

# ***BIOMEDICAL STANDARDS***



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Office of Career, Technical and Adult Education  
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### **STANDARDS DEVELOPMENT MEMBERS**

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### **BUSINESS AND INDUSTRY VALIDATION**

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

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

### **PROJECT COORDINATOR**

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INTRODUCTION

The standards in this document are designed to clearly state what the student should know and be able to do upon completion of an advanced high school Biomedical 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 biomedical program perform learning activities that support, either directly or indirectly, achievement of one or more Common Core State Standards.

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

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

The **Standards Reference Code** is only used to identify or align performance indicators listed in the standards to daily lesson plans, curriculum documents, or national standards.

|              |                          |
|--------------|--------------------------|
| Program Name | Standards Reference Code |
| Biomedical   | BIOM                     |

Example: BIOM.2.3.4

|            |                  |                      |                       |
|------------|------------------|----------------------|-----------------------|
| Standards  | Content Standard | Performance Standard | Performance Indicator |
| Biomedical | 2                | 3                    | 4                     |

**CONTENT STANDARD 1.0 : BIOMEDICAL SCIENCE AS INQUIRY****PERFORMANCE STANDARD 1.1 : INVESTIGATION AND ANALYSIS OF BIOMEDICAL PROBLEMS**

- |        |   |
|--------|---|
| 1.1.1  | Identify a biomedical problem   |
| 1.1.2  | Discuss ethical research policies and practices   |
| 1.1.3  | Design a controlled experiment  |
| 1.1.4  | Identify the dependent and independent variables  |
| 1.1.5  | Collect and document key information gathered during the experiment                         |
| 1.1.6  | Graph and analyze experimental data   |
| 1.1.7  | Describe the structure and functions of deoxyribonucleic acid (DNA), genes, and chromosomes |
| 1.1.8  | Explain how DNA is manipulated and analyzed   |
| 1.1.9  | Utilize appropriate medical terminology and abbreviations                                   |
| 1.1.10 | Evaluate web resources to determine their level of credibility                              |

**CONTENT STANDARD 2.0 : EXPLORATION OF AUTOIMMUNE HUMAN DISEASES****PERFORMANCE STANDARD 2.1 : RECOGNIZING AUTOIMMUNE DISEASES**

- |       |   |
|-------|---|
| 2.1.1 | Define and describe autoimmune diseases and their characteristics |
| 2.1.2 | Interpret laboratory blood level data and explain results         |
| 2.1.3 | Diagram and summarize positive and negative feedback loops        |
| 2.1.4 | Investigate the variety of medical interventions available        |
| 2.1.5 | Compare and contrast complications of autoimmune diseases         |
| 2.1.6 | Discuss the impact of living with an autoimmune disease           |

**PERFORMANCE STANDARD 2.2 : EFFECTS OF HUMAN NUTRITION**

- |       |  |
|-------|--|
| 2.2.1 | Analyze the nutritional content of food                                    |
| 2.2.2 | Utilize food labels and food content for nutritional choices               |
| 2.2.3 | Relate the structure of macromolecules to their function in the human body |
| 2.2.4 | Describe the role of human nutrition in autoimmune diseases                |

**CONTENT STANDARD 3.0 : EXPLORATION OF GENETIC DISEASES****PERFORMANCE STANDARD 3.1 : RECOGNIZING GENETIC DISEASES**

- |       |  |
|-------|--|
| 3.1.1 | Define and describe genetic diseases and their characteristics |
| 3.1.2 | Investigate the variety of medical interventions available     |
| 3.1.3 | Compare and contrast complications of genetic diseases         |
| 3.1.4 | Discuss the impact of living with a genetic disease            |

**PERFORMANCE STANDARD 3.2 : UNDERSTANDING THE ROLE OF GENES, CHROMOSOMES AND INHERITANCE**

- |       |  |
|-------|--|
| 3.2.1 | Explain how the sequence of nucleotides in DNA determines the sequence of amino acids in a protein |
| 3.2.2 | Diagram the process of protein synthesis   |
| 3.2.3 | Demonstrate transcription and translation to create a simulated protein                            |
| 3.2.4 | Analyze the effect that base pair mutations have on a simulated protein                            |
| 3.2.5 | Compare and contrast the processes of mitosis and meiosis  |
| 3.2.6 | Model the patterns of inheritance  |
| 3.2.7 | Explain how pedigrees can be used to determine the mode of inheritance of genetic diseases         |
| 3.2.8 | Analyze pedigrees to calculate the probability of inheriting a trait or disease                    |



**CONTENT STANDARD 4.0 : EXPLORATION OF LIFESTYLE DISEASES****PERFORMANCE STANDARD 4.1 : RECOGNIZE LIFESTYLE DISEASES**

- |       |  |
|-------|--|
| 4.1.1 | Define and describe lifestyle diseases and their characteristics |
| 4.1.2 | Investigate the variety of medical interventions available       |
| 4.1.3 | Compare and contrast complications of lifestyle diseases         |

**PERFORMANCE STANDARD 4.2 : UNDERSTAND THE STRUCTURE AND FUNCTION OF THE CARDIOVASCULAR SYSTEM**

- |       |  |
|-------|--|
| 4.2.1 | Identify the main structures of the heart and describe their functions |
| 4.2.2 | Diagram the flow of blood to, through, and from the heart              |
| 4.2.3 | Understand the electrical activity in the heart                        |
| 4.2.4 | Compare the structure and function of arteries and veins               |
| 4.2.5 | Define and measure heart rate and blood pressure                       |

**PERFORMANCE STANDARD 4.3 : UNDERSTANDING CARDIOVASCULAR DISEASES**

- |       |  |
|-------|--|
| 4.3.1 | Define and describe cardiovascular diseases and their characteristics  |
| 4.3.2 | Compare and contrast the role of high-density lipoprotein (HDL) and low-density lipoprotein (LDL) in the body and how each relates to health |
| 4.3.3 | Describe how cholesterol buildup can impact blood flow through arteries  |
| 4.3.4 | Identify risk factors for cardiovascular diseases  |
| 4.3.5 | Explain how lifestyle changes as well as medication or medical treatment may help decrease heart disease risk                                |
| 4.3.6 | Discuss diagnostic tools and surgical interventions  |

**CONTENT STANDARD 5.0 : EXPLORATION OF INFECTIOUS DISEASES****PERFORMANCE STANDARD 5.1 : INTRODUCTION TO MICROBIOLOGY**

- |       |  |
|-------|--|
| 5.1.1 | Compare and contrast the biology and pathology of various infectious agents          |
| 5.1.2 | Differentiate the mode of transmission and reproduction of various infectious agents |
| 5.1.3 | Describe the prevention of and treatment for various infectious agents               |
| 5.1.4 | Utilize aseptic techniques   |
| 5.1.5 | Implement techniques and procedures using lab equipment to study microorganisms      |

**CONTENT STANDARD 6.0 : EXPLORATION OF THE BIOMEDICAL PROFESSION****PERFORMANCE STANDARD 6.1: INVESTIGATE THE ROLES AND RESPONSIBILITIES OF VARIOUS BIOMEDICAL PROFESSIONS**

- |       |  |
|-------|--|
| 6.1.1 | Research a variety of career pathways  |
| 6.1.2 | Compare and contrast educational requirements and programs   |
| 6.1.3 | Interpret codes of conduct for a variety of career pathways  |
| 6.1.4 | Explain the importance of confidentiality when dealing with patients and describe the major patient protections written into the Health Insurance Portability and Accountability Act (HIPAA) |

**CONTENT STANDARD 7.0 : EXPLORATION OF BODY SYSTEMS****PERFORMANCE STANDARD 7.1 : INTRODUCTION TO HUMAN ANATOMY**

- |       |   |
|-------|---|
| 7.1.1 | Identify the systems and structures involved in basic body processes  |
| 7.1.2 | Explain the functions of different human body systems, and list the major organs within each system           |
| 7.1.3 | Describe the interface between and among multiple body systems  |
| 7.1.4 | Explain and demonstrate how directional terms and regional terms can be used to pinpoint location on the body |

**PERFORMANCE STANDARD 7.2 : PRINCIPLES OF HISTOLOGY**

- |       |   |
|-------|---|
| 7.2.1 | Identify characteristics of the four categories of human tissue |
| 7.2.2 | Relate the structure of various human tissue types to function  |

**PERFORMANCE STANDARD 7.3 : INTRODUCTION TO DNA BIOTECHNOLOGY**

- |       |  |
|-------|--|
| 7.3.1 | Explain how restriction enzymes cut DNA  |
| 7.3.2 | Describe how contemporary technologies visualize DNA fragments with different mass |
| 7.3.3 | Demonstrate the steps of current technology to analyze DNA fingerprints            |
| 7.3.4 | Outline current biometrics technology  |

**CONTENT STANDARD 8.0 : EXPLORATION OF HUMAN BODY COMMUNICATION SYSTEMS**

**PERFORMANCE STANDARD 8.1 : UNDERSTAND THE CENTRAL NERVOUS SYSTEM**

- |       |  |
|-------|--|
| 8.1.1 | Describe the structure and function of the central nervous system (CNS)  |
| 8.1.2 | Differentiate major regions of the human brain and spinal cord   |
| 8.1.3 | Demonstrate knowledge of the CNS structure and relationship to specific human actions, emotions, and/or dysfunctions |

**PERFORMANCE STANDARD 8.2 : UNDERSTAND PERIPHERAL NERVOUS SYSTEM**

- |       |   |
|-------|---|
| 8.2.1 | Describe the structure and function of a neuron                 |
| 8.2.2 | Explain how neurons communicate                                 |
| 8.2.3 | Differentiate between involuntary and voluntary responses       |
| 8.2.4 | Investigate the sensory organs and receptors                    |
| 8.2.5 | Construct a pathway from a sensory stimulus to a motor response |
| 8.2.6 | Explore reaction time and reflexes in the human body            |

**PERFORMANCE STANDARD 8.3 : UNDERSTAND CHEMICAL COMMUNICATION**

- |       |  |
|-------|--|
| 8.3.1 | Describe the way in which hormones interact with target cells                            |
| 8.3.2 | Recognize that the human body uses feedback mechanisms to maintain proper hormone levels |
| 8.3.3 | Model a feedback loop that shows how the body maintains homeostasis                      |

**CONTENT STANDARD 9.0 : EXPLORATION OF METABOLISM****PERFORMANCE STANDARD 9.1 : INTRODUCTION TO METABOLIC SYSTEMS**

- |       |   |
|-------|---|
| 9.1.1 | List and describe the human body systems that create, process, and distribute food, water, and oxygen                           |
| 9.1.2 | Recognize that external and internal factors affect the body's ability to utilize biological resources and maintain homeostasis |

**PERFORMANCE STANDARD 9.2 : UNDERSTAND THE DIGESTIVE SYSTEM**

- |       |  |
|-------|--|
| 9.2.1 | Describe the structure and function of the organs in the digestive system                      |
| 9.2.2 | Outline the fate of nutrients as they travel through the digestive system                      |
| 9.2.3 | Recognize that the structure of the enzyme's active site determines the substrate it acts upon |
| 9.2.4 | Explain the factors that affect the rate of an enzyme-catalyzed reaction                       |
| 9.2.5 | List specific enzymes that digest carbohydrates, fats, and proteins                            |
| 9.2.6 | Explain how digestion results in energy stored as adenosine triphosphate (ATP)                 |

**PERFORMANCE STANDARD 9.3 : UNDERSTAND THE RESPIRATORY SYSTEM**

- |       |  |
|-------|--|
| 9.3.1 | Describe the structure and function of the respiratory system            |
| 9.3.2 | Diagram the basic mechanics of breathing                                 |
| 9.3.3 | Research factors that affect internal and external respiration           |
| 9.3.4 | Discuss techniques used to measure various types of respiratory capacity |

**PERFORMANCE STANDARD 9.4 : UNDERSTAND THE URINARY SYSTEM**

- |       |  |
|-------|--|
| 9.4.1 | Describe the structure and function of the urinary system                    |
| 9.4.2 | Describe how the structure of the kidney relates to its function in the body |
| 9.4.3 | Explain the importance of the nephron  |
| 9.4.4 | Explain the connections between urine and blood                              |
| 9.4.5 | Describe conditions that could be diagnosed through urinalysis               |

**CONTENT STANDARD 10.0 : EXPLORATION OF EXERCISE PHYSIOLOGY****PERFORMANCE STANDARD 10.1 : UNDERSTAND THE SKELETAL SYSTEM**

- |        |  |
|--------|--|
| 10.1.1 | Describe the structure and function of the skeletal system         |
| 10.1.2 | Identify and locate bones of the human skeletal system             |
| 10.1.3 | Describe the structure and function of the different types of bone |
| 10.1.4 | Distinguish between skeletal injury and disease                    |
| 10.1.5 | Outline the stages of bone healing                                 |
| 10.1.6 | Categorize the different types of joints and their function        |
| 10.1.7 | Discuss osteokinematics and methods of measuring range of motion   |

**PERFORMANCE STANDARD 10.2 : UNDERSTAND THE MUSCULAR SYSTEM**

- |        |  |
|--------|--|
| 10.2.1 | Describe the structure and function of the muscular system                     |
| 10.2.2 | Describe how the three types of muscle tissue differ in structure and function |
| 10.2.3 | Explain the sliding filament mechanism of muscle contraction                   |

**PERFORMANCE STANDARD 10.3 : UNDERSTAND THE CARDIO-RESPIRATORY SYSTEM**

- |        |   |
|--------|---|
| 10.3.1 | Describe the structure and function of the cardio-respiratory system            |
| 10.3.2 | Explain the relationship between the heart and the lungs                        |
| 10.3.3 | Review blood flow in pulmonary and systemic circulation                         |
| 10.3.4 | Research diseases or lifestyle habits that affect the cardio-respiratory system |
| 10.3.5 | Discuss methods used to diagnose cardio-respiratory disease                     |

**PERFORMANCE STANDARD 10.4 : UNDERSTAND ENERGY AND MOTION**

- |        |  |
|--------|--|
| 10.4.1 | Explain how the body uses high energy molecules to supply ATP to working muscles |
| 10.4.2 | Identify the factors that contribute to muscle fatigue                           |
| 10.4.3 | Describe ways to prepare for a physical event                                    |

**CONTENT STANDARD 11.0 : EXPLORATION OF IMMUNOLOGY****PERFORMANCE STANDARD 11.1 : UNDERSTAND THE INTEGUMENTARY SYSTEM**

- |        |   |
|--------|---|
| 11.1.1 | Describe the structure and function of the integumentary system |
| 11.1.2 | Identify the accessory organs and sensory receptors             |
| 11.1.3 | Research disease and injury of the integumentary system         |

**PERFORMANCE STANDARD 11.2 : UNDERSTAND THE LYMPHATIC SYSTEM**

- |        |  |
|--------|--|
| 11.2.1 | Describe the structure and function of the lymphatic system and immunity |
| 11.2.2 | Compare and contrast antibodies and antigens                             |
| 11.2.3 | Diagram an immune response to an infection                               |
| 11.2.4 | Research diseases of the lymphatic system                                |



**CONTENT STANDARD 12.0 : EXPLORATION OF HOMEOSTASIS****PERFORMANCE STANDARD 12.1 : UNDERSTANDING HEALTH AND WELLNESS**

- |        |   |
|--------|---|
| 12.1.1 | Describe how the body systems respond to environmental change |
| 12.1.2 | Explain how the systems work together to maintain homeostasis |
| 12.1.3 | Research how homeostasis can be manipulated                   |
| 12.1.4 | Illustrate how disease in the human body disrupts homeostasis |

**CONTENT STANDARD 13.0 : EXPLORATION OF PATHOGEN DEFENSE****PERFORMANCE STANDARD 13.1 : INVESTIGATING COMMUNITY HEALTH**

- |        |  |
|--------|--|
| 13.1.1 | Explore entities and aspects involved in community health                                |
| 13.1.2 | Identify current available medical interventions   |
| 13.1.3 | Describe the use of bioinformatics   |
| 13.1.4 | Research current diagnostic technologies   |
| 13.1.5 | Compare and contrast qualitative and quantitative data                                   |
| 13.1.6 | Illustrate the process involved in a disease outbreak                                    |
| 13.1.7 | Analyze complications and outcomes of pathogenic disease                                 |
| 13.1.8 | Research careers involved in the study and prevention of chronic and infectious diseases |

**PERFORMANCE STANDARD 13.2 : PREVENTING AND TREATING PATHOGENIC DISEASE**

- |        |  |
|--------|--|
| 13.2.1 | Describe the pathways through which bacterial cells transfer genes               |
| 13.2.2 | Explain the method of action for different classes of antibiotics                |
| 13.2.3 | Outline antibiotic resistance  |
| 13.2.4 | Describe how vaccines interact with the human immune system                      |
| 13.2.5 | Investigate the various laboratory methods that are used to manufacture vaccines |
| 13.2.6 | Research diseases that have been impacted by vaccination                         |

**CONTENT STANDARD 14.0 : EXPLORATION OF MOLECULAR BIOLOGY****PERFORMANCE STANDARD 14.1 : RESEARCHING TECHNIQUES OF GENETIC TESTING AND SCREENING**

- |        |   |
|--------|---|
| 14.1.1 | Research the process involved in DNA extraction                                 |
| 14.1.2 | Describe the role of polymerase chain reaction (PCR) in genetic testing         |
| 14.1.3 | Explain the relationship of DNA polymorphisms and genetic disorders or diseases |
| 14.1.4 | Describe current prenatal testing and therapy                                   |
| 14.1.5 | Analyze genetic screening results and interpret patient outcomes                |

**PERFORMANCE STANDARD 14.2 : UNDERSTANDING GENETIC FUTURE AND BIOETHICS**

- |        |  |
|--------|--|
| 14.2.1 | Explain how gene therapy can treat a genetic disorder or disease |
| 14.2.2 | Research current methods for manipulating and modifying cells    |
| 14.2.3 | Outline the process of reproductive cloning                      |
| 14.2.4 | Discuss genetic discrimination                                   |
| 14.2.5 | Debate the safety and overall effectiveness of gene therapy      |
| 14.2.6 | Defend an argument governing future gene therapy research        |

**CONTENT STANDARD 15.0 : EXPLORATION OF ONCOLOGY****PERFORMANCE STANDARD 15.1 : PREVENTING, DETECTING AND TREATING CANCER**

- |        |   |
|--------|---|
| 15.1.1 | Research and categorize the different types of cancer                             |
| 15.1.2 | Investigate potential risks and contributing factors in the development of cancer |
| 15.1.3 | Describe the current diagnostic methods available                                 |
| 15.1.4 | Diagram the differences in the appearance of normal cells and cancer cells        |
| 15.1.5 | Research current treatment in Western medicine and alternative therapies          |

**PERFORMANCE STANDARD 15.2 : FUTURE OF CANCER TREATMENT**

- |        |   |
|--------|---|
| 15.2.1 | Research a clinical trial   |
| 15.2.2 | Develop and present a clinical trial proposal for a nanotechnology-based cancer treatment |

## **CONTENT STANDARD 16.0 : EXPLORATION OF APPLIED BIOMEDICAL ENGINEERING**

### **PERFORMANCE STANDARD 16.1 : INTRODUCTION TO BIOTECHNOLOGY**

- |        |  |
|--------|--|
| 16.1.1 | Explore the history of biotechnology   |
| 16.1.2 | Describe xenotransplantation or tissue engineering work, as well as their potential risks, benefits, challenges, and ethical or moral concerns |
| 16.1.3 | Outline the steps required to produce a protein in the laboratory  |
| 16.1.4 | Explain the use of chromatography and electrophoresis as protein separation techniques   |
| 16.1.5 | Understand the process involved in transforming bacteria   |
| 16.1.6 | Demonstrates how amino acids interact using a protein model  |

### **PERFORMANCE STANDARD 16.2 : CRITIQUING CURRENT STANDARDS OF CARE**

- |        |   |
|--------|---|
| 16.2.1 | Research policy criteria for organ donor and recipients                             |
| 16.2.2 | Compare and contrast various types of transplants                                   |
| 16.2.3 | Describe screening requirements to match an organ donor with a compatible recipient |
| 16.2.4 | Explore emerging surgical techniques  |
| 16.2.5 | Compare and contrast non-invasive and invasive diagnostic procedures                |
| 16.2.6 | Discuss prosthetic science  |
| 16.2.7 | Debate xenotransplantation and tissue engineering                                   |

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

**CROSSWALKS (ACADEMIC STANDARDS)**

The crosswalk of the Biomedical 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 biomedical 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 Biomedical Standards Performance Indicators and the Common Core Mathematical Practices. This alignment identifies the performance indicators in which the learning objectives in the biomedical program support academic learning.

**CROSSWALKS (COMMON CAREER TECHNICAL CORE)**

The crosswalk of the Biomedical Standards shows links to the Common Career Technical Core. The crosswalk identifies the performance indicators in which the learning objectives in the biomedical 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 Biomedical Standards are crosswalked to the Health Science Career Cluster™ and the Biotechnology Research & Development Career Pathway.

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**CROSSWALK OF BIOMEDICAL STANDARDS  
AND THE COMMON CORE STATE STANDARDS**

**CONTENT STANDARD 1.0: BIOMEDICAL SCIENCE AS INQUIRY**

| Performance Indicators | Common Core State Standards and Nevada Science Standards  |
|------------------------|---|
| 1.1.1                  | <p><b>Science: Nature of Science</b><br/>N.12.A.5 Students know models and modeling can be used to identify and predict cause-effect relationships.</p>   |
| 1.1.2                  | <p><b>English Language Arts: Speaking and Listening Standards</b><br/>SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.</p> <p>SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p>   |
| 1.1.3                  | <p><b>Science: Nature of Science</b><br/>N.12.A.4 Students know how to safely conduct an original scientific investigation using the appropriate tools and technology.</p>  |
| 1.1.5                  | <p><b>Science: Nature of Science</b><br/>N.12.A.3 Students know repeated experimentation allows for statistical analysis and unbiased conclusions.</p>  |
| 1.1.7                  | <p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b><br/>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.</p> <p>RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p><b>English Language Arts: Speaking and Listening Standards</b><br/>SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.</p> <p><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b><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.</p> <p><b>Science: Life Science</b><br/>L.12.D.2 Students know similarity of DNA sequences gives evidence of relationships between organisms.</p> |



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| 1.1.8  | <p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b><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.</p> <p><b>English Language Arts: Speaking and Listening Standards</b><br/>SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.</p> <p>SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b><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.</p> |
| 1.1.10 | <p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b><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.</p> <p>RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b><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.</p>  |

## CONTENT STANDARD 2.0: EXPLORATION OF AUTOIMMUNE HUMAN DISEASES

| Performance Indicators | Common Core State Standards and Nevada Science Standards   |
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| 2.1.2                  | <p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b><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.</p> <p>RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p><b>English Language Arts: Speaking and Listening Standards</b><br/> SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b><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.</p> <p><b>Math: Algebra – Seeing Structure in Expressions</b><br/> ASSE.A.1a Interpret parts of an expression, such as terms, factors, and coefficients.</p> |
| 2.1.4                  | <p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b><br/> 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.</p> <p>RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b><br/> WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>   |

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| 2.1.5 | <p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b><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.</p> <p><b>English Language Arts: Speaking and Listening Standards</b><br/>SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.</p> <p>SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b><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.</p> <p><b>Science: Life Science</b><br/>L.12.B.3 Students know disease disrupts the equilibrium that exists in a healthy organism.</p> |
| 2.1.6 | <p><b>English Language Arts: Speaking and Listening Standards</b><br/>SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.</p>   |
| 2.2.1 | <p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b><br/>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.</p> <p>RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b><br/>WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p><b>Math: Statistics and Probability – Using Probability to Make Decisions</b><br/>SMD.B.7 (+) Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game).</p>   |
| 2.2.2 | <p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b><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.</p>   |

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| 2.2.4 | <p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b></p> <p>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.</p> <p>RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p><b>English Language Arts: Speaking and Listening Standards</b></p> <p>SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.</p> <p><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b></p> <p>WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> |
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## CONTENT STANDARD 3.0: EXPLORATION OF GENETIC DISEASES

| Performance Indicators | Common Core State Standards and Nevada Science Standards   |
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| 3.1.1                  | <p><b>Science: Life Science</b><br/>L.12.B.3 Students know disease disrupts the equilibrium that exists in a healthy organism.</p>   |
| 3.1.2                  | <p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b><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.</p> <p>RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b><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.</p>  |
| 3.1.3                  | <p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b><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.</p> <p><b>English Language Arts: Speaking and Listening Standards</b><br/>SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.</p> <p>SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b><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.</p> |
| 3.2.1                  | <p><b>English Language Arts: Speaking and Listening Standards</b><br/>SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.</p> <p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b><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.</p> <p><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b><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.</p>   |

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| 3.2.3 | <p><b>English Language Arts: Speaking and Listening Standards</b><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.</p> <p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b><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</p> <p>RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p>   |
| 3.2.4 | <p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b><br/> 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.</p> <p>RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b><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.</p>  |
| 3.2.5 | <p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b><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.</p> <p><b>English Language Arts: Speaking and Listening Standards</b><br/> SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.</p> <p>SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b><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.</p> <p><b>Science: Life Science</b><br/> L.12.A.4 Students know several causes and effects of somatic versus sex cell mutations.</p> |
| 3.2.6 | <p><b>Science: Life Science</b><br/> L.12.D.3 Students know the fossil record gives evidence for natural selection and its evolutionary consequences.</p>  |

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| 3.2.7 | <p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b><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.</p> <p><b>English Language Arts: Speaking and Listening Standards</b><br/> SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.</p> <p><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b><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.</p> |
| 3.2.8 | <p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b><br/> 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.</p> <p>RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b><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.</p> <p><b>Science: Life Science</b><br/> L.12.A.5 Students know how to predict patterns of inheritance.</p>               |

## CONTENT STANDARD 4.0: EXPLORATION OF LIFESTYLE DISEASES

| Performance Indicators | Common Core State Standards and Nevada Science Standards   |
|------------------------|--|
| 4.1.1                  | <p><b>Science: Life Science</b><br/>L.12.B.3 Students know disease disrupts the equilibrium that exists in a healthy organism.</p>   |
| 4.1.2                  | <p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b><br/>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.</p> <p>RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b><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.</p>  |
| 4.1.3                  | <p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b><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.</p> <p><b>English Language Arts: Speaking and Listening Standards</b><br/>SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.</p> <p>SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b><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.</p> |
| 4.2.1                  | <p><b>Science: Life Science</b><br/>L.12.B.2 Students know the human body has a specialized anatomy and physiology composed of an hierarchical arrangement of differentiated cells.</p>  |



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| 4.2.4 | <p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b><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.</p> <p><b>English Language Arts: Speaking and Listening Standards</b><br/>SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.</p> <p>SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b><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.</p> |
| 4.3.1 | <p><b>Science: Life Science</b><br/>L.12.B.3 Students know disease disrupts the equilibrium that exists in a healthy organism.</p>   |
| 4.3.2 | <p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b><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.</p> <p><b>English Language Arts: Speaking and Listening Standards</b><br/>SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.</p> <p>SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b><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.</p> |

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| 4.3.3 | <p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b><br/> 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.</p> <p>RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p><b>English Language Arts: Speaking and Listening Standards</b><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.</p> <p><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b><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.</p> |
| 4.3.5 | <p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b><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.</p> <p><b>English Language Arts: Speaking and Listening Standards</b><br/> SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.</p> <p>WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p>   |
| 4.3.6 | <p><b>English Language Arts: Speaking and Listening Standards</b><br/> SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.</p> <p>SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p>SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p>  |

## CONTENT STANDARD 5.0: EXPLORATION OF INFECTIOUS DISEASES

| Performance Indicators | Common Core State Standards and Nevada Science Standards  |
|------------------------|---|
| 5.1.1                  | <p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b><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.</p> <p><b>English Language Arts: Speaking and Listening Standards</b><br/>SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.</p> <p>SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b><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.</p>  |
| 5.1.2                  | <p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b><br/>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.</p> <p>RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p><b>English Language Arts: Speaking and Listening Standards</b><br/>SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.</p> <p>SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b><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.</p> |

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| 5.1.3 | <p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b><br/> 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.</p> <p>RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p><b>English Language Arts: Speaking and Listening Standards</b><br/> SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.</p> <p>SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b><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.</p> |
| 5.1.4 | <p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b><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.</p>   |

## CONTENT STANDARD 6.0: EXPLORATION OF THE BIOMEDICAL PROFESSION

| Performance Indicators | Common Core State Standards and Nevada Science Standards   |
|------------------------|--|
| 6.1.1                  | <p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b><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.</p> <p>RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p><b>English Language Arts: Speaking and Listening Standards</b><br/> SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.</p> <p>SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p>SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b><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.</p> |
| 6.1.2                  | <p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b><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.</p> <p><b>English Language Arts: Speaking and Listening Standards</b><br/> SL.11-12.1a Come to discussions prepared having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.</p> <p>SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b><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.</p>   |

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| 6.1.3 | <p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b><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.</p> <p>RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p><b>English Language Arts: Speaking and Listening Standards</b><br/> SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.</p> <p>SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p>SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b><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.</p> |
| 6.1.4 | <p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b><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.</p> <p><b>English Language Arts: Speaking and Listening Standards</b><br/> SL.11-12.1a Come to discussions prepared having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.</p> <p>SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b><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.</p>   |

## CONTENT STANDARD 7.0: EXPLORATION OF BODY SYSTEMS

| Performance Indicators | Common Core State Standards and Nevada Science Standards  |
|------------------------|---|
| 7.1.1                  | <p><b>Science: Life Science</b><br/>L.12.B.2 Students know the human body has a specialized anatomy and physiology composed of an hierarchical arrangement of differentiated cells.</p>   |
| 7.1.2                  | <p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b><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.</p> <p><b>English Language Arts: Speaking and Listening Standards</b><br/>SL.11-12.1a Come to discussions prepared having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.</p> <p>SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b><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.</p> |
| 7.1.3                  | <p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b><br/>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.</p> <p>RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p><b>English Language Arts: Speaking and Listening Standards</b><br/>SL.11-12.1a Come to discussions prepared having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.</p> <p><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b><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.</p>  |

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| 7.1.4 | <p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b><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.</p> <p><b>English Language Arts: Speaking and Listening Standards</b><br/>SL.11-12.1a Come to discussions prepared having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.</p> <p>SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b><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.</p> |
| 7.3.1 | <p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b><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.</p> <p><b>English Language Arts: Speaking and Listening Standards</b><br/>SL.11-12.1a Come to discussions prepared having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.</p> <p>SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b><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.</p> |



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| 7.3.2 | <p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b></p> <p>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.</p> <p>RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p><b>English Language Arts: Speaking and Listening Standards</b></p> <p>SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.</p> <p>SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p>SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b></p> <p>WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> |
| 7.3.3 | <p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b></p> <p>RST.11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.</p> <p>RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p><b>Science: Nature of Science</b></p> <p>N.12.A.4 Students know how to safely conduct an original scientific investigation using the appropriate tools and technology.</p>  |
| 7.3.4 | <p><b>Science: Nature of Science</b></p> <p>N.12.A.4 Students know how to safely conduct an original scientific investigation using the appropriate tools and technology.</p>  |

## CONTENT STANDARD 8.0: EXPLORATION OF HUMAN BODY COMMUNICATION SYSTEMS

| Performance Indicators | Common Core State Standards and Nevada Science Standards  |
|------------------------|---|
| 8.1.1                  | <p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b><br/>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.</p> <p>RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p><b>English Language Arts: Speaking and Listening Standards</b><br/>SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.</p> <p><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b><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.</p> |
| 8.1.2                  | <p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b><br/>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.</p> <p><b>English Language Arts: Speaking and Listening Standards</b><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.</p> <p><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b><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.</p>   |
| 8.1.3                  | <p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b><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.</p> <p><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b><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.</p>  |

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| 8.2.1 | <p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b><br/>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.</p> <p>RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p><b>English Language Arts: Speaking and Listening Standards</b><br/>SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.</p> <p><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b><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.</p> |
| 8.2.2 | <p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b><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.</p> <p><b>English Language Arts: Speaking and Listening Standards</b><br/>SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.</p> <p><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b><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.</p>  |
| 8.2.3 | <p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b><br/>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.</p> <p><b>English Language Arts: Speaking and Listening Standards</b><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.</p> <p><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b><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.</p>   |

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| 8.2.4 | <p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b><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.</p> <p><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b><br/>WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>   |
| 8.2.6 | <p><b>English Language Arts: Reading Standards for Informational Text</b><br/>RI.11-12.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</p> <p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b><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.</p>  |
| 8.3.1 | <p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b><br/>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.</p> <p>RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p><b>English Language Arts: Speaking and Listening Standards</b><br/>SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.</p> <p><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b><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.</p> <p><b>Science: Life Science</b><br/>L.12.B.1 Students know cell structures and their functions.</p> |
| 8.3.2 | <p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b><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.</p>   |

## CONTENT STANDARD 9.0: EXPLORATION OF METABOLISM

| Performance Indicators | Common Core State Standards and Nevada Science Standards  |
|------------------------|---|
| 9.1.2                  | <p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b><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.</p> <p><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b><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.</p> <p><b>Science: Life Science</b><br/>L.12.B.3 Students know disease disrupts the equilibrium that exists in a healthy organism.</p>   |
| 9.2.1                  | <p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b><br/>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.</p> <p>RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p><b>English Language Arts: Speaking and Listening Standards</b><br/>SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.</p> <p><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b><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.</p> |
| 9.2.3                  | <p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b><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.</p> <p><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b><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.</p>  |
| 9.2.4                  | <p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b><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.</p> <p><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b><br/>WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>   |

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| 9.2.6 | <p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b><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.</p> <p><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b><br/>WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>  |
| 9.3.1 | <p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b><br/>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.</p> <p>RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p><b>English Language Arts: Speaking and Listening Standards</b><br/>SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.</p> <p><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b><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.</p>  |
| 9.3.3 | <p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b><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.</p> <p>RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p><b>English Language Arts: Speaking and Listening Standards</b><br/>SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.</p> <p>SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p>SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b><br/>WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> |

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| 9.3.4 | <p><b>English Language Arts: Speaking and Listening Standards</b><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.</p>  |
| 9.4.1 | <p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b><br/> 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.</p> <p>RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p><b>English Language Arts: Speaking and Listening Standards</b><br/> SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.</p> <p><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b><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.</p> |
| 9.4.2 | <p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b><br/> 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.</p> <p>RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p><b>English Language Arts: Speaking and Listening Standards</b><br/> SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.</p> <p><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b><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.</p> |
| 9.4.3 | <p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b><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.</p> <p><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b><br/> WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>  |

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| 9.4.4 | <p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b><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.</p> <p><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b><br/>WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>   |
| 9.4.5 | <p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b><br/>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.</p> <p>RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p><b>English Language Arts: Speaking and Listening Standards</b><br/>SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.</p> <p><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b><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.</p> |



## CONTENT STANDARD 10.0: EXPLORATION OF EXERCISE PHYSIOLOGY

| Performance Indicators | Common Core State Standards and Nevada Science Standards  |
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| 10.1.1                 | <p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b><br/> 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.</p> <p>RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p><b>English Language Arts: Speaking and Listening Standards</b><br/> SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.</p> <p><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b><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.</p> <p><b>Science: Life Science</b><br/> L.12.B.2 Students know the human body has a specialized anatomy and physiology composed of an hierarchical arrangement of differentiated cells.</p> |
| 10.1.3                 | <p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b><br/> 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.</p> <p>RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p><b>English Language Arts: Speaking and Listening Standards</b><br/> SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.</p> <p><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b><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.</p>  |
| 10.1.4                 | <p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b><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.</p> <p><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b><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.</p>  |

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| 10.1.7 | <p><b>English Language Arts: Speaking and Listening Standards</b></p> <p>SL.11-12.1a Come to discussions prepared having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.</p> <p>SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p>SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p>   |
| 10.2.1 | <p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b></p> <p>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.</p> <p>RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p><b>English Language Arts: Speaking and Listening Standards</b></p> <p>SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.</p> <p><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b></p> <p>WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p><b>Science: Life Science</b></p> <p>L.12.B.2 Students know the human body has a specialized anatomy and physiology composed of an hierarchical arrangement of differentiated cells.</p> |
| 10.2.3 | <p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b></p> <p>RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b></p> <p>WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>   |

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| 10.3.1 | <p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b><br/> 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.</p> <p>RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p><b>English Language Arts: Speaking and Listening Standards</b><br/> SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.</p> <p><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b><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.</p> <p><b>Science: Life Science</b><br/> L.12.B.2 Students know the human body has a specialized anatomy and physiology composed of an hierarchical arrangement of differentiated cells.</p> |
| 10.3.2 | <p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b><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.</p> <p><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b><br/> WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>   |
| 10.3.4 | <p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b><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.</p> <p>RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p>   |
| 10.3.5 | <p><b>English Language Arts: Speaking and Listening Standards</b><br/> SL.11-12.1a Come to discussions prepared having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.</p> <p>SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p>SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p>   |

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| 10.4.1 | <p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b><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.</p> <p><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b><br/>WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> |
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## CONTENT STANDARD 11.0: EXPLORATION OF IMMUNOLOGY

| Performance Indicators | Common Core State Standards and Nevada Science Standards  |
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| 11.1.1                 | <p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b><br/> 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.</p> <p>RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p><b>English Language Arts: Speaking and Listening Standards</b><br/> SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.</p> <p><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b><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.</p> <p><b>Science: Life Science</b><br/> L.12.B.2 Students know the human body has a specialized anatomy and physiology composed of an hierarchical arrangement of differentiated cells.</p> |
| 11.1.3                 | <p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b><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.</p> <p>RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p>   |
| 11.2.1                 | <p><b>Science: Life Science</b><br/> L.12.B.2 Students know the human body has a specialized anatomy and physiology composed of an hierarchical arrangement of differentiated cells.</p>  |
| 11.2.2                 | <p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b><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.</p> <p>SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.</p> <p><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b><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.</p>   |

## CONTENT STANDARD 12.0: EXPLORATION OF HOMEOSTASIS

| Performance Indicators | Common Core State Standards and Nevada Science Standards   |
|------------------------|--|
| 12.1.1                 | <p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b><br/> 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.</p> <p>RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p><b>English Language Arts: Speaking and Listening Standards</b><br/> SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.</p> <p><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b><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.</p> |
| 12.1.2                 | <p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b><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.</p> <p><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b><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.</p>   |
| 12.1.3                 | <p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b><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.</p> <p>RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p>  |
| 12.1.4                 | <p><b>Science: Life Science</b><br/> L.12.B.3 Students know disease disrupts the equilibrium that exists in a healthy organism.</p>  |

## CONTENT STANDARD 13.0: EXPLORATION OF PATHOGEN DEFENSE

| Performance Indicators | Common Core State Standards and Nevada Science Standards   |
|------------------------|--|
| 13.1.1                 | <p><b>English Language Arts: Reading Standards for Informational Text</b><br/>           RI.11-12.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</p> <p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b><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.</p> <p>RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b><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.</p>  |
| 13.1.3                 | <p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b><br/>           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.</p> <p>RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p><b>English Language Arts: Speaking and Listening Standards</b><br/>           SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.</p> <p><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b><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.</p> |
| 13.1.4                 | <p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b><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.</p> <p>RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b><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.</p>  |

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| 13.1.5 | <p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b><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.</p> <p><b>English Language Arts: Speaking and Listening Standards</b><br/>SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.</p> <p><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b><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.</p> <p><b>Science: Nature of Science</b><br/>N.12.A.3 Students know repeated experimentation allows for statistical analysis and unbiased conclusions.</p>   |
| 13.1.7 | <p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b><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.</p> <p>RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b><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.</p>   |
| 13.2.1 | <p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b><br/>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.</p> <p>RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p><b>English Language Arts: Speaking and Listening Standards</b><br/>SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.</p> <p><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b><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.</p> |



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| 13.2.2 | <p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b><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.</p> <p><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b><br/>WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>  |
| 13.2.5 | <p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b><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.</p> <p><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b><br/>WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p><b>Science: Nature of Science</b><br/>N.12.A.4 Students know how to safely conduct an original scientific investigation using the appropriate tools and technology.</p> |

## CONTENT STANDARD 14.0: EXPLORATION OF MOLECULAR BIOLOGY

| Performance Indicators | Common Core State Standards and Nevada Science Standards  |
|------------------------|---|
| 14.1.1                 | <p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b><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.</p> <p>RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p><b>English Language Arts: Speaking and Listening Standards</b><br/>SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.</p> <p><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b><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.</p>             |
| 14.1.2                 | <p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b><br/>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.</p> <p>RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p><b>English Language Arts: Speaking and Listening Standards</b><br/>SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.</p> <p><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b><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.</p> |
| 14.1.3                 | <p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b><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.</p>   |

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| 14.1.5 | <p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b><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.</p> <p><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b><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.</p> <p><b>Science: Nature of Science</b><br/>N.12.A.5 Students know models and modeling can be used to identify and predict cause-effect relationships.</p>          |
| 14.2.4 | <p><b>English Language Arts: Speaking and Listening Standards</b><br/>SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.</p> <p>SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p>SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> |
| 14.2.5 | <p><b>English Language Arts: Speaking and Listening Standards</b><br/>SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p>SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p>SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>  |
| 14.2.6 | <p><b>English Language Arts: Speaking and Listening Standards</b><br/>SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p>SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p>SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>  |

## CONTENT STANDARD 15.0: EXPLORATION OF ONCOLOGY

| Performance Indicators | Common Core State Standards and Nevada Science Standards  |
|------------------------|---|
| 15.1.1                 | <p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b><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.</p> <p>RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p><b>English Language Arts: Speaking and Listening Standards</b><br/>SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.</p> <p><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b><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.</p> |
| 15.1.2                 | <p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b><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.</p> <p>RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b><br/>WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>  |
| 15.1.3                 | <p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b><br/>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.</p> <p>RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p><b>English Language Arts: Speaking and Listening Standards</b><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.</p>   |
| 15.2.2                 | <p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b><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.</p>   |

## CONTENT STANDARD 16.0: EXPLORATION OF APPLIED BIOMEDICAL ENGINEERING

| Performance Indicators | Common Core State Standards and Nevada Science Standards   |
|------------------------|--|
| 16.1.1                 | <p><b>English Language Arts: Reading Standards for Informational Text</b><br/>           RI.11-12.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</p> <p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b><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.</p> <p>RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p><b>English Language Arts: Speaking and Listening Standards</b><br/>           SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.</p> <p><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b><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.</p> |
| 16.1.2                 | <p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b><br/>           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.</p> <p>RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p><b>English Language Arts: Speaking and Listening Standards</b><br/>           SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.</p> <p><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b><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.</p>   |

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| 16.1.4 | <p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b><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.</p> <p><b>English Language Arts: Speaking and Listening Standards</b><br/>SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.</p> <p>SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p>  |
| 16.1.6 | <p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b><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.</p> <p>RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p>   |
| 16.2.1 | <p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b><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.</p> <p>RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b><br/>WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> |

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| 16.2.2 | <p><b>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</b><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.</p> <p><b>English Language Arts: Speaking and Listening Standards</b><br/>SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.</p> <p>SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p><b>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</b><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.</p> |
| 16.2.4 | <p><b>Science: Nature of Science</b><br/>N.12.B.1 Students know science, technology, and society influenced one another in both positive and negative ways.</p>  |
| 16.2.6 | <p><b>English Language Arts: Speaking and Listening Standards</b><br/>SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.</p> <p>SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p>SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p>  |
| 16.2.7 | <p><b>English Language Arts: Speaking and Listening Standards</b><br/>SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p>SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p>SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>   |

**ALIGNMENT OF BIOMEDICAL STANDARDS  
AND THE COMMON CORE MATHEMATICAL PRACTICES**

| <b>Common Core<br/>Mathematical Practices</b>                       | <b>Biomedical<br/>Performance Indicators</b> |
|---|--|
| 1. Make sense of problems and persevere in solving them.            | 1.1.6  |
| 2. Reason abstractly and quantitatively.                            | 1.1.4  |
| 3. Construct viable arguments and critique the reasoning of others. | 14.2.5, 14.2.6                               |
| 4. Model with mathematics.  |  |
| 5. Use appropriate tools strategically.                             | 4.3.6; 5.1.5; 16.2.4                         |
| 6. Attend to precision.   |  |
| 7. Look for and make use of structure.                              |  |
| 8. Look for and express regularity in repeated reasoning.           | 15.2.1                                       |



**CROSSWALKS OF BIOMEDICAL STANDARDS  
AND THE COMMON CAREER TECHNICAL CORE**

| <b>Health Science Career Cluster™ (HL)</b>   | <b>Performance Indicators</b>                                  |
|--|--|
| 1. Determine academic subject matter, in addition to high school graduation requirements, necessary for pursuing a health science career.  | 6.1.1-6.1.3; 7.1.1-7.1.2<br>8.1.1-8.1.3<br>9.1.1, 9.2.1, 9.4.1 |
| 2. Explain the healthcare worker's role within their department, their organization, and the overall healthcare system.  | 2.1.4; 5.1.1, 5.1.4<br>6.1.4; 7.1.4; 10.1.7                    |
| 3. Identify existing and potential hazards to clients, coworkers, visitors, and self in the healthcare workplace.  | 4.1.1, 4.3.4-4.3.5<br>5.1.1                                    |
| 4. Evaluate the roles and responsibilities of individual members as part of the healthcare team and explain their role in promoting the delivery of quality health care.   | 2.1.4<br>13.1.1, 13.1.8  |
| 5. Analyze the legal and ethical responsibilities, limitations and implications of actions within the healthcare workplace.  | 1.1.2; 4.1.2   |
| 6. Evaluate accepted ethical practices with respect to cultural, social and ethnic differences within the healthcare workplace.  | 1.1.2; 4.1.2; 6.1.4  |
| <b>Biotechnology Research &amp; Development Career Pathway (HL-BRD)</b>  | <b>Performance Indicators</b>                                  |
| 1. Summarize the goals of biotechnology research and development within legal and ethical protocols.   | 5.1.5; 6.1.4; 7.3.4<br>14.2.5; 16.1.4, 16.2.1                  |
| 2. Apply the fundamentals of biochemistry, cell biology, genetics, mathematical concepts, microbiology, molecular biology, organic chemistry and statistics to conduct effective biotechnology research and development of products.               | 1.1.8; 3.1.3; 5.1.5<br>7.1.4, 7.3.2, 7.3.4                     |
| 3. Demonstrate basic knowledge of recombinant DNA, genetic engineering, bioprocessing, monoclonal antibody production, nanotechnology, bioinformatics, genomics, proteomics and transcriptomics to conduct biotechnology research and development. | 1.1.8; 3.1.3<br>7.3.2-7.3.4<br>10.2.3                          |
| 4. Demonstrate the principles of solution preparation, sterile techniques, contamination control, and measurement and calibration of instruments used in biotechnology research.   | 4.3.6; 5.1.4<br>13.2.5; 14.1.5                                 |
| 5. Determine processes for product design and production and how that work contributes to an understanding of the biotechnology product development process.   | 4.3.6; 7.3.4; 15.2.2   |
| 6. Summarize and explain the larger ethical, moral and legal issues related to biotechnology research, product development and use in society.   | 1.1.8; 6.1.4<br>14.1.4, 14.2.5-14.2.6                          |