

Cosmetology

Supplemental Program Resources



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Introduction

This document provides supplemental information for the Cosmetology program of study. It may be updated or revised as the base program of study, or complementary programs, are updated, added, or removed. Please contact the appropriate Education Programs Professional with any questions.

The Program of Study includes the approved courses, complementary courses, alignment(s) to industry, postsecondary options, and additional information.

The Equipment List for the Cosmetology program of study is included and, if applicable, additional items used only in the complementary course(s) are noted.

The Crosswalks and Alignments connect and support the Cosmetology standards for the Human Services program of study. Complementary course standards are not listed in the crosswalks and alignments.

Program of Study Information

The following program of study information sheet as well as the program structure tables for the courses are provided to be able to print separately for handouts. The information provided is based on the best available information at the time of this document and will be updated as appropriate.

Cosmetology



Schools must be approved by the governing State Agency in order to offer this program

The Cosmetology program is designed to prepare students for the Nevada State Board of Cosmetology Licensing Exam and to meet the 1,800-hour requirement for licensure. Students have an opportunity to earn a master license that allows them to choose many career options such as a nail technician, aesthetician, or hair stylist. Areas of study include theory and clinical instruction in professional ethics, sanitation, human anatomy, facials, skin care, makeup application, manicures, pedicures, acrylic nails, haircutting, hair coloring, permanent waving, chemical relaxing, and all phases of hair care.

Human Services Career Cluster

Human Services® is focused on preparing individuals for employment in careers that relate to families and human needs such as counseling and mental health services, family and community services, personal care, and consumer services.

Postsecondary Options

Upon completion of the program, students should take the licensure exam for their chosen field in cosmetology.



For additional information on this cluster, please contact:

cteinfo@doe.nv.gov

Website: <https://doe.nv.gov/offices/craleo/cte>

Approved Courses

- Principles of Cosmetology
- Cosmetology I
- Cosmetology II

Complementary Courses

- CTE Work Experience – Human Services
- Industry-Recognized Credential – Cosmetology

Work-Based Learning Opportunities

- Job Shadowing / Internship / CTE Work Experience/ School-based Enterprise/ Apprenticeship Ready Programs

Career and Technical Student Organization



SkillsUSA

State Recognized Industry Certifications

Refer to the Governor’s Office of Innovation’s [Nevada Eligible Industry Credentialing List](#)

Aligned to Industry

Occupation	Median Wage Per year	Annual Openings	% Growth
Barber/ Hairstylist/ Cosmetologist	\$36,150	89,100	7%%
Manicurist and Pedicurist	\$34,257	27,700	12%
Esthetician	\$43,201	12,800	10%

Source U.S. Bureau of Labor Statistics 2022

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Program Structure for Cosmetology

The core course sequencing is provided in the following table. Complementary Courses are available and provided later in this document. The following courses provides a completed program of study. The Lab is a complementary course available concurrently with the Cosmetology II course.

Core Course Sequence (R) with Lab Course(s) (C)

Required/ Complementary	Course Title	Abbreviated Name	CIP Code	SCED Subject Area	SCED Course Identifier	SCED Course Level	SCED Unit Credit	SCED Course Sequence	SCED Course Number
R	Cosmetology I	COSMO I	12.0401	19	101	G	1.00	23	19101G1.0023
R	Cosmetology II	COSMO II	12.0401	19	101	G	1.00	33	19101G1.0033
C	Principles of Cosmetology	PRIN COSMO	12.0401	19	101	E	1.00	01	19101E1.0001

The complementary courses are provided in the following table. **The qualifying program of study must be completed prior to enrolling in the complementary course(s).** A program does not have to utilize the complementary courses for students to complete their program of study.

Required/ Complementary	Course Title	Abbreviated Name	CIP Code	SCED Subject Area	SCED Course Identifier	SCED Course Level	SCED Unit Credit	SCED Course Sequence	SCED Course Number
C	Industry Recognized Credential - Cosmetology	IRC COMSO	12.0401	19	999	E	1.00	11	19999E1.0011
C	CTE Work Experience - Human Services	WORK EXPER HU SERV	99.0010	19	998	G	1.00	11	19998G1.0011

CIP Code – Classification of Instructional Programs (CIP) Codes

SCED – School Courses for the Exchange of Data that populates the State Infinite Campus System and the System for Accountability Information in Nevada (SAIN)

Course Descriptions

Cosmetology I

Prerequisite: Principles of Cosmetology

Schools must be approved by the governing State Agency in order to offer this course

The six-credit-block course is designed to prepare students for the Nevada State Board of Cosmetology Licensing Exam and to meet the 1,800-hour requirement for licensure. Students have an opportunity to earn a master license that allows them to choose many career options such as a nail technician, aesthetician, or hair stylist. Areas of study include theory and clinical instruction in professional ethics, sanitation, human anatomy, facials, skin care, makeup application, manicures, pedicures, acrylic nails, haircutting, hair coloring, permanent waving, chemical relaxing, and all phases of hair care. The appropriate use of technology and industry-standard equipment is an integral part of this course.

Cosmetology II

Prerequisite: Cosmetology I

Schools must be approved by the governing State Agency in order to offer this course

The six-credit-block course is designed to prepare students for the Nevada State Board of Cosmetology Licensing Exam and to meet the 1,800-hour requirement for licensure. Students have an opportunity to earn a master license that allows them to choose many career options such as a nail technician, aesthetician, or hair stylist. Areas of study include theory and clinical instruction in professional ethics, sanitation, human anatomy, facials, skin care, makeup application, manicures, pedicures, acrylic nails, haircutting, hair coloring, permanent waving, chemical relaxing, and all phases of hair care. A goal of the program is to provide a real-work environment where students work on the public to practice and master those skills necessary for success in the workplace. Emphasis is also placed on job seeking/keeping skills, such as effective communication, customer service, teamwork, filling out a job application, building a resume, and interviewing techniques. The appropriate use of technology and industry-standard equipment is an integral part of this course. Upon successful completion of this course, students will have acquired entry-level skills for employment and be prepared for postsecondary education.

Industry-Recognized Credential – Cosmetology

Prerequisite: Completion of Cosmetology Program of Study

This course is offered to students who have completed all content standards in the Cosmetology program of study and desire to pursue an Industry-Recognized Credential that aligns with the standards and skills associated with the Cosmetology Program of Study. This course is designed to expand the students' opportunities to pursue certification aligned with employment standards in the industry aligned with this program of study. The supervising teacher will provide instruction aligned with the certification requirements, monitor progress toward certification, and provide the students with appropriate testing or certification opportunities associated with the intended Industry-Recognized Credential that is the subject of the course. This course may be repeated for additional instruction and credit.

Principles of Cosmetology

Prerequisite: None

Schools must be approved by the governing State Agency in order to offer this course

This course introduces students to the fundamentals of cosmetology. Areas of study include sanitation procedures, safety requirements, tools, and equipment. The appropriate use of technology is an integral part of this course.

Family and Consumer Sciences I

Prerequisite: None

This course is designed to address a broad range of knowledge and skills related to personal development, promotion of strong interpersonal relationships, clothing selection and maintenance, nutrition and wellness, food selection and preparation, budgeting, and the management of multiple family, community, and wage-earner roles.

Equipment List

This recommended list is based upon a classroom size of 25 students. All costs are estimated and may be adjusted once verified and justified by districts with current quotes. No specific equipment vendor or brand names are endorsed due to various possibilities, but school districts should consult with stakeholders to ensure industry-recognized equipment and software are purchased. The intent of this list is to provide school districts with guidance on the equipment needed to implement the state standards for a Cosmetology program.

CTE Classroom Equipment

Total: \$10,010

QTY	ITEM DESCRIPTION	UNIT	TOTAL
1	Presentation Equipment (e.g., interactive whiteboard (IWB), or other interactive display system with software and accessories)	\$3,500	\$3,500
2	White Boards (4' x 8')	\$275	\$550
1	Portable White Board	\$400	\$400
2	Bookcases (36" x 12" x 42")	\$115	\$230
2	Storage Cabinets (36" x 12" x 72") (lockable)	\$400	\$800
1	Laundry Facility/Area	\$4,000	\$4,000
1	Eyewash Station	\$300	\$300
1	Fire Extinguisher	\$130	\$130
1	First Aid Kit	\$100	\$100

Program Equipment

Total: \$156,800

QTY	ITEM DESCRIPTION	UNIT	TOTAL
25	Student Computers	\$1,000	\$25,000
1	Teacher Computer (enhanced memory/storage, download capable)	\$1,500	\$1,500
1	Networkable Laser Printer (black/white or color)	\$1,000	\$1,000
1	Technology Storage/Charging System	\$2,000	\$2,000
1	Cash Register	\$350	\$350
Varies	Recording Equipment (stop watches, time clocks, etc.)	\$600	\$600
1	Dispensary to include a sink and storage cabinets	\$10,000	\$10,000
Varies	Mirrors, Stools, etc.	\$4,000	\$4,000
25	Salon Stations with hydraulic chairs	\$1,900	\$47,500
2	Stand-Alone Hair Dryer Chair with Dryer Hood	\$550	\$1,100
2	Facial Chairs	\$1,500	\$3,000
5	Manicure Tables w/chairs (10 chairs – 1 client and 1 tech per table)	\$500	\$2,500

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QTY	ITEM DESCRIPTION	UNIT	TOTAL
5	Pedicure Stations w/stools	\$4,000	\$20,000
1	Shampoo Chair and Bowl w/ sprayer	\$1,500	\$12,000
25	Cosmetology Kits (including mannequin heads, apparel, clips, brushes, combs, scissors, razors, cold wave rods, practice hand, manicure bowl, acrylic/gel polishes, manicure implements sanitizing tray, etc.)	\$1,050	\$26,250

Instructional Materials

Total:

\$3,700

QTY	ITEM DESCRIPTION	UNIT	TOTAL
25	Student Textbooks Approved CTE Instructional Materials list can be found here .	\$100	\$2,500
1	Teacher Textbook Edition and Resources	\$500	\$500
Varies	CTSO Supplies	\$400	\$400
Varies	Reference Material, Charts, Teaching Aids	\$300	\$300

Instructional Supplies

Total:

\$36,700

QTY	ITEM DESCRIPTION	UNIT	TOTAL
Varies	Assorted Salon Supplies (shampoo capes, multi-purpose capes, towels, student smocks/aprons, etc.)	\$7,500	\$7,500
Varies	Assorted Facial Supplies (Cleansing creams, exfoliator, toners, masques, massage creams, waxing strips & sticks, etc.)	\$1,200	\$1,200
Varies	Sanitation Supplies (sanitation stations, waste bins w/lids, shields, etc.)	\$3,000	\$3,000
Varies	Assorted Styling Tools (irons, blow dryers, curlers, etc.)	\$5,000	\$5,000
Varies	Assorted Mannequins and Supplies (male/female mannequin heads, mannequin tripods/clamps, wigs, wig dryers, perm rods, manicure hands, pedicure feet, etc.)	\$5,000	\$5,000
Varies	Assorted Styling Supplies (combs, brushes, shampoos, conditioners, styling products, etc.)	\$3,000	\$3,000
Varies	Assorted Nail Supplies (files, emery boards, polish, clippers, sanitizing jars, glue, polish remover, cuticle softener, LED lamps, nail drills, etc.)	\$5,000	\$5,000
Varies	Towel Warmers, Sterilizers, Facial Steamers, Magnifying Mirrors, Wax Heaters	\$3,000	\$3,000
Varies	Color Bowls, Tint Bottles, foils, high lightening tools, basic color inventory, etc.	\$2,000	\$2,000
Varies	Office Supplies (paper, files, etc.)	\$500	\$500
Varies	Personal Protective Equipment (PPE) and Cleaning Supplies (gloves, glasses/goggles, masks, aprons, antibacterial spray cleaners, wipes, shields, etc.)	\$1,500	\$1,500

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Other

Total:

\$1,275

QTY	ITEM DESCRIPTION	UNIT	TOTAL
1	Occupational Safety and Health Administration (OSHA) Instructor Training	\$300	\$300
25	Occupational Safety and Health Administration (OSHA) Student Exams	\$39	\$975

Category Totals:

Classroom Equipment	\$10,010
Program Equipment	\$156,800
Instructional Materials	\$3,700
Instructional Supplies	\$36,700
Other	\$1,275
Estimated Program Total	\$208,485

Crosswalks and Alignments for Program of Study Standards

Crosswalks and alignments are intended to assist the teacher make connections for students between the technical skills within the program and academic standards. The crosswalks and alignments are not intended to teach the academic standards but to assist students in making meaningful connections between their CTE program of study and academic courses. The crosswalks are for the required program of study courses, not the complementary courses.

Crosswalks (Academic Standards)

The crosswalks of the Cosmetology Standards show connections with the Nevada Academic Content Standards. The crosswalk identifies the performance indicators in which the learning objectives in the Cosmetology program connect with and support academic learning. The performance indicators are grouped according to their content standard and are crosswalked to the Nevada Academic Content Standards in English Language Arts, Mathematics, and Science.

Alignments (Mathematical Practices)

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

Alignments (Science and Engineering Practices)

In addition to connections with the Nevada Academic Content Standards for Science, many performance indicators support the Science and Engineering Practices. The following table illustrates the alignment of the Cosmetology Standards Performance Indicators and the Science and Engineering Practices. This alignment identifies the performance indicators in which the learning objectives in the Cosmetology program connect with and support academic learning.

Crosswalks (Common Career Technical Core)

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

Crosswalk of Cosmetology Program of Study Standards and the Nevada Academic Content Standards (possibly more than one)

English Language Arts: Language Standards

Nevada Academic Content Standards		Performance Indicators
L.11-12.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	3.3.5; 9.1.8, 9.2.8; 11.1.3 11.3.2; 13.1.2
L.11-12.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	3.3.5; 9.1.8, 9.2.8; 11.1.3 11.3.2; 13.1.2
L.11-12.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	1.5.2; 3.3.5; 4.3.2; 6.1.1 6.1.7; 9.1.4, 9.1.8, 9.2.2 9.2.8; 11.1.2, 11.1.3 11.3.2; 12.1.1; 13.1.2

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

Nevada Academic Content Standards		Performance Indicators
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.	2.1.7
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.	2.1.6, 2.2.1, 2.2.2; 3.1.1 3.1.2, 3.1.3, 3.1.4, 3.2.4 3.3.1, 3.3.2, 3.3.5; 4.3.4 5.1.6, 5.2.1, 5.2.3, 5.2.4 5.3.1; 6.1.2, 6.1.3, 6.1.4 6.1.5, 6.1.6; 7.1.3; 9.1.1 9.1.8, 9.2.3, 9.2.8; 10.1.3 10.1.4, 10.2.2, 10.2.3 11.1.3, 11.1.4, 11.1.5 11.2.2, 11.2.3, 11.3.1 11.3.2, 11.3.3; 13.1.2 13.2.6, 13.2.7
RST.11-12.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.	2.1.1, 2.1.4, 2.1.7
RST.11-12.5	Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.	2.1.4, 2.1.7
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.	3.3.4; 5.1.3; 7.1.1, 7.1.2 7.1.4, 7.1.5; 8.1.1, 8.1.2 8.1.4; 9.1.2, 9.1.9; 13.2.3 13.2.4, 13.2.5
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.	4.1.1, 4.1.2, 4.2.1, 4.3.3 5.1.1, 5.1.2; 8.1.3; 9.1.5 9.2.1, 9.2.4; 10.1.2; 11.1.1

Nevada Academic Content Standards		Performance Indicators
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.	2.1.1, 2.1.4, 2.1.5, 2.1.6 2.2.1, 2.2.2; 3.2.1, 3.2.3 3.2.4, 3.3.1, 3.3.2, 3.3.4 4.1.1, 4.1.2, 4.2.1, 4.3.2 4.3.3, 4.3.4; 5.1.1, 5.1.2 5.1.6, 5.2.1, 5.2.2, 5.2.3 5.2.4, 5.3.1; 6.1.1, 6.1.2 6.1.3, 6.1.4, 6.1.5, 6.1.6 6.1.7; 7.1.2, 7.1.3, 7.1.5 8.1.1, 8.1.2, 8.1.3, 8.1.5 9.1.1, 9.1.2, 9.1.4, 9.1.6 9.1.7, 9.1.8, 9.1.9, 9.2.1 9.2.2, 9.2.4, 9.2.5, 9.2.7 9.2.8; 10.1.1, 10.1.2 10.1.4, 10.1.6, 10.2.2 10.2.3; 11.1.1, 11.1.2 11.1.3, 11.1.4, 11.1.5 11.2.1, 11.2.2, 11.2.3 11.3.1, 11.3.2, 11.3.3 12.1.1, 12.1.2; 13.1.1 13.1.3, 13.2.1, 13.2.3 13.2.4, 13.2.5, 13.2.6 13.3.1

English Language Arts: Speaking and Listening Standards

Nevada Academic Content Standards		Performance Indicators
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.	1.1.1, 1.1.2, 1.2.1, 1.2.4 1.4.2, 1.5.2; 2.1.1, 2.1.4 3.2.3; 4.1.1, 4.1.2, 4.2.1 4.3.1, 4.3.2, 4.3.3; 5.1.1 5.1.2; 8.1.3, 8.1.5; 9.1.4 9.1.5, 9.1.9, 9.2.1, 9.2.2 9.2.4; 10.1.2; 11.1.1 11.1.2; 12.1.1; 13.1.1 13.2.3, 13.2.4, 13.2.5
SL.11-12.1d	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.	2.1.6, 2.2.1, 2.2.2; 3.1.1 3.1.2, 3.1.3, 3.2.1, 3.2.4 3.3.1, 3.3.2; 4.3.4; 5.1.6 5.2.1, 5.2.3, 5.2.4, 5.3.1 6.1.1, 6.1.7; 7.1.5
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.	3.2.3, 3.3.5; 4.1.1, 4.1.2, 4.2.1, 4.3.1, 4.3.2, 4.3.3 5.1.1, 5.1.2; 6.1.7; 7.1.5 9.1.9; 13.1.2, 13.2.3 13.2.4, 13.2.5

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.	1.1.1, 1.1.2, 1.2.1, 1.2.4 1.4.2, 1.5.2; 2.1.4; 3.2.3 3.3.5; 4.1.1, 4.1.2, 4.2.1 4.3.1, 4.3.2, 4.3.3; 5.1.1 5.1.2; 6.1.1, 6.1.7; 7.1.2 7.1.5; 8.1.1, 8.1.3, 8.1.4 8.1.5; 9.1.4, 9.1.5, 9.1.9 9.2.1, 9.2.2, 9.2.4; 10.1.2 11.1.1, 11.1.2, 11.1.6 11.3.2; 12.1.1; 13.1.1 13.1.2, 13.2.3, 13.2.4 13.2.5
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.	3.3.5, 13.1.2
SL.11-12.6	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 on page 54 for specific expectations.)	2.1.6, 2.2.1, 2.2.2; 3.1.3 3.2.1, 3.2.4, 3.3.1, 3.3.2 4.3.4; 5.1.6, 5.2.1, 5.2.3 5.2.4, 5.3.1; 6.1.1; 9.1.4 9.2.2; 11.1.2, 11.1.6 11.3.2

English Language Arts: Writing Standards

Nevada Academic Content Standards		Performance Indicators
W.11-12.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.	3.3.5; 13.1.2
W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	3.3.5; 13.1.2
W.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.	3.3.5; 13.1.2

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

Nevada Academic Content Standards		Performance Indicators
WHST.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	1.2.5, 1.4.1; 2.1.1, 2.1.5 2.1.7; 3.3.2; 6.1.7; 8.1.1 8.1.2; 9.1.1, 9.1.3, 9.1.5 9.1.6, 9.1.7, 9.2.1, 9.2.4 9.2.6, 9.2.7; 10.11.1 10.1.2, 10.1.6; 11.1.3 11.2.1
WHST.11-12.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	1.4.4
WHST.11-12.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.	1.4.5
WHST.11-12.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.	1.1.2, 1.1.3, 1.4.2, 1.4.3 1.5.2; 2.1.4; 3.2.3, 3.3.4 4.1.1, 4.1.2, 4.2.1, 4.3.1 4.3.2, 4.3.3; 5.1.1, 5.1.2 5.2.2; 6.1.1; 7.1.2, 7.1.5 8.1.3, 8.1.5; 9.1.2, 9.1.4 9.1.9, 9.2.2; 11.1.1, 11.1.2 12.1.1, 12.1.2; 13.1.1 13.1.3, 13.2.1, 13.2.3 13.2.4, 13.2.5
WHST.11-12.9	Draw evidence from informational texts to support analysis, reflection, and research.	2.1.7

Science HS: Matter and Its Interactions

Nevada Academic Content Standards		Performance Indicators
HS-PS1-5	Apply scientific principles and evidence to provide an explanation about the effects of changing the temperature or concentration of the reacting particles on the rate at which a reaction occurs.	8.1.3; 9.1.4, 9.2.4

Alignment of Cosmetology Standards and the Mathematical Practices

Mathematical Practices	Cosmetology Performance Indicators
1. Make sense of problems and persevere in solving them.	2.1.8; 9.1.8; 9.2.8
2. Reason abstractly and quantitatively.	2.3.2; 7.1.2; 9.1.7; 9.2.2 12.1.2
3. Construct viable arguments and critique the reasoning of others.	1.1.2; 2.1.4; 3.2.3; 7.1.5 9.1.9 12.2.2; 13.1.3 13.2.3, 13.2.5
4. Model with mathematics.	3.3.2, 3.3.3; 7.1.3; 8.1.7 9.1.8; 10.2.3; 10.2.3; 11.1.4 11.2.2, 11.3.1
5. Use appropriate tools strategically.	2.1.2, 2.1.6; 2.2.1, 2.2.2 6.1.5; 7.1.3; 8.1.7 9.1.8 10.1.3; 10.2.3; 11.1.4 11.2.2, 11.3.1
6. Attend to precision.	1.2.2; 1.4.1, 1.4.5; 2.1.6 2.2.1, 2.2.2 3.1.2, 3.1.3 3.2.1, 3.2.4; 3.3.1, 3.3.2 4.3.4 5.1.6; 5.2.2-5.2.4 5.3.1; 6.1.2-6.1.6; 7.1.3 9.1.8; 9.2.6, 9.2.8; 10.1.4 10.2.2, 10.2.3 11.1.3-11.1.5 11.2.2, 11.2.3; 11.3.1-11.3.3 11.2.6
7. Look for and make use of structure.	5.1.1; 7.1.1; 9.1.4; 9.2.2 10.1.2; 11.2.1
8. Look for and express regularity in repeated reasoning.	2.1.2; 2.2.2

Alignment of Cosmetology Standards and the Science and Engineering Practices

Science and Engineering Practices	Cosmetology Performance Indicators
1. Asking questions (for science) and defining problems (for engineering).	
2. Developing and using models.	2.1.5; 4.1.2; 4.2.1; 4.3.1 5.1.1; 7.1.2
3. Planning and carrying out investigations.	1.1.3; 1.4.3; 3.3.4; 9.1.4, 9.1.6 9.2.5; 10.1.1, 10.1.2, 10.1.6 11.2.1; 13.1.2
4. Analyzing and interpreting data.	13.1.1, 13.1.2; 13.2.3, 13.2.4
5. Using mathematics and computational thinking.	3.3.2, 3.3.3; 7.1.2; 9.1.8; 9.2.8 11.1.5; 13.1.1, 13.1.2 13.2.3-13.2.6
6. Constructing explanations (for science) and designing solutions (for engineering).	
7. Engaging in argument from evidence.	
8. Obtaining, evaluating, and communicating information.	3.1.1; 3.2.4; 3.3.1, 3.3.2; 6.1.1 6.1.2; 11.1.3; 12.1.1; 13.1.1, 13.1.2

Crosswalks of Cosmetology Standards and the Common Career Technical Core

Human Services Career Cluster	Performance Indicators
1. Evaluate principles of planning, development, implementation, and evaluation to accomplish long-range goals in the human services.	3.2.2
2. Evaluate the role of the family, community and human services in society and the economy.	3.1.2, 3.1.4, 3.2.1, 3.2.4
3. Use effective communication with human services clients and their families.	2.1.1-2.1.6; 2.3.1
4. Demonstrate ethical and legal conduct in human services settings.	1.1.5; 2.3.6
5. Evaluate career opportunities in each of the Human Services Career Pathways.	3.3.4
6. Explain how human development principles enhance the wellbeing of individuals and families.	3.1.1

Personal Care Services Career Pathway	Performance Indicators
1. Analyze basic principles of biology, chemistry and human anatomy for safe and effective utilization and selection of personal care products and services.	2.1.2, 2.1.6
2. Evaluate an individualized personal care plan that reflects client preferences, needs, and interests for a course of treatment/action.	3.1.1, 3.1.2
3. Utilize data and information to maintain electronic records of client services and make recommendations for personal care services.	3.1.2
4. Demonstrate policies and procedures to achieve a safe and healthy environment for personal care services.	2.1.1, 2.1.2, 2.1.6, 2.2.2
5. Develop organizational policies, procedures and regulations that establish personal care organization priorities, accomplish the mission, and provide high-quality service to a diverse set of clients and families.	2.1.1, 2.1.2, 2.1.6; 3.3.1
6. Identify personal care business opportunities enhanced by community involvement, self-improvement, and current trends.	3.3.4
7. Apply methods of obtaining feedback to understand expectations and promote high-quality personal care services standards.	3.3.1, 3.3.2