniques and the results achieved |
| 6.1.8 | Research new trends and haircutting techniques (i.e., professional journals, publications, and the internet) |

**CONTENT STANDARD 7.0 :** COMPARE CHEMISTRY AND ELECTRICITY USES IN COSMETOLOGY

**PERFORMANCE STANDARD 7.1 :** APPLY BASIC PRINCIPLES OF CHEMISTRY AND ELECTRICITY

| | |
|---|---|
| 7.1.1 | Differentiate between organic and inorganic chemistry |
| 7.1.2 | List the different states of matter (i.e., solid, liquid, and gas) |
| 7.1.3 | Describe oxidation-reduction reactions |
| 7.1.4 | Illustrate the pH scale |
| 7.1.5 | Compare the differences between solutions, suspensions, and emulsions |
| 7.1.6 | Describe the two types of electrical current (i.e., alternating and direct) |
| 7.1.7 | Identify electrical equipment, their appropriate usage, and safety precautions |
| 7.1.8 | Compare the types of light therapy and their benefits |

## CONTENT STANDARD 8.0 : IDENTIFY AND UTILIZE CHEMICAL SERVICES

### PERFORMANCE STANDARD 8.1 : DEMONSTRATE HAIRCOLORING TECHNIQUES

| | |
|---|---|
| 8.1.1 | Describe the sanitation and safety requirements one must follow when coloring the hair |
| 8.1.2 | List the reasons why clients color their hair |
| 8.1.3 | Analyze the color wheel and its relationship to color formulation |
| 8.1.4 | Identify the levels of color and color tones |
| 8.1.5 | Explain hair structure and its role in color formulation |
| 8.1.6 | Compare the different types of melanin found in the hair |
| 8.1.7 | List and describe the different categories of haircolor and their uses |
| 8.1.8 | Research pH and its role in haircolor selection |
| 8.1.9 | Describe the basic chemistry of haircolor and the structural change to the hair after a haircolor service |
| 8.1.10 | Define a patch test |
| 8.1.11 | Describe a preliminary strand test |
| 8.1.12 | Select, formulate, and apply a virgin single process color |
| 8.1.13 | Select, formulate, and apply a retouch color application |
| 8.1.14 | Compare the various types of hair lighteners and their uses |
| 8.1.15 | Explain the purpose and use of a toner |
| 8.1.16 | Differentiate the methods for highlighting the hair and the results achieved by each method |
| 8.1.17 | Select, formulate and apply a virgin lightener (bleach) on the hair |
| 8.1.18 | Select, formulate and apply a lightener (bleach) retouch on the hair |
| 8.1.19 | Contrast special effects haircoloring |
| 8.1.20 | Match color formulations to gray coverage |
| 8.1.21 | Summarize the rules of color solutions for corrective work |
| 8.1.22 | Research new trends and haircoloring techniques via professional journals and the internet |

### PERFORMANCE STANDARD 8.2 : DEMONSTRATE CHEMICAL TEXTURE SERVICES

| | |
|---|---|
| 8.2.1 | Describe the safety and sanitation requirements when chemically texturizing the hair |
| 8.2.2 | Explain the structure and purpose of the hair's layers when providing chemical texture services |
| 8.2.3 | Utilize the appropriate types of materials and tools needed for chemical texture services |
| 8.2.4 | Describe the chemical actions that occur during permanent waving and relaxing |
| 8.2.5 | Identify the different types of permanent waving solutions and their uses |
| 8.2.6 | Duplicate sectioning and rod placement patterns |
| 8.2.7 | Summarize the neutralization process |
| 8.2.8 | Compare the different types of relaxers or texturizers and their uses |
| 8.2.9 | Describe curl-reforming |
| 8.2.10 | Select, formulate, and demonstrate a permanent wave |
| 8.2.11 | Select, formulate, and apply a chemical texturizer |

## CONTENT STANDARD 9.0 : DEMONSTRATE NAIL CARE PROCEDURES

### PERFORMANCE STANDARD 9.1 : PRACTICE MANICURING

| | |
|---|---|
| 9.1.1 | Classify the different nail diseases and disorders found on the hands and feet |
| 9.1.2 | Describe the structure and composition of the nail and how the nail grows |
| 9.1.3 | Identify the appropriate products and tools used in a basic manicure |
| 9.1.4 | Differentiate the various nail shapes |
| 9.1.5 | Demonstrate the setup of a manicure table following all safety and sanitation requirements |
| 9.1.6 | Analyze the hands and nails for a manicure procedure |
| 9.1.7 | Demonstrate a basic manicure including hand and arm massage |
| 9.1.8 | Illustrate and explain the steps of a paraffin wax treatment for the hands or feet |

### PERFORMANCE STANDARD 9.2 : PRACTICE PEDICURING

| | |
|---|---|
| 9.2.1 | Describe the structure and composition of the nail and how the nail grows |
| 9.2.2 | Identify the appropriate products and tools used in a basic pedicure |
| 9.2.3 | Demonstrate the setup of a pedicure spa following all safety and sanitation requirements |
| 9.2.4 | Analyze the feet and toenails for a pedicure procedure |
| 9.2.5 | Demonstrate a basic pedicure including foot and leg massage |
| 9.2.6 | Perform the proper steps of disinfecting a pedicure spa following State Board of Cosmetology guidelines |

### PERFORMANCE STANDARD 9.3 : IDENTIFY AND UTILIZE NAIL ENHANCEMENTS

| | |
|---|---|
| 9.3.1 | Differentiate what type of nail enhancement is best suited for the client's natural nail and life style |
| 9.3.2 | Create nail enhancements following manufacturer's directions |
| 9.3.3 | Demonstrate the application of nail tips |
| 9.3.4 | Demonstrate the application of acrylic product on nails |
| 9.3.5 | Demonstrate the application of gel on nails |
| 9.3.6 | Perform the proper steps for the removal of acrylic and gel products from the nails |

## CONTENT STANDARD 10.0 :   ANALYZE SKIN CARE PROCEDURES

### PERFORMANCE STANDARD 10.1 : DEMONSTRATE FACIALS

| | |
|---|---|
| 10.1.1 | Research the histology of the skin |
| 10.1.2 | Identify skin disorders and diseases |
| 10.1.3 | Explain the purpose and types of facial treatments |
| 10.1.4 | Perform and record the findings of a skin analysis on a client |
| 10.1.5 | Prepare and set up a treatment room for services following all safety and sanitation precautions |
| 10.1.6 | Formulate and apply cosmetics for a basic facial |
| 10.1.7 | Describe and perform the various types of massage movements and the benefits of massage therapy |
| 10.1.8 | Identify and describe the different types of electrical equipment used in facial treatments |

### PERFORMANCE STANDARD 10.2 : PRACTICE MAKEUP TECHNIQUES

| | |
|---|---|
| 10.2.1 | Evaluate the skin and bone structure for corrective cosmetic application |
| 10.2.2 | Assess skin color and apply cosmetics based on color theory |
| 10.2.3 | Demonstrate cosmetic applications for daytime, evening, and special occasions |
| 10.2.4 | Demonstrate the application of artificial lashes |

### PERFORMANCE STANDARD 10.3 : PERFORM HAIR REMOVAL PROCEDURES

| | |
|---|---|
| 10.3.1 | Identify the sanitation and safety requirements when removing hair on a client |
| 10.3.2 | Summarize the importance of a client consultation prior to any hair removal process |
| 10.3.3 | Describe the methods of hair removal |
| 10.3.4 | Demonstrate a basic arch on an eyebrow using tweezers |
| 10.3.5 | Demonstrate basic waxing techniques for hair removal on the eyebrows, lips, and chin |

| | |
|---|---|
| **CONTENT STANDARD 11.0 :   INVESTIGATE HAIR ENHANCEMENTS** | |
| **PERFORMANCE STANDARD 11.1 : APPLY WIGS AND HAIR ADDITIONS** | |

| | |
|---|---|
| 11.1.1 | Identify why wigs and hair additions are vital to the cosmetology profession and industry |
| 11.1.2 | Distinguish the difference between human hair and synthetic hair |
| 11.1.3 | Recognize the advantages and disadvantages of human and synthetic hair |
| 11.1.4 | Investigate the quality and cost of wigs and hair additions |
| 11.1.5 | Critique the different types of wigs, their construction, ways to measure, and blocking methods |
| 11.1.6 | Demonstrate how to place, cut, style, and chemically service wigs |
| 11.1.7 | Describe the difference between a hairpiece and hair extensions |
| 11.1.8 | Describe the types of hairpieces and techniques of attachment |
| 11.1.9 | Recognize and demonstrate the different methods in attaching hair extensions (i.e., braid and sew, bonding, fusion, linking, and tube shrinking) |
| 11.1.10 | Analyze the lucrative business of retailing wigs, hair additions, and the products for maintenance |
| 11.1.11 | Define all key terms associated with wigs, hairpieces, and hair additions |

**CONTENT STANDARD 12.0 :   ASSESS SALON READINESS SKILLS**

**PERFORMANCE STANDARD 12.1 : IDENTIFY EMPLOYMENT REQUIREMENTS**

| | |
|---|---|
| 12.1.1 | Conduct salon observations comparing the different types of wage structures or booth rental options available and report the findings |
| 12.1.2 | Compare and contrast an employee versus an independent contractor |
| 12.1.3 | Research the career opportunities available to the master licensed cosmetologist |
| 12.1.4 | Compose a self-marketing plan for building a clientele |
| 12.1.5 | Critique information found in salon publications and on the internet regarding trends, products, and technology used in the cosmetology profession |

**PERFORMANCE STANDARD 12.2 : ANALYZE BUSINESS MANAGEMENT/OPERATIONS**

| | |
|---|---|
| 12.2.1 | Create a business plan for opening a cosmetology establishment |
| 12.2.2 | Analyze the importance of building and maintaining a clientele |
| 12.2.3 | Conduct salon observations to investigate professional practices in the salon |
| 12.2.4 | Critique the importance of retail sales to the financial stability of a salon |
| 12.2.5 | Compare the different types of advertising methods used in the salon (i.e., flyers, ads, websites, etc.) |
| 12.2.6 | Research various professional cosmetic brands and the distributor who carries the line in the local area |
| 12.2.7 | Use mathematical calculations to correctly compute money transactions when servicing clients |

**PERFORMANCE STANDARD 12.3 : PREPARE FOR STATE BOARD LICENSURE**

| | |
|---|---|
| 12.3.1 | Identify the components on the National Interstate Council of State Boards of Cosmetology practical exam rubric |
| 12.3.2 | Interpret the requirements of the Nevada State Board of Cosmetology written licensure exam |

## CONTENT STANDARD 13.0 : DEMONSTRATE LEADERSHIP SKILLS

### PERFORMANCE STANDARD 13.1 : PARTICIPATE IN LEADERSHIP ACTIVITIES

| | |
|---|---|
| 13.1.1 | Participate in a job shadow at a cosmetology establishment |
| 13.1.2 | Participate in various SkillsUSA conferences and/or competitive events |
| 13.1.3 | Organize or participate in a fund-raising activity |
| 13.1.4 | Analyze workplace situations and use problem-solving techniques to improve the environment |
| 13.1.5 | Summarize a Nevada State Board of Cosmetology meeting |
| 13.1.6 | Research the different professional organizations associated with the cosmetology profession |
| 13.1.7 | Develop short and long term goals for personal attainment and success |

### PERFORMANCE STANDARD 13.2 : DEMONSTRATE POSITIVE CITIZENSHIP CHARACTERISTICS

| | |
|---|---|
| 13.2.1 | Participate in a community service project |
| 13.2.2 | Review and utilize basic parliamentary procedures |
| 13.2.3 | Demonstrate the ability to work cooperatively with teachers, peers, and clients in a professional setting |

This Page was Intentionally Left Blank

# CROSSWALK AND ALIGNMENTS OF COSMETOLOGY STANDARDS AND THE COMMON CORE STATE STANDARDS, THE NEVADA SCIENCE STANDARDS, AND THE COMMON CAREER TECHNICAL CORE STANDARDS

**CROSSWALK** (ACADEMIC STANDARDS)

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

**ALIGNMENTS** (MATHEMATICAL PRACTICES)

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

**CROSSWALK** (COMMON CAREER TECHNICAL CORE)

The crosswalk of the Cosmetology Standards shows links to the Common Career Technical Core. The crosswalk identifies the performance indicators in which the learning objectives in the Cosmetology program support the Common Career Technical Core. The Common Career Technical Core defines what students should know and be able to do after completing instruction in a program of study. The Cosmetology Standards are crosswalked to the Human Services Career Cluster™ and the Personal Care Services Career Pathway.

This Page was Intentionally Left Blank

## CROSSWALK OF COSMETOLOGY STANDARDS AND THE COMMON CORE STATE STANDARDS

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

| Performance Indicators | Common Core State Standards and Nevada Science Standards |
|---|---|
| 1.1.1 | **English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** <br> RST.11-12.4    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. <br><br> 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. <br> **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** <br> WHST.11-12.4    Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| 1.1.5 | **English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** <br> 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. <br> **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** <br> 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. |
| 1.1.6 | **English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** <br> 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. <br> **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** <br> WHST.11-12.4    Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| 1.1.9 | **English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** <br> 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. <br><br> RST.11-12.4    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. <br><br> RST.11-12.5    Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas. <br> **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** <br> WHST.11-12.4    Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. <br><br> WHST.11-12.9    Draw evidence from informational texts to support analysis, reflection, and research. |

CONTENT STANDARD 2.0: DEMONSTRATE PROFESSIONAL BEHAVIORS

| Performance Indicators | Common Core State Standards and Nevada Science Standards |
|---|---|
| 2.1.1 | **English Language Arts: Speaking and Listening Standards**<br>SL.11-12.1d    Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. |
| 2.1.2 | **English Language Arts: Speaking and Listening Standards**<br>SL.11-12.1d    Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. |
| 2.1.3 | **English Language Arts: Speaking and Listening Standards**<br>SL.11-12.1d    Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.<br><br>SL.11-12.6    Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. |
| 2.1.4 | **English Language Arts: Speaking and Listening Standards**<br>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.<br>**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects**<br>WHST.11-12.4    Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| 2.1.5 | **English Language Arts: Speaking and Listening Standards**<br>SL.11-12.1b    Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. |
| 2.1.6 | **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects**<br>WHST.11-12.4    Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| 2.2.3 | **English Language Arts: Reading Standards for Literacy in Science and Technical Subjects**<br>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.<br>**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects**<br>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. |
| 2.2.4 | **English Language Arts: Speaking and Listening Standards**<br>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.<br>**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects**<br>WHST.11-12.4    Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |

| 2.3.1 | **English Language Arts: Speaking and Listening Standards** |
|---|---|
| | SL.11-12.1b — Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. |
| | SL.11-12.1d — 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. |
| 2.3.2 | **English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** |
| | RST.11-12.9 — Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. |
| | **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** |
| | WHST.11-12.4 — Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| 2.3.4 | **English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** |
| | RST.11-12.9 — Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. |
| | **English Language Arts: 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. |
| 2.3.5 | **English Language Arts: Speaking and Listening Standards** |
| | SL.11-12.2 — Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. |
| | SL.11-12.5 — 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.11-12.6 — Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. |
| | **English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** |
| | RST.11-12.7 — Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem. |
| | **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** |
| | WHST.11-12.4 — Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| | WHST.11-12.6 — Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. |

CONTENT STANDARD 3.0:  RELATE ANATOMY AND PHYSIOLOGY TO COSMETOLOGY

| Performance Indicators | Common Core State Standards and Nevada Science Standards |
|---|---|
| 3.1.1 | **Science: Life Science**<br>L.12.B.2    Students know the human body has a specialized anatomy and physiology composed of an hierarchical arrangement of differentiated cells. |
| 3.1.2 | **Science: Life Science**<br>L.12.B.1    Students know cell structures and their functions. |
| 3.1.3 | **English Language Arts: Reading Standards for Literacy in Science and Technical Subjects**<br>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.<br>**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects**<br>WHST.11-12.4    Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.<br>**Science: Life Science**<br>L.12.A.3    Students know all body cells in an organism develop from a single cell and contain essentially identical genetic instructions. |
| 3.1.4 | **English Language Arts: Reading Standards for Literacy in Science and Technical Subjects**<br>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.<br>**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects**<br>WHST.11-12.4    Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.<br>**Science: Life Science**<br>L.12.B.2    Students know the human body has a specialized anatomy and physiology composed of an hierarchical arrangement of differentiated cells. |
| 3.2.2 | **English Language Arts: Reading Standards for Literacy in Science and Technical Subjects**<br>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.<br>**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects**<br>WHST.11-12.4    Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| 3.3.1 | **Science: Life Science**<br>L.12.B.1    Students know cell structures and their functions. |
| 3.3.2 | **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects**<br>WHST.11-12.4    Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.<br>**Science: Life Science**<br>L.12.B.1    Students know cell structures and their functions. |
| 3.3.4 | **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects**<br>WHST.11-12.4    Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| 3.3.6 | **Science: Life Science**<br>L.12.B.1    Students know cell structures and their functions. |

| 3.3.7 | **English Language Arts: Reading Standards for Literacy in Science and Technical Subjects**<br>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.<br>**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects**<br>WHST.11-12.4    Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.<br>**Science: Life Science**<br>L.12.B.3    Students know disease disrupts the equilibrium that exists in a healthy organism. |
|---|---|
| 3.3.9 | **English Language Arts: Reading Standards for Literacy in Science and Technical Subjects**<br>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.<br>**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects**<br>WHST.11-12.4    Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.<br>**Science: Life Science**<br>L.12.B.3    Students know disease disrupts the equilibrium that exists in a healthy organism. |
| 3.3.10 | **English Language Arts: Reading Standards for Literacy in Science and Technical Subjects**<br>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. |
| 3.3.12 | **English Language Arts: Reading Standards for Literacy in Science and Technical Subjects**<br>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. |

CONTENT STANDARD 4.0: ASSESS HAIR AND SCALP CARE

| Performance Indicators | Common Core State Standards and Nevada Science Standards |
|---|---|
| 4.1.1 | **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects**<br>WHST.11-12.4   Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| 4.1.2 | **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects**<br>WHST.11-12.4   Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.<br>**Science: Life Science**<br>L.12.B.1        Students know cell structures and their functions. |
| 4.1.3 | **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects**<br>WHST.11-12.4   Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| 4.1.4 | **English Language Arts: Reading Standards for Literacy in Science and Technical Subjects**<br>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. |

## CONTENT STANDARD 5.0: IDENTIFY PRINCIPLES OF HAIR DESIGN

| Performance Indicators | Common Core State Standards and Nevada Science Standards |
|---|---|
| 5.1.1 | **English Language Arts: Reading Standards for Literacy in Science and Technical Subjects**<br>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.<br>**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects**<br>WHST.11-12.4   Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| 5.1.2 | **English Language Arts: Reading Standards for Literacy in Science and Technical Subjects**<br>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.<br>**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects**<br>WHST.11-12.4   Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| 5.1.3 | **English Language Arts: Reading Standards for Literacy in Science and Technical Subjects**<br>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.<br>**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects**<br>WHST.11-12.4   Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| 5.1.4 | **English Language Arts: Reading Standards for Literacy in Science and Technical Subjects**<br>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.<br>**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects**<br>WHST.11-12.4   Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| 5.1.7 | **English Language Arts: Reading Standards for Literacy in Science and Technical Subjects**<br>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.<br>**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects**<br>WHST.11-12.4   Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| 5.1.11 | **English Language Arts: Reading Standards for Literacy in Science and Technical Subjects**<br>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.<br>**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects**<br>WHST.11-12.4   Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| 5.1.14 | **English Language Arts: Reading Standards for Literacy in Science and Technical Subjects**<br>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.<br>**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects**<br>WHST.11-12.4   Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |

| 5.1.16 | **English Language Arts: Reading Standards for Literacy in Science and Technical Subjects**<br>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.<br>**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects**<br>WHST.11-12.4    Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
|---|---|

## CONTENT STANDARD 6.0: CRITIQUE THE PRINCIPLES OF HAIRCUTTING

| Performance Indicators | Common Core State Standards and Nevada Science Standards |
|---|---|
| 6.1.7 | **English Language Arts: Reading Standards for Literacy in Science and Technical Subjects**<br>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.<br>**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects**<br>WHST.11-12.4    Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| 6.1.8 | **English Language Arts: Reading Standards for Literacy in Science and Technical Subjects**<br>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.<br>**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects**<br>WHST.11-12.8    Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. |

**CONTENT STANDARD 7.0: COMPARE CHEMISTRY AND ELECTRICITY USES IN COSMETOLOGY**

| Performance Indicators | Common Core State Standards and Nevada Science Standards |
|---|---|
| 7.1.1 | **English Language Arts: Reading Standards for Literacy in Science and Technical Subjects**<br>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.<br>**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects**<br>WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| 7.1.3 | **English Language Arts: Reading Standards for Literacy in Science and Technical Subjects**<br>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.<br>**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects**<br>WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| 7.1.5 | **English Language Arts: Reading Standards for Literacy in Science and Technical Subjects**<br>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.<br>**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects**<br>WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.<br>**Science: Physical Science**<br>P.12.A.3 Students know identifiable properties can be used to separate mixtures. |
| 7.1.6 | **English Language Arts: Reading Standards for Literacy in Science and Technical Subjects**<br>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.<br>**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects**<br>WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| 7.1.8 | **English Language Arts: Reading Standards for Literacy in Science and Technical Subjects**<br>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.<br>**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects**<br>WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |

## CONTENT STANDARD 8.0: IDENTIFY AND UTILIZE CHEMICAL SERVICES

| Performance Indicators | Common Core State Standards and Nevada Science Standards |
|---|---|
| 8.1.1 | **English Language Arts: Reading Standards for Literacy in Science and Technical Subjects**<br>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.<br><br>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.<br>**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects**<br>WHST.11-12.4   Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| 8.1.3 | **English Language Arts: Reading Standards for Literacy in Science and Technical Subjects**<br>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.<br>**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects**<br>WHST.11-12.4   Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| 8.1.4 | **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects**<br>WHST.11-12.4   Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| 8.1.5 | **English Language Arts: Reading Standards for Literacy in Science and Technical Subjects**<br>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.<br>**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects**<br>WHST.11-12.4   Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.<br>**Science: Life Science**<br>L.12.A.3   Students know all body cells in an organism develop from a single cell and contain essentially identical genetic instructions. |
| 8.1.6 | **English Language Arts: Reading Standards for Literacy in Science and Technical Subjects**<br>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.<br>**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects**<br>WHST.11-12.4   Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| 8.1.7 | **English Language Arts: Reading Standards for Literacy in Science and Technical Subjects**<br>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.<br>**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects**<br>WHST.11-12.4   Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |

| 8.1.8 | **English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** |
|---|---|
| | RST.11-12.9    Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. |
| | **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** |
| | WHST.11-12.8   Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. |
| 8.1.9 | **English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** |
| | RST.11-12.9    Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. |
| | **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** |
| | WHST.11-12.4   Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| 8.1.11 | **English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** |
| | RST.11-12.9    Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. |
| | **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** |
| | WHST.11-12.4   Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| 8.1.14 | **English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** |
| | RST.11-12.9    Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. |
| | **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** |
| | WHST.11-12.4   Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| 8.1.15 | **English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** |
| | RST.11-12.9    Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. |
| | **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** |
| | WHST.11-12.4   Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| 8.1.16 | **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. |
| | **English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** |
| | RST.11-12.9    Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. |
| | **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** |
| | WHST.11-12.4   Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |

| 8.1.21 | **English Language Arts: Reading Standards for Literacy in Science and Technical Subjects**<br>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.<br>**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects**<br>WHST.11-12.4    Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
|---|---|
| 8.1.22 | **English Language Arts: Reading Standards for Literacy in Science and Technical Subjects**<br>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.<br>**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects**<br>WHST.11-12.8    Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. |
| 8.2.1 | **English Language Arts: Reading Standards for Literacy in Science and Technical Subjects**<br>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.<br>**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects**<br>WHST.11-12.4    Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| 8.2.2 | **English Language Arts: Speaking and Listening Standards**<br>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.<br><br>SL.11-12.6    Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.<br>**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects**<br>WHST.11-12.4    Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.<br>**Science: Life Science**<br>L.12.A.3    Students know all body cells in an organism develop from a single cell and contain essentially identical genetic instructions. |
| 8.2.4 | **English Language Arts: Reading Standards for Literacy in Science and Technical Subjects**<br>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.<br>**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects**<br>WHST.11-12.4    Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| 8.2.7 | **English Language Arts: Reading Standards for Literacy in Science and Technical Subjects**<br>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.<br>**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects**<br>WHST.11-12.4    Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |

| 8.2.8 | **English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** |
|---|---|
| | RST.11-12.9     Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. |
| | **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** |
| | WHST.11-12.4    Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| 8.2.9 | **English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** |
| | RST.11-12.9     Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. |
| | **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** |
| | WHST.11-12.4    Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |

### CONTENT STANDARD 9.0: DEMONSTRATE NAIL CARE PROCEDURES

| Performance Indicators | Common Core State Standards and Nevada Science Standards |
|---|---|
| 9.1.1 | **English Language Arts: Reading Standards for Literacy in Science and Technical Subjects**<br>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.<br>**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects**<br>WHST.11-12.4    Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| 9.1.2 | **English Language Arts: Reading Standards for Literacy in Science and Technical Subjects**<br>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.<br>**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects**<br>WHST.11-12.4    Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| 9.1.8 | **English Language Arts: Reading Standards for Literacy in Science and Technical Subjects**<br>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.<br>**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects**<br>WHST.11-12.4    Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| 9.2.1 | **English Language Arts: Reading Standards for Literacy in Science and Technical Subjects**<br>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.<br>**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects**<br>WHST.11-12.4    Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| 9.3.2 | **English Language Arts: Reading Standards for Literacy in Science and Technical Subjects**<br>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. |
| 9.3.6 | **English Language Arts: Reading Standards for Literacy in Science and Technical Subjects**<br>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. |

**CONTENT STANDARD 10.0: ANALYZE SKIN CARE PROCEDURES**

| Performance Indicators | Common Core State Standards and Nevada Science Standards |
|---|---|
| 10.1.1 | **English Language Arts: Reading Standards for Literacy in Science and Technical Subjects**<br>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.<br>**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects**<br>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. |
| 10.1.2 | **Science: Life Science**<br>L.12.B.3 — Students know disease disrupts the equilibrium that exists in a healthy organism. |
| 10.1.4 | **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects**<br>WHST.11-12.4 — Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| 10.1.7 | **English Language Arts: Speaking and Listening Standards**<br>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.<br><br>SL.11-12.6 — Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. |
| 10.3.2 | **English Language Arts: Speaking and Listening Standards**<br>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.<br><br>SL.11-12.6 — Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. |
| 10.3.3 | **English Language Arts: Speaking and Listening Standards**<br>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.<br><br>SL.11-12.6 — Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.<br>**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects**<br>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.<br>**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects**<br>WHST.11-12.4 — Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |

### CONTENT STANDARD 11.0:  INVESTIGATE HAIR ENHANCEMENTS

| Performance Indicators | Common Core State Standards and Nevada Science Standards |
|---|---|
| 11.1.2 | **English Language Arts: Reading Standards for Literacy in Science and Technical Subjects**<br>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.<br>**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects**<br>WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| 11.1.5 | **English Language Arts: Reading Standards for Literacy in Science and Technical Subjects**<br>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.<br>**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects**<br>WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| 11.1.7 | **English Language Arts: Reading Standards for Literacy in Science and Technical Subjects**<br>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.<br>**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects**<br>WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |

## CONTENT STANDARD 12.0:  ASSESS SALON READINESS SKILLS

| Performance Indicators | Common Core State Standards and Nevada Science Standards |
|---|---|
| 12.1.1 | **English Language Arts: Speaking and Listening Standards**<br>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.<br><br>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.<br><br>SL.11-12.1d    Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.<br>**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects**<br>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.<br>**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects**<br>WHST.11-12.4    Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| 12.1.2 | **English Language Arts: Reading Standards for Literacy in Science and Technical Subjects**<br>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.<br>**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects**<br>WHST.11-12.4    Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| 12.1.3 | **English Language Arts: Reading Standards for Literacy in Science and Technical Subjects**<br>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.<br>**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects**<br>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. |
| 12.1.4 | **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects**<br>WHST.11-12.4    Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |

| | |
|---|---|
| 12.1.5 | **English Language Arts: Reading Standards for Literacy in Science and Technical Subjects**<br>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.<br><br>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.<br>**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects**<br>WHST.11-12.4     Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.<br><br>WHST.11-12.6     Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.<br><br>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. |
| 12.2.1 | **English Language Arts: Reading Standards for Literacy in Science and Technical Subjects**<br>RST.11-12.4     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.<br><br>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.<br><br>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.<br>**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects**<br>WHST.11-12.4     Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.<br><br>WHST.11-12.6     Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.<br><br>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.<br><br>WHST.11-12.9     Draw evidence from informational texts to support analysis, reflection, and research. |
| 12.2.3 | **English Language Arts: Speaking and Listening Standards**<br>SL.11-12.3     Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.<br><br>SL.11-12.6     Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.<br>**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects**<br>WHST.11-12.4     Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |

| 12.2.4 | **English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** |
|---|---|
| | RST.11-12.8    Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information. |
| | RST.11-12.9    Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. |
| | **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** |
| | WHST.11-12.4    Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| | WHST.11-12.9    Draw evidence from informational texts to support analysis, reflection, and research. |
| 12.2.5 | **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. |
| | **English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** |
| | RST.11-12.7    Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem. |
| | RST.11-12.9    Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. |
| | **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** |
| | WHST.11-12.4    Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| | 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. |
| 12.2.6 | **English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** |
| | RST.11-12.9    Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. |
| | **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** |
| | WHST.11-12.8    Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. |
| 12.3.2 | **English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** |
| | RST.11-12.9    Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. |

## CONTENT STANDARD 13.0: DEMONSTRATE LEADERSHIP SKILLS

| Performance Indicators | Common Core State Standards and Nevada Science Standards |
|---|---|
| 13.1.4 | **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects**<br>WHST.11-12.4    Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| 13.1.5 | **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects**<br>WHST.11-12.4    Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| 13.1.6 | **English Language Arts: Reading Standards for Literacy in Science and Technical Subjects**<br>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.<br><br>**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects**<br>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. |
| 13.1.7 | **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects**<br>WHST.11-12.4    Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| 13.2.3 | **English Language Arts: Speaking and Listening Standards**<br>SL.11-12.1b    Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.<br><br>SL.11-12.1d    Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.<br><br>SL.11-12.3    Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.<br><br>SL.11-12.6    Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. |

## ALIGNMENT OF COSMETOLOGY STANDARDS
## AND THE COMMON CORE MATHEMATICAL PRACTICES

| Common Core Mathematical Practices | Cosmetology Performance Indicators |
|---|---|
| 1. Make sense of problems and persevere in solving them. | 1.1.10;  2.3.1;  9.3.1 |
| 2. Reason abstractly and quantitatively. | 2.3.2;  12.1.2 |
| 3. Construct viable arguments and critique the reasoning of others. | 12.2.2 |
| 4. Model with mathematics. | 8.1.12, 8.1.13, 8.1.17, 8.1.18;  8.2.10, 8.2.11; 12.2.1, 12.2.2, 12.2.4, 12.2.7 |
| 5. Use appropriate tools strategically. | 1.1.10;  1.2.2;  2.3.2, 2.3.7 5.1.2, 5.1.3;  6.1.1, 6.1.2, 6.1.4, 6.1.5 8.1.12, 8.1.13, 8.1.17, 8.1.18;  8.2.3, 8.2.6, 8.2.10, 8.2.11 9.1.3;  9.2.2;  10.1.6; 10.3.5;  11.1.4, 11.1.5, 11.1.6, 11.1.10 12.1.1, 12.1.4;  12.2.1, 12.2.2, 12.2.4, 12.2.7;  12.3.1 |
| 6. Attend to precision. | 1.1.9, 1.1.10;  2.3.2, 2.3.7 5.1.2, 5.1.3;  6.1.1, 6.1.2, 6.1.4, 6.1.5 8.1.12, 8.1.13, 8.1.17, 8.1.18;  8.2.3, 8.2.6, 8.2.10, 8.2.11 10.1.6;  10.3.5;  11.1.4, 11.1.5, 11.1.6, 11.1.10 12.1.1, 12.1.4;  12.2.1, 12.2.2, 12.2.4, 12.2.7;  12.3.1 |
| 7. Look for and make use of structure. | 12.2.1 |
| 8. Look for and express regularity in repeated reasoning. | 2.3.2 |

## CROSSWALKS OF COSMETOLOGY STANDARDS
## AND THE COMMON CAREER TECHNICAL CORE

| Human Services Career Cluster™ (HU) | Performance Indicators |
|---|---|
| 1. Evaluate principles of planning, development, implementation and evaluation to accomplish long-range goals in the human services. | 12.1.3; 12.2.1; 12.2.2 |
| 2. Evaluate the role of the family, community and human services in society and the economy. | 2.3.4; 12.1.3 |
| 3. Use effective communication with human services clients and their families. | 2.1.1, 2.1.2, 2.1.3, 2.1.4 2.1.6, 2.1.5; 2.3.1 |
| 4. Demonstrate ethical and legal conduct in human services settings. | 1.1.5; 2.3.6; 12.2.3 |
| 5. Evaluate career opportunities in each of the Human Services Career Pathways. | 2.2.4 |
| 6. Explain how human development principles enhance the wellbeing of individuals and families. | 2.2.3 |

| Personal Care Services Career Pathway (HU-PC) | Performance Indicators |
|---|---|
| 1. Analyze basic principles of biology, chemistry and human anatomy for safe and effective utilization and selection of personal care products and services. | 1.1.7; 3.1.1 |
| 2. Evaluate an individualized personal care plan that reflects client preferences, needs and interests for a course of treatment/action. | 2.1.6 |
| 3. Utilize data and information to maintain electronic records of client services and make recommendations for personal care services. | 2.1.6 |
| 4. Demonstrate policies and procedures to achieve a safe and healthy environment for personal care services. | 1.1.1, 1.1.7, 1.1.8; 1.2.3 |
| 5. Develop organizational policies, procedures and regulations that establish personal care organization priorities, accomplish the mission, and provide high-quality service to a diverse set of clients and families. | 1.1.5 12.1.4; 12.2.2, 12.2.3 |
| 6. Identify personal care business opportunities enhanced by community involvement, self-improvement and current trends. | 2.3.4 |
| 7. Apply methods of obtaining feedback to understand expectations and promote high-quality personal care services standards. | 2.1.1, 2.1.2 |