



Title	Common Among States	Wyoming Academic Content Standards	Wyoming Academic Content Standards	Wyoming Academic Content Standards	Wyoming Academic Content Standards
Action Potential -	WY	<p>WY.1. - Concepts and Processes: Science is a dynamic process; concepts and processes in life systems, earth and space systems, and physical systems are best learned through inquiry and investigation. Students develop an understanding of scientific content through inquiry within the context of these unifying concepts and processes: Systems, classification, order, and organization; Evidence, models, and explanations; Change, constancy, and measurement; Evolution and equilibrium and Form and function</p> <p>SC11.1.1. - Life Systems: The Cell: Explain the processes of life, which necessitates an understanding of relationships between structure and function of the cell and cellular differentiation. Identify activities taking place in an organism related to metabolic activities in cells, including growth, regulation, transport, and homeostasis. Differentiate between asexual and sexual reproduction.</p> <p>WY.2. - Science as Inquiry: Students demonstrate knowledge, skills, and habits of mind necessary to safely perform scientific inquiry. Inquiry is the foundation for the development of content, teaching students the use of processes of science that enable them to construct and develop their own knowledge. Inquiry requires appropriate field, classroom, and laboratory experiences with suitable facilities and equipment.</p> <p>SC11.2.1. - Students use research scientific information and present findings through appropriate means.</p> <p>SC11.2.2. - Students use inquiry to conduct scientific investigations.</p> <p>SC11.2.2.a. - Pose problems and identify questions and concepts to design and conduct an investigation.</p> <p>SC11.2.2.c. - Give priority to evidence in drawing conclusions and making connections to scientific concepts.</p> <p>SC11.2.2.d. - Clearly and accurately communicate the result of the investigation.</p> <p>SC11.2.3. - Students clearly and accurately communicate the result of their own work as well as information from other sources.</p> <p>WY.RST.9-10. - Reading Standards for Literacy in Science and Technical Subjects</p> <p>- Key Ideas and Details</p> <p>RST.9-10.1. - Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.</p> <p>RST.9-10.5. - Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy).</p> <p>RST.9-10.10. - By the end of grade 10, read and comprehend science/technical texts in the grades 9-10 text complexity band independently and proficiently.</p> <p>WY.WHST.9-10. - Writing Standards for Literacy in Science and Technical Subjects</p> <p>WHST.9-10.1. - Write arguments focused on discipline-specific content.</p> <p>WHST.9-10.1(a) - Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.</p>	<p>WY.1. - Concepts and Processes: Science is a dynamic process; concepts and processes in life systems, earth and space systems, and physical systems are best learned through inquiry and investigation. Students develop an understanding of scientific content through inquiry within the context of these unifying concepts and processes: Systems, classification, order, and organization; Evidence, models, and explanations; Change, constancy, and measurement; Evolution and equilibrium and Form and function</p> <p>SC11.1.1. - Life Systems: The Cell: Explain the processes of life, which necessitates an understanding of relationships between structure and function of the cell and cellular differentiation. Identify activities taking place in an organism related to metabolic activities in cells, including growth, regulation, transport, and homeostasis. Differentiate between asexual and sexual reproduction.</p> <p>WY.2. - Science as Inquiry: Students demonstrate knowledge, skills, and habits of mind necessary to safely perform scientific inquiry. 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Inquiry requires appropriate field, classroom, and laboratory experiences with suitable facilities and equipment.</p> <p>SC11.2.1. - Students use research scientific information and present findings through appropriate means.</p> <p>SC11.2.2. - Students use inquiry to conduct scientific investigations.</p> <p>SC11.2.2.a. - Pose problems and identify questions and concepts to design and conduct an investigation.</p> <p>SC11.2.2.c. - Give priority to evidence in drawing conclusions and making connections to scientific concepts.</p> <p>SC11.2.2.d. - Clearly and accurately communicate the result of the investigation.</p> <p>SC11.2.3. - Students clearly and accurately communicate the result of their own work as well as information from other sources.</p> <p>WY.RST.9-10. - Reading Standards for Literacy in Science and Technical Subjects</p> <p>- Key Ideas and Details</p> <p>RST.9-10.1. - Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.</p> <p>RST.9-10.5. - Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy).</p> <p>RST.9-10.10. - By the end of grade 10, read and comprehend science/technical texts in the grades 9-10 text complexity band independently and proficiently.</p> <p>WY.WHST.9-10. - Writing Standards for Literacy in Science and Technical Subjects</p> <p>WHST.9-10.1. - Write arguments focused on discipline-specific content.</p> <p>WHST.9-10.1(a) - Introduce precise claim(s), distinguish the claim(s), counterclaims, reasons, and evidence.</p>	<p>WY.1. - Concepts and Processes: Science is a dynamic process; concepts and processes in life systems, earth and space systems, and physical systems are best learned through inquiry and investigation. 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<p>WHST.9-10.1(b) - Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.</p> <p>WHST.9-10.1(c) - Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p>	<p>WHST.9-10.1(b) - Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.</p> <p>WHST.9-10.1(c) - Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p>	<p>WHST.11-12.1(a) - Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.</p> <p>WHST.11-12.1(b) - Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.</p> <p>WHST.11-12.1(c) - Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p>	<p>WHST.11-12.1(a) - Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.</p> <p>WHST.11-12.1(b) - Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.</p> <p>WHST.11-12.1(c) - Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p>
<p>WHST.9-10.1(e) - Provide a concluding statement or section that follows from or supports the argument presented.</p>	<p>WHST.9-10.1(e) - Provide a concluding statement or section that follows from or supports the argument presented.</p>	<p>WHST.11-12.1(e) - Provide a concluding statement or section that follows from or supports the argument presented.</p>	<p>WHST.11-12.1(e) - Provide a concluding statement or section that follows from or supports the argument presented.</p>
<p>WHST.9-10.2 - Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p>	<p>WHST.9-10.2 - Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p>	<p>WHST.11-12.1(e) - Provide a concluding statement or section that follows from or supports the argument presented.</p>	<p>WHST.11-12.1(e) - Provide a concluding statement or section that follows from or supports the argument presented.</p>
<p>WHST.9-10.2(a) - Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p>	<p>WHST.9-10.2(a) - Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p>	<p>WHST.11-12.2 - Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p>	<p>WHST.11-12.2 - Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p>
<p>WHST.9-10.2(b) - Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p>	<p>WHST.9-10.2(b) - Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p>	<p>WHST.11-12.2(a) - Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p>	<p>WHST.11-12.2(a) - Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p>
<p>WHST.9-10.2(c) - Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.</p>	<p>WHST.9-10.2(c) - Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.</p>	<p>WHST.11-12.2(b) - Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p>	<p>WHST.11-12.2(b) - Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p>
<p>WHST.9-10.2(f) - Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p>	<p>WHST.9-10.2(f) - Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p>	<p>WHST.11-12.2(c) - Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p>	<p>WHST.11-12.2(c) - Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p>
<p>WHST.9-10.3 - (See note; not applicable as a separate requirement)</p>	<p>WHST.9-10.3 - (See note; not applicable as a separate requirement)</p>	<p>WHST.11-12.2(d) - Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.</p>	<p>WHST.11-12.2(d) - Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.</p>
<p>WHST.9-10.3(a) - Note: Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.</p>	<p>WHST.9-10.3(a) - Note: Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.</p>	<p>WHST.11-12.2(e) - Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).</p>	<p>WHST.11-12.2(e) - Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).</p>
<p>WHST.9-10.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>WHST.9-10.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>WHST.11-12.3 - (See note; not applicable as a separate requirement)</p>	<p>WHST.11-12.3 - (See note; not applicable as a separate requirement)</p>
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<p><b>Cellular Respiration -</b> WY</p>	<p>WY.1. - Concepts and Processes: Science is a dynamic process; concepts and processes in life systems, earth and space systems, and physical systems are best learned through inquiry and investigation. Students develop an understanding of scientific content through inquiry within the context of these unifying concepts and processes: Systems, classification, order, and organization; Evidence, models, and explanations; Change, constancy, and measurement; Evolution and equilibrium and Form and function  SC11.1.1. - Life Systems: The Cell: Explain the processes of life, which necessitates an understanding of relationships between structure and function of the cell and cellular differentiation. Identify activities taking place in an organism related to metabolic activities in cells, including growth, regulation, transport, and homeostasis. Differentiate between asexual and sexual reproduction.  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SC11.2.3. - Students clearly and accurately communicate the result of their own work as well as information from other sources.  WY.RST.9-10. - Reading Standards for Literacy in Science and Technical Subjects  - Key Ideas and Details  RST.9-10.1. - Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.  RST.9-10.5. - Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy).  RST.9-10.10. - By the end of grade 10, read and comprehend science/technical texts in the grades 9-10 text complexity band independently and proficiently.</p> <p>WY.WHST.9-10. - Writing Standards for Literacy in Science and Technical Subjects  WHST.9-10.1. - Write arguments focused on discipline-specific content.  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Inquiry is the foundation for the development of content, teaching students the use of processes of science that enable them to construct and develop their own knowledge. Inquiry requires appropriate field, classroom, and laboratory experiences with suitable facilities and equipment.</p> <p>SC11.2.1. - Students use research scientific information and present findings through appropriate means.  SC11.2.2. - Students use inquiry to conduct scientific investigations.  SC11.2.2.a. - Pose problems and identify questions and concepts to design and conduct an investigation.  SC11.2.2.c. - Give priority to evidence in drawing conclusions and making connections to scientific concepts.  SC11.2.2.d. - Clearly and accurately communicate the result of the investigation.  SC11.2.3. - Students clearly and accurately communicate the result of their own work as well as information from other sources.  WY.RST.11-12. - Reading Standards for Literacy in Science and Technical Subjects  - Key Ideas and Details  RST.11-12.1. - Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.  RST.11-12.5. - Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.  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.  RST.11-12.10. - By the end of grade 12, read and comprehend science/technical texts in the grades 11-12 text complexity band independently and proficiently.  WY.WHST.11-12. - Writing Standards for Literacy in Science and Technical Subjects  WHST.11-12.1. - Write arguments focused on discipline-specific content.</p> <p>WHST.11-12.1(a) - Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.</p>
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<p>WHST.9-10.1(c) - Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p>	<p>WHST.9-10.1(c) - Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p>	<p>WHST.11-12.1(b) - Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.</p>	<p>WHST.11-12.1(b) - Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.</p>
<p>WHST.9-10.1(e) - Provide a concluding statement or section that follows from or supports the argument presented.</p>	<p>WHST.9-10.1(e) - Provide a concluding statement or section that follows from or supports the argument presented.</p>	<p>WHST.11-12.1(c) - Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p>	<p>WHST.11-12.1(c) - Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p>
<p>WHST.9-10.2 - Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p>	<p>WHST.9-10.2 - Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p>	<p>WHST.11-12.1(e) - Provide a concluding statement or section that follows from or supports the argument presented.</p>	<p>WHST.11-12.1(e) - Provide a concluding statement or section that follows from or supports the argument presented.</p>
<p>WHST.9-10.2(a) - Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p>	<p>WHST.9-10.2(a) - Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p>	<p>WHST.11-12.2 - Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p>	<p>WHST.11-12.2 - Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p>
<p>WHST.9-10.2(b) - Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p>	<p>WHST.9-10.2(b) - Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p>	<p>WHST.11-12.2(a) - Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p>	<p>WHST.11-12.2(a) - Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p>
<p>WHST.9-10.2(c) - Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.</p>	<p>WHST.9-10.2(c) - Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.</p>	<p>WHST.11-12.2(b) - Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p>	<p>WHST.11-12.2(b) - Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p>
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<p>WHST.9-10.3 - (See note; not applicable as a separate requirement)</p>	<p>WHST.9-10.3 - (See note; not applicable as a separate requirement)</p>	<p>WHST.11-12.2(d) - Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.</p>	<p>WHST.11-12.2(d) - Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.</p>
<p>WHST.9-10.3(a) - Note: Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.</p>	<p>WHST.9-10.3(a) - Note: Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.</p>	<p>WHST.11-12.2(e) - Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).</p>	<p>WHST.11-12.2(e) - Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).</p>
<p>WHST.9-10.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>WHST.9-10.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>WHST.11-12.3 - (See note; not applicable as a separate requirement)</p>	<p>WHST.11-12.3 - (See note; not applicable as a separate requirement)</p>
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Diffusion -	WY	<p>WY.1. - Concepts and Processes: Science is a dynamic process; concepts and processes in life systems, earth and space systems, and physical systems are best learned through inquiry and investigation. Students develop an understanding of scientific content through inquiry within the context of these unifying concepts and processes: Systems, classification, order, and organization; Evidence, models, and explanations; Change, constancy, and measurement; Evolution and equilibrium and Form and function</p> <p>SC11.1.1. - Life Systems: The Cell: Explain the processes of life, which necessitates an understanding of relationships between structure and function of the cell and cellular differentiation. Identify activities taking place in an organism related to metabolic activities in cells, including growth, regulation, transport, and homeostasis. Differentiate between asexual and sexual reproduction.</p> <p>WY.2. - Science as Inquiry: Students demonstrate knowledge, skills, and habits of mind necessary to safely perform scientific inquiry. Inquiry is the foundation for the development of content, teaching students the use of processes of science that enable them to construct and develop their own knowledge. Inquiry requires appropriate field, classroom, and laboratory experiences with suitable facilities and equipment.</p> <p>SC11.2.1. - Students use research scientific information and present findings through appropriate means.</p> <p>SC11.2.2. - Students use inquiry to conduct scientific investigations.</p> <p>SC11.2.2.a. - Pose problems and identify questions and concepts to design and conduct an investigation.</p> <p>SC11.2.2.c. - Give priority to evidence in drawing conclusions and making connections to scientific concepts.</p> <p>SC11.2.2.d. - Clearly and accurately communicate the result of the investigation.</p> <p>SC11.2.3. - Students clearly and accurately communicate the result of their own work as well as information from other sources.</p> <p>WY.RST.9-10. - Reading Standards for Literacy in Science and Technical Subjects - Key Ideas and Details</p> <p>RST.9-10.1. - Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.</p> <p>WY.WHST.9-10. - Writing Standards for Literacy in Science and Technical Subjects</p> <p>WHST.9-10.1. - Write arguments focused on discipline-specific content.</p> <p>WHST.9-10.1(a) - Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.</p> <p>WHST.9-10.1(b) - Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.</p> <p>WHST.9-10.1(c) - Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p>	<p>WY.1. - Concepts and Processes: Science is a dynamic process; concepts and processes in life systems, earth and space systems, and physical systems are best learned through inquiry and investigation. 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In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.</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>	<p>WHST.11-12.1(c) - Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>WHST.11-12.1(e) - Provide a concluding statement or section that follows from or supports the argument presented.</p> <p>WHST.11-12.2 - Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>WHST.11-12.2(a) - Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>WHST.11-12.2(b) - Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>WHST.11-12.2(c) - Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>WHST.11-12.2(d) - Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.</p> <p>WHST.11-12.2(e) - Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).</p> <p>WHST.11-12.3. - (See note; not applicable as a separate requirement)</p> <p>WHST.11-12.3(a) - Note: Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.</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>
<b>Filtration -</b>	WY	<p>WY.1. - Concepts and Processes: Science is a dynamic process; concepts and processes in life systems, earth and space systems, and physical systems are best learned through inquiry and investigation. Students develop an understanding of scientific content through inquiry within the context of these unifying concepts and processes: Systems, classification, order, and organization; Evidence, models, and explanations; Change, constancy, and measurement; Evolution and equilibrium and Form and function</p>	<p>WY.1. - Concepts and Processes: Science is a dynamic process; concepts and processes in life systems, earth and space systems, and physical systems are best learned through inquiry and investigation. Students develop an understanding of scientific content through inquiry within the context of these unifying concepts and processes: Systems, classification, order, and organization; Evidence, models, and explanations; Change, constancy, and measurement; Evolution and equilibrium and Form and function</p>	<p>WY.1. - Concepts and Processes: Science is a dynamic process; concepts and processes in life systems, earth and space systems, and physical systems are best learned through inquiry and investigation. Students develop an understanding of scientific content through inquiry within the context of these unifying concepts and processes: Systems, classification, order, and organization; Evidence, models, and explanations; Change, constancy, and measurement; Evolution and equilibrium and Form and function</p>	<p>WY.1. - Concepts and Processes: Science is a dynamic process; concepts and processes in life systems, earth and space systems, and physical systems are best learned through inquiry and investigation. Students develop an understanding of scientific content through inquiry within the context of these unifying concepts and processes: Systems, classification, order, and organization; Evidence, models, and explanations; Change, constancy, and measurement; Evolution and equilibrium and Form and function</p>

<p>SC11.1.1 - Life Systems: The Cell: Explain the processes of life, which necessitates an understanding of relationships between structure and function of the cell and cellular differentiation. Identify activities taking place in an organism related to metabolic activities in cells, including growth, regulation, transport, and homeostasis. Differentiate between asexual and sexual reproduction.</p> <p>WY.2 - Science as Inquiry: Students demonstrate knowledge, skills, and habits of mind necessary to safely perform scientific inquiry. Inquiry is the foundation for the development of content, teaching students the use of processes of science that enable them to construct and develop their own knowledge. Inquiry requires appropriate field, classroom, and laboratory experiences with suitable facilities and equipment.</p>	<p>SC11.1.1 - Life Systems: The Cell: Explain the processes of life, which necessitates an understanding of relationships between structure and function of the cell and cellular differentiation. Identify activities taking place in an organism related to metabolic activities in cells, including growth, regulation, transport, and homeostasis. Differentiate between asexual and sexual reproduction.</p> <p>WY.2 - Science as Inquiry: Students demonstrate knowledge, skills, and habits of mind necessary to safely perform scientific inquiry. Inquiry is the foundation for the development of content, teaching students the use of processes of science that enable them to construct and develop their own knowledge. Inquiry requires appropriate field, classroom, and laboratory experiences with suitable facilities and equipment.</p>	<p>SC11.1.1 - Life Systems: The Cell: Explain the processes of life, which necessitates an understanding of relationships between structure and function of the cell and cellular differentiation. Identify activities taking place in an organism related to metabolic activities in cells, including growth, regulation, transport, and homeostasis. Differentiate between asexual and sexual reproduction.</p> <p>WY.2 - Science as Inquiry: Students demonstrate knowledge, skills, and habits of mind necessary to safely perform scientific inquiry. Inquiry is the foundation for the development of content, teaching students the use of processes of science that enable them to construct and develop their own knowledge. Inquiry requires appropriate field, classroom, and laboratory experiences with suitable facilities and equipment.</p>	<p>SC11.1.1 - Life Systems: The Cell: Explain the processes of life, which necessitates an understanding of relationships between structure and function of the cell and cellular differentiation. Identify activities taking place in an organism related to metabolic activities in cells, including growth, regulation, transport, and homeostasis. Differentiate between asexual and sexual reproduction.</p> <p>WY.2 - Science as Inquiry: Students demonstrate knowledge, skills, and habits of mind necessary to safely perform scientific inquiry. Inquiry is the foundation for the development of content, teaching students the use of processes of science that enable them to construct and develop their own knowledge. Inquiry requires appropriate field, classroom, and laboratory experiences with suitable facilities and equipment.</p>
<p>SC11.2.1 - Students use research scientific information and present findings through appropriate means.</p> <p>SC11.2.2 - Students use inquiry to conduct scientific investigations.</p> <p>SC11.2.2.a - Pose problems and identify questions and concepts to design and conduct an investigation.</p> <p>SC11.2.2.c - Give priority to evidence in drawing conclusions and making connections to scientific concepts.</p> <p>SC11.2.2.d - Clearly and accurately communicate the result of the investigation.</p> <p>SC11.2.3 - Students clearly and accurately communicate the result of their own work as well as information from other sources.</p> <p>WY.RST.9-10 - Reading Standards for Literacy in Science and Technical Subjects - Key Ideas and Details</p> <p>RST.9-10.1 - Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.</p>	<p>SC11.2.1 - Students use research scientific information and present findings through appropriate means.</p> <p>SC11.2.2 - Students use inquiry to conduct scientific investigations.</p> <p>SC11.2.2.a - Pose problems and identify questions and concepts to design and conduct an investigation.</p> <p>SC11.2.2.c - Give priority to evidence in drawing conclusions and making connections to scientific concepts.</p> <p>SC11.2.2.d - Clearly and accurately communicate the result of the investigation.</p> <p>SC11.2.3 - Students clearly and accurately communicate the result of their own work as well as information from other sources.</p> <p>WY.RST.9-10 - Reading Standards for Literacy in Science and Technical Subjects - Key Ideas and Details</p> <p>RST.9-10.1 - Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.</p>	<p>SC11.2.1 - Students use research scientific information and present findings through appropriate means.</p> <p>SC11.2.2 - Students use inquiry to conduct scientific investigations.</p> <p>SC11.2.2.a - Pose problems and identify questions and concepts to design and conduct an investigation.</p> <p>SC11.2.2.c - Give priority to evidence in drawing conclusions and making connections to scientific concepts.</p> <p>SC11.2.2.d - Clearly and accurately communicate the result of the investigation.</p> <p>SC11.2.3 - Students clearly and accurately communicate the result of their own work as well as information from other sources.</p> <p>WY.RST.11-12 - Reading Standards for Literacy in Science and Technical Subjects - Key Ideas and Details</p> <p>RST.11-12.1 - Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.</p> <p>RST.11-12.5 - Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.</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>RST.11-12.10 - By the end of grade 12, read and comprehend science/technical texts in the grades 11-12 text complexity band independently and proficiently.</p>	<p>SC11.2.1 - Students use research scientific information and present findings through appropriate means.</p> <p>SC11.2.2 - Students use inquiry to conduct scientific investigations.</p> <p>SC11.2.2.a - Pose problems and identify questions and concepts to design and conduct an investigation.</p> <p>SC11.2.2.c - Give priority to evidence in drawing conclusions and making connections to scientific concepts.</p> <p>SC11.2.2.d - Clearly and accurately communicate the result of the investigation.</p> <p>SC11.2.3 - Students clearly and accurately communicate the result of their own work as well as information from other sources.</p> <p>WY.RST.11-12 - Reading Standards for Literacy in Science and Technical Subjects - Key Ideas and Details</p> <p>RST.11-12.1 - Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.</p> <p>RST.11-12.5 - Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.</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>RST.11-12.10 - By the end of grade 12, read and comprehend science/technical texts in the grades 11-12 text complexity band independently and proficiently.</p>
<p>RST.9-10.5 - Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy).</p> <p>RST.9-10.10 - By the end of grade 10, read and comprehend science/technical texts in the grades 9-10 text complexity band independently and proficiently.</p>	<p>RST.9-10.5 - Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy).</p> <p>RST.9-10.10 - By the end of grade 10, read and comprehend science/technical texts in the grades 9-10 text complexity band independently and proficiently.</p>	<p>RST.11-12.5 - Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.</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>RST.11-12.5 - Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.</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>WY.WHST.9-10 - Writing Standards for Literacy in Science and Technical Subjects</p> <p>WHST.9-10.1 - Write arguments focused on discipline-specific content.</p> <p>WHST.9-10.1(a) - Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.</p> <p>WHST.9-10.1(b) - Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.</p> <p>WHST.9-10.1(c) - Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p>	<p>WY.WHST.9-10 - Writing Standards for Literacy in Science and Technical Subjects</p> <p>WHST.9-10.1 - Write arguments focused on discipline-specific content.</p> <p>WHST.9-10.1(a) - Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.</p> <p>WHST.9-10.1(b) - Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.</p> <p>WHST.9-10.1(c) - Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p>	<p>WY.WHST.11-12 - Writing Standards for Literacy in Science and Technical Subjects</p> <p>WHST.11-12.1 - Write arguments focused on discipline-specific content.</p> <p>WHST.11-12.1(a) - Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.</p> <p>WHST.11-12.1(b) - Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.</p> <p>WHST.11-12.1(c) - Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p>	<p>WY.WHST.11-12 - Writing Standards for Literacy in Science and Technical Subjects</p> <p>WHST.11-12.1 - Write arguments focused on discipline-specific content.</p> <p>WHST.11-12.1(a) - Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.</p> <p>WHST.11-12.1(b) - Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.</p> <p>WHST.11-12.1(c) - Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p>

		<p>WHST.9-10.2. - Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>WHST.9-10.2(a) - Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>WHST.9-10.2(b) - Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>WHST.9-10.2(c) - Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.</p> <p>WHST.9-10.2(f) - Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p> <p>WHST.9-10.3. - (See note; not applicable as a separate requirement)</p> <p>WHST.9-10.3(a) - Note: Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.</p> <p>WHST.9-10.4. - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>WHST.9-10.2. - Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>WHST.9-10.2(a) - Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>WHST.9-10.2(b) - Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>WHST.9-10.2(c) - Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.</p> <p>WHST.9-10.2(f) - Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p> <p>WHST.9-10.3. - (See note; not applicable as a separate requirement)</p> <p>WHST.9-10.3(a) - Note: Students' narrative skills continue to grow in these grades. 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In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.</p> <p>WHST.9-10.4. - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>WHST.11-12.1(e) - Provide a concluding statement or section that follows from or supports the argument presented.</p> <p>WHST.11-12.2. - Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>WHST.11-12.2(a) - Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>WHST.11-12.2(b) - Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>WHST.11-12.2(c) - Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>WHST.11-12.2(d) - Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.</p> <p>WHST.11-12.2(e) - Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).</p> <p>WHST.11-12.3. - (See note; not applicable as a separate requirement)</p> <p>WHST.11-12.3(a) - Note: Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.</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>	<p>WHST.11-12.1(e) - Provide a concluding statement or section that follows from or supports the argument presented.</p> <p>WHST.11-12.2. - Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>WHST.11-12.2(a) - Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>WHST.11-12.2(b) - Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>WHST.11-12.2(c) - Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>WHST.11-12.2(d) - Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.</p> <p>WHST.11-12.2(e) - Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).</p> <p>WHST.11-12.3. - (See note; not applicable as a separate requirement)</p> <p>WHST.11-12.3(a) - Note: Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.</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>
Membrane Potential -	WY	<p>WY.1. - Concepts and Processes: Science is a dynamic process; concepts and processes in life systems, earth and space systems, and physical systems are best learned through inquiry and investigation. Students develop an understanding of scientific content through inquiry within the context of these unifying concepts and processes: Systems, classification, order, and organization; Evidence, models, and explanations; Change, constancy, and measurement; Evolution and equilibrium and Form and function</p> <p>SC11.1.1. - Life Systems: The Cell: Explain the processes of life, which necessitates an understanding of relationships between structure and function of the cell and cellular differentiation. Identify activities taking place in an organism related to metabolic activities in cells, including growth, regulation, transport, and homeostasis. Differentiate between asexual and sexual reproduction.</p>	<p>WY.1. - Concepts and Processes: Science is a dynamic process; concepts and processes in life systems, earth and space systems, and physical systems are best learned through inquiry and investigation. Students develop an understanding of scientific content through inquiry within the context of these unifying concepts and processes: Systems, classification, order, and organization; Evidence, models, and explanations; Change, constancy, and measurement; Evolution and equilibrium and Form and function</p> <p>SC11.1.1. - Life Systems: The Cell: Explain the processes of life, which necessitates an understanding of relationships between structure and function of the cell and cellular differentiation. Identify activities taking place in an organism related to metabolic activities in cells, including growth, regulation, transport, and homeostasis. Differentiate between asexual and sexual reproduction.</p>	<p>WY.1. - Concepts and Processes: Science is a dynamic process; concepts and processes in life systems, earth and space systems, and physical systems are best learned through inquiry and investigation. Students develop an understanding of scientific content through inquiry within the context of these unifying concepts and processes: Systems, classification, order, and organization; Evidence, models, and explanations; Change, constancy, and measurement; Evolution and equilibrium and Form and function</p> <p>SC11.1.1. - Life Systems: The Cell: Explain the processes of life, which necessitates an understanding of relationships between structure and function of the cell and cellular differentiation. Identify activities taking place in an organism related to metabolic activities in cells, including growth, regulation, transport, and homeostasis. Differentiate between asexual and sexual reproduction.</p>	<p>WY.1. - Concepts and Processes: Science is a dynamic process; concepts and processes in life systems, earth and space systems, and physical systems are best learned through inquiry and investigation. Students develop an understanding of scientific content through inquiry within the context of these unifying concepts and processes: Systems, classification, order, and organization; Evidence, models, and explanations; Change, constancy, and measurement; Evolution and equilibrium and Form and function</p> <p>SC11.1.1. - Life Systems: The Cell: Explain the processes of life, which necessitates an understanding of relationships between structure and function of the cell and cellular differentiation. Identify activities taking place in an organism related to metabolic activities in cells, including growth, regulation, transport, and homeostasis. Differentiate between asexual and sexual reproduction.</p>



<p>WY.2. - Science as Inquiry: Students demonstrate knowledge, skills, and habits of mind necessary to safely perform scientific inquiry. Inquiry is the foundation for the development of content, teaching students the use of processes of science that enable them to construct and develop their own knowledge. Inquiry requires appropriate field, classroom, and laboratory experiences with suitable facilities and equipment.</p>	<p>WY.2. - Science as Inquiry: Students demonstrate knowledge, skills, and habits of mind necessary to safely perform scientific inquiry. Inquiry is the foundation for the development of content, teaching students the use of processes of science that enable them to construct and develop their own knowledge. Inquiry requires appropriate field, classroom, and laboratory experiences with suitable facilities and equipment.</p>	<p>WY.2. - Science as Inquiry: Students demonstrate knowledge, skills, and habits of mind necessary to safely perform scientific inquiry. Inquiry is the foundation for the development of content, teaching students the use of processes of science that enable them to construct and develop their own knowledge. Inquiry requires appropriate field, classroom, and laboratory experiences with suitable facilities and equipment.</p>	<p>WY.2. - Science as Inquiry: Students demonstrate knowledge, skills, and habits of mind necessary to safely perform scientific inquiry. Inquiry is the foundation for the development of content, teaching students the use of processes of science that enable them to construct and develop their own knowledge. Inquiry requires appropriate field, classroom, and laboratory experiences with suitable facilities and equipment.</p>
<p>SC11.2.1. - Students use research scientific information and present findings through appropriate means. SC11.2.2. - Students use inquiry to conduct scientific investigations. SC11.2.2.a. - Pose problems and identify questions and concepts to design and conduct an investigation. SC11.2.2.c. - Give priority to evidence in drawing conclusions and making connections to scientific concepts. SC11.2.2.d. - Clearly and accurately communicate the result of the investigation. SC11.2.3. - Students clearly and accurately communicate the result of their own work as well as information from other sources.</p>	<p>SC11.2.1. - Students use research scientific information and present findings through appropriate means. SC11.2.2. - Students use inquiry to conduct scientific investigations. SC11.2.2.a. - Pose problems and identify questions and concepts to design and conduct an investigation. SC11.2.2.c. - Give priority to evidence in drawing conclusions and making connections to scientific concepts. SC11.2.2.d. - Clearly and accurately communicate the result of the investigation. SC11.2.3. - Students clearly and accurately communicate the result of their own work as well as information from other sources.</p>	<p>SC11.2.1. - Students use research scientific information and present findings through appropriate means. SC11.2.2. - Students use inquiry to conduct scientific investigations. SC11.2.2.a. - Pose problems and identify questions and concepts to design and conduct an investigation. SC11.2.2.c. - Give priority to evidence in drawing conclusions and making connections to scientific concepts. SC11.2.2.d. - Clearly and accurately communicate the result of the investigation. SC11.2.3. - Students clearly and accurately communicate the result of their own work as well as information from other sources.</p>	<p>SC11.2.1. - Students use research scientific information and present findings through appropriate means. SC11.2.2. - Students use inquiry to conduct scientific investigations. SC11.2.2.a. - Pose problems and identify questions and concepts to design and conduct an investigation. SC11.2.2.c. - Give priority to evidence in drawing conclusions and making connections to scientific concepts. SC11.2.2.d. - Clearly and accurately communicate the result of the investigation. SC11.2.3. - Students clearly and accurately communicate the result of their own work as well as information from other sources.</p>
<p>WY.RST.9-10. - Reading Standards for Literacy in Science and Technical Subjects - Key Ideas and Details RST.9-10.1. - Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.  RST.9-10.5. - Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy). RST.9-10.10. - By the end of grade 10, read and comprehend science/technical texts in the grades 9-10 text complexity band independently and proficiently.</p>	<p>WY.RST.9-10. - Reading Standards for Literacy in Science and Technical Subjects - Key Ideas and Details RST.9-10.1. - Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.  RST.9-10.5. - Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy). RST.9-10.10. - By the end of grade 10, read and comprehend science/technical texts in the grades 9-10 text complexity band independently and proficiently.</p>	<p>WY.RST.11-12. - Reading Standards for Literacy in Science and Technical Subjects - Key Ideas and Details RST.11-12.1. - Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.  RST.11-12.5. - Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas. 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. RST.11-12.10. - By the end of grade 12, read and comprehend science/technical texts in the grades 11-12 text complexity band independently and proficiently.</p>	<p>WY.RST.11-12. - Reading Standards for Literacy in Science and Technical Subjects - Key Ideas and Details RST.11-12.1. - Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.  RST.11-12.5. - Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas. 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. RST.11-12.10. - By the end of grade 12, read and comprehend science/technical texts in the grades 11-12 text complexity band independently and proficiently.</p>
<p>WY.WHST.9-10. - Writing Standards for Literacy in Science and Technical Subjects  WHST.9-10.1. - Write arguments focused on discipline-specific content. WHST.9-10.1(a) - Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence. WHST.9-10.1(b) - Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns. WHST.9-10.1(c) - Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.  WHST.9-10.1(e) - Provide a concluding statement or section that follows from or supports the argument presented.</p>	<p>WY.WHST.9-10. - Writing Standards for Literacy in Science and Technical Subjects  WHST.9-10.1. - Write arguments focused on discipline-specific content. WHST.9-10.1(a) - Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence. WHST.9-10.1(b) - Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns. WHST.9-10.1(c) - Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.  WHST.9-10.1(e) - Provide a concluding statement or section that follows from or supports the argument presented.</p>	<p>WY.WHST.11-12. - Writing Standards for Literacy in Science and Technical Subjects  WHST.11-12.1. - Write arguments focused on discipline-specific content.  WHST.11-12.1(a) - Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence. WHST.11-12.1(b) - Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases. WHST.11-12.1(c) - Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. WHST.11-12.1(e) - Provide a concluding statement or section that follows from or supports the argument presented.</p>	<p>WY.WHST.11-12. - Writing Standards for Literacy in Science and Technical Subjects  WHST.11-12.1. - Write arguments focused on discipline-specific content.  WHST.11-12.1(a) - Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence. WHST.11-12.1(b) - Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases. WHST.11-12.1(c) - Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. WHST.11-12.1(e) - Provide a concluding statement or section that follows from or supports the argument presented.</p>
<p>WHST.9-10.2. - Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. WHST.9-10.2(a) - Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p>	<p>WHST.9-10.2. - Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. WHST.9-10.2(a) - Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p>	<p>WHST.11-12.2. - Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p>	<p>WHST.11-12.2. - Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p>

		<p>WHST.9-10.2(b) - Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>WHST.9-10.2(c) - Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.</p> <p>WHST.9-10.2(f) - Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p> <p>WHST.9-10.3. - (See note; not applicable as a separate requirement)</p> <p>WHST.9-10.3(a) - Note: Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.</p> <p>WHST.9-10.4. - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>WHST.9-10.2(b) - Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>WHST.9-10.2(c) - Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.</p> <p>WHST.9-10.2(f) - Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p> <p>WHST.9-10.3. - (See note; not applicable as a separate requirement)</p> <p>WHST.9-10.3(a) - Note: Students' narrative skills continue to grow in these grades. 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In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.</p> <p>WHST.9-10.4. - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>WHST.11-12.2(a) - Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>WHST.11-12.2(b) - Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>WHST.11-12.2(c) - Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>WHST.11-12.2(d) - Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.</p> <p>WHST.11-12.2(e) - Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).</p> <p>WHST.11-12.3. - (See note; not applicable as a separate requirement)</p> <p>WHST.11-12.3(a) - Note: Students' narrative skills continue to grow in these grades. 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Differentiate between asexual and sexual reproduction.</p> <p>WY.2. - Science as Inquiry: Students demonstrate knowledge, skills, and habits of mind necessary to safely perform scientific inquiry. Inquiry is the foundation for the development of content, teaching students the use of processes of science that enable them to construct and develop their own knowledge. Inquiry requires appropriate field, classroom, and laboratory experiences with suitable facilities and equipment.</p> <p>SC11.2.1. - Students use research scientific information and present findings through appropriate means.</p>	<p>WY.1. - Concepts and Processes: Science is a dynamic process; concepts and processes in life systems, earth and space systems, and physical systems are best learned through inquiry and investigation. 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<p>SC11.2.2. - Students use inquiry to conduct scientific investigations.</p> <p>SC11.2.2.a. - Pose problems and identify questions and concepts to design and conduct an investigation.</p> <p>SC11.2.2.c. - Give priority to evidence in drawing conclusions and making connections to scientific concepts.</p> <p>SC11.2.2.d. - Clearly and accurately communicate the result of the investigation.</p> <p>SC11.2.3. - Students clearly and accurately communicate the result of their own work as well as information from other sources.</p> <p>WY.RST.9-10. - Reading Standards for Literacy in Science and Technical Subjects</p> <p>- Key Ideas and Details</p> <p>RST.9-10.1. - Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.</p> <p>RST.9-10.5. - Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy).</p> <p>RST.9-10.10. - By the end of grade 10, read and comprehend science/technical texts in the grades 9-10 text complexity band independently and proficiently.</p> <p>WY.WHST.9-10. - Writing Standards for Literacy in Science and Technical Subjects</p> <p>WHST.9-10.1. - Write arguments focused on discipline-specific content.</p> <p>WHST.9-10.1(a) - Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.</p> <p>WHST.9-10.1(b) - Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.</p> <p>WHST.9-10.1(c) - Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>WHST.9-10.1(e) - Provide a concluding statement or section that follows from or supports the argument presented.</p> <p>WHST.9-10.2. - Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>WHST.9-10.2(a) - Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>WHST.9-10.2(b) - Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>WHST.9-10.2(c) - Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.</p>	<p>SC11.2.2. - Students use inquiry to conduct scientific investigations.</p> <p>SC11.2.2.a. - Pose problems and identify questions and concepts to design and conduct an investigation.</p> <p>SC11.2.2.c. - Give priority to evidence in drawing conclusions and making connections to scientific concepts.</p> <p>SC11.2.2.d. - Clearly and accurately communicate the result of the investigation.</p> <p>SC11.2.3. - Students clearly and accurately communicate the result of their own work as well as information from other sources.</p> <p>WY.RST.9-10. - Reading Standards for Literacy in Science and Technical Subjects</p> <p>- Key Ideas and Details</p> <p>RST.9-10.1. - Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.</p> <p>RST.9-10.5. - Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy).</p> <p>RST.9-10.10. - By the end of grade 10, read and comprehend science/technical texts in the grades 9-10 text complexity band independently and proficiently.</p> <p>WY.WHST.9-10. - Writing Standards for Literacy in Science and Technical Subjects</p> <p>WHST.9-10.1. - Write arguments focused on discipline-specific content.</p> <p>WHST.9-10.1(a) - Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.</p> <p>WHST.9-10.1(b) - Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.</p> <p>WHST.9-10.1(c) - Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>WHST.9-10.1(e) - Provide a concluding statement or section that follows from or supports the argument presented.</p> <p>WHST.9-10.2. - Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>WHST.9-10.2(a) - Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; 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include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>WHST.11-12.2(b) - Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p>	<p>SC11.2.2. - Students use inquiry to conduct scientific investigations.</p> <p>SC11.2.2.a. - Pose problems and identify questions and concepts to design and conduct an investigation.</p> <p>SC11.2.2.c. - Give priority to evidence in drawing conclusions and making connections to scientific concepts.</p> <p>SC11.2.2.d. - Clearly and accurately communicate the result of the investigation.</p> <p>SC11.2.3. - Students clearly and accurately communicate the result of their own work as well as information from other sources.</p> <p>WY.RST.11-12. - Reading Standards for Literacy in Science and Technical Subjects</p> <p>- Key Ideas and Details</p> <p>RST.11-12.1. - Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.</p> <p>RST.11-12.5. - Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.</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>RST.11-12.10. - By the end of grade 12, read and comprehend science/technical texts in the grades 11-12 text complexity band independently and proficiently.</p> <p>WY.WHST.11-12. - Writing Standards for Literacy in Science and Technical Subjects</p> <p>WHST.11-12.1. - Write arguments focused on discipline-specific content.</p> <p>WHST.11-12.1(a) - Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.</p> <p>WHST.11-12.1(b) - Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.</p> <p>WHST.11-12.1(c) - Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>WHST.11-12.1(e) - Provide a concluding statement or section that follows from or supports the argument presented.</p> <p>WHST.11-12.2. - Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>WHST.11-12.2(a) - Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; 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<b>Nitrogen Cycle -</b>	WY	<p>WY.1. - Concepts and Processes: Science is a dynamic process; concepts and processes in life systems, earth and space systems, and physical systems are best learned through inquiry and investigation. Students develop an understanding of scientific content through inquiry within the context of these unifying concepts and processes: Systems, classification, order, and organization; Evidence, models, and explanations; Change, constancy, and measurement; Evolution and equilibrium and Form and function</p> <p>SC11.1.1. - Life Systems: The Cell: Explain the processes of life, which necessitates an understanding of relationships between structure and function of the cell and cellular differentiation. Identify activities taking place in an organism related to metabolic activities in cells, including growth, regulation, transport, and homeostasis. Differentiate between asexual and sexual reproduction.</p> <p>SC11.1.4. - Life Systems: Interdependence of Organisms: Investigate the interrelationships and interdependence of organisms, including the ecosystem concept, energy flow, competition for resources, and human effects on the environment.</p> <p>SC11.1.5. - Life Systems: Matter, Energy, and Organization in Living Systems: Describe the need of living systems for a continuous input of energy to maintain chemical and physical stability. Explain the unidirectional flow of energy and organic matter through a series of trophic levels in living systems. Investigate the distribution and abundance of organisms in ecosystems, which are limited by the availability of matter and energy and the ability of the living system to recycle materials.</p>	<p>WY.1. - Concepts and Processes: Science is a dynamic process; concepts and processes in life systems, earth and space systems, and physical systems are best learned through inquiry and investigation. Students develop an understanding of scientific content through inquiry within the context of these unifying concepts and processes: Systems, classification, order, and organization; Evidence, models, and explanations; Change, constancy, and measurement; Evolution and equilibrium and Form and function</p> <p>SC11.1.1. - Life Systems: The Cell: Explain the processes of life, which necessitates an understanding of relationships between structure and function of the cell and cellular differentiation. 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<p>WY.2. - Science as Inquiry: Students demonstrate knowledge, skills, and habits of mind necessary to safely perform scientific inquiry. Inquiry is the foundation for the development of content, teaching students the use of processes of science that enable them to construct and develop their own knowledge. Inquiry requires appropriate field, classroom, and laboratory experiences with suitable facilities and equipment.</p>	<p>WY.2. - Science as Inquiry: Students demonstrate knowledge, skills, and habits of mind necessary to safely perform scientific inquiry. Inquiry is the foundation for the development of content, teaching students the use of processes of science that enable them to construct and develop their own knowledge. Inquiry requires appropriate field, classroom, and laboratory experiences with suitable facilities and equipment.</p>	<p>WY.2. - Science as Inquiry: Students demonstrate knowledge, skills, and habits of mind necessary to safely perform scientific inquiry. Inquiry is the foundation for the development of content, teaching students the use of processes of science that enable them to construct and develop their own knowledge. Inquiry requires appropriate field, classroom, and laboratory experiences with suitable facilities and equipment.</p>	<p>WY.2. - Science as Inquiry: Students demonstrate knowledge, skills, and habits of mind necessary to safely perform scientific inquiry. Inquiry is the foundation for the development of content, teaching students the use of processes of science that enable them to construct and develop their own knowledge. Inquiry requires appropriate field, classroom, and laboratory experiences with suitable facilities and equipment.</p>
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<p>WHST.9-10.2. - Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. WHST.9-10.2(a) - Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p>	<p>WHST.9-10.2. - Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. WHST.9-10.2(a) - Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p>	<p>WHST.11-12.2. - Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p>	<p>WHST.11-12.2. - Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p>

		<p>WHST.9-10.2(b) - Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>WHST.9-10.2(c) - Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.</p> <p>WHST.9-10.2(f) - Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p> <p>WHST.9-10.3. - (See note; not applicable as a separate requirement)</p> <p>WHST.9-10.3(a) - Note: Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.</p> <p>WHST.9-10.4. - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>WHST.9-10.2(b) - Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>WHST.9-10.2(c) - Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.</p> <p>WHST.9-10.2(f) - Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p> <p>WHST.9-10.3. - (See note; not applicable as a separate requirement)</p> <p>WHST.9-10.3(a) - Note: Students' narrative skills continue to grow in these grades. 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Osmosis -	WY	<p>WY.1. - Concepts and Processes: Science is a dynamic process; concepts and processes in life systems, earth and space systems, and physical systems are best learned through inquiry and investigation. Students develop an understanding of scientific content through inquiry within the context of these unifying concepts and processes: Systems, classification, order, and organization; Evidence, models, and explanations; Change, constancy, and measurement; Evolution and equilibrium and Form and function</p> <p>SC11.1.1. - Life Systems: The Cell: Explain the processes of life, which necessitates an understanding of relationships between structure and function of the cell and cellular differentiation. Identify activities taking place in an organism related to metabolic activities in cells, including growth, regulation, transport, and homeostasis. Differentiate between asexual and sexual reproduction.</p> <p>WY.2. - Science as Inquiry: Students demonstrate knowledge, skills, and habits of mind necessary to safely perform scientific inquiry. Inquiry is the foundation for the development of content, teaching students the use of processes of science that enable them to construct and develop their own knowledge. Inquiry requires appropriate field, classroom, and laboratory experiences with suitable facilities and equipment.</p> <p>SC11.2.1. - Students use research scientific information and present findings through appropriate means.</p>	<p>WY.1. - Concepts and Processes: Science is a dynamic process; concepts and processes in life systems, earth and space systems, and physical systems are best learned through inquiry and investigation. 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include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>WHST.9-10.2(b) - Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>WHST.9-10.2(c) - Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.</p>	<p>SC11.2.2. - Students use inquiry to conduct scientific investigations.</p> <p>SC11.2.2.a. - Pose problems and identify questions and concepts to design and conduct an investigation.</p> <p>SC11.2.2.c. - Give priority to evidence in drawing conclusions and making connections to scientific concepts.</p> <p>SC11.2.2.d. - Clearly and accurately communicate the result of the investigation.</p> <p>SC11.2.3. - Students clearly and accurately communicate the result of their own work as well as information from other sources.</p> <p>WY.RST.9-10. - Reading Standards for Literacy in Science and Technical Subjects</p> <p>- Key Ideas and Details</p> <p>RST.9-10.1. - Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.</p> <p>RST.9-10.5. - Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy).</p> <p>RST.9-10.10. - By the end of grade 10, read and comprehend science/technical texts in the grades 9-10 text complexity band independently and proficiently.</p> <p>WY.WHST.9-10. - Writing Standards for Literacy in Science and Technical Subjects</p> <p>WHST.9-10.1. - Write arguments focused on discipline-specific content.</p> <p>WHST.9-10.1(a) - Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.</p> <p>WHST.9-10.1(b) - Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.</p> <p>WHST.9-10.1(c) - Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>WHST.9-10.1(e) - Provide a concluding statement or section that follows from or supports the argument presented.</p> <p>WHST.9-10.2. - Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>WHST.9-10.2(a) - Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; 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Photosynthesis -	WY	<p>WY.1. - Concepts and Processes: Science is a dynamic process; concepts and processes in life systems, earth and space systems, and physical systems are best learned through inquiry and investigation. Students develop an understanding of scientific content through inquiry within the context of these unifying concepts and processes: Systems, classification, order, and organization; Evidence, models, and explanations; Change, constancy, and measurement; Evolution and equilibrium and Form and function</p> <p>SC11.1.1. - Life Systems: The Cell: Explain the processes of life, which necessitates an understanding of relationships between structure and function of the cell and cellular differentiation. Identify activities taking place in an organism related to metabolic activities in cells, including growth, regulation, transport, and homeostasis. Differentiate between asexual and sexual reproduction.</p> <p>WY.2. - Science as Inquiry: Students demonstrate knowledge, skills, and habits of mind necessary to safely perform scientific inquiry. Inquiry is the foundation for the development of content, teaching students the use of processes of science that enable them to construct and develop their own knowledge. Inquiry requires appropriate field, classroom, and laboratory experiences with suitable facilities and equipment.</p> <p>SC11.2.1. - Students use research scientific information and present findings through appropriate means.</p> <p>SC11.2.2. - Students use inquiry to conduct scientific investigations.</p> <p>SC11.2.2.a. - Pose problems and identify questions and concepts to design and conduct an investigation.</p> <p>SC11.2.2.c. - Give priority to evidence in drawing conclusions and making connections to scientific concepts.</p> <p>SC11.2.2.d. - Clearly and accurately communicate the result of the investigation.</p> <p>SC11.2.3. - Students clearly and accurately communicate the result of their own work as well as information from other sources.</p>	<p>WY.1. - Concepts and Processes: Science is a dynamic process; concepts and processes in life systems, earth and space systems, and physical systems are best learned through inquiry and investigation. 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<p>WY.RST.9-10. - Reading Standards for Literacy in Science and Technical Subjects - Key Ideas and Details</p> <p>RST.9-10.1. - Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.</p> <p>RST.9-10.5. - Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy).</p> <p>RST.9-10.10. - By the end of grade 10, read and comprehend science/technical texts in the grades 9-10 text complexity band independently and proficiently.</p> <p>WY.WHST.9-10. - Writing Standards for Literacy in Science and Technical Subjects</p> <p>WHST.9-10.1. - Write arguments focused on discipline-specific content.</p> <p>WHST.9-10.1(a) - Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.</p> <p>WHST.9-10.1(b) - Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.</p> <p>WHST.9-10.1(c) - Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>WHST.9-10.1(e) - Provide a concluding statement or section that follows from or supports the argument presented.</p> <p>WHST.9-10.2. - Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>WHST.9-10.2(a) - Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>WHST.9-10.2(b) - Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>WHST.9-10.2(c) - Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.</p> <p>WHST.9-10.2(f) - Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p> <p>WHST.9-10.3. - (See note; not applicable as a separate requirement)</p>	<p>WY.RST.9-10. - Reading Standards for Literacy in Science and Technical Subjects - Key Ideas and Details</p> <p>RST.9-10.1. - Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.</p> <p>RST.9-10.5. - Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy).</p> <p>RST.9-10.10. - By the end of grade 10, read and comprehend science/technical texts in the grades 9-10 text complexity band independently and proficiently.</p> <p>WY.WHST.9-10. - Writing Standards for Literacy in Science and Technical Subjects</p> <p>WHST.9-10.1. - Write arguments focused on discipline-specific content.</p> <p>WHST.9-10.1(a) - Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.</p> <p>WHST.9-10.1(b) - Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.</p> <p>WHST.9-10.1(c) - Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>WHST.9-10.1(e) - Provide a concluding statement or section that follows from or supports the argument presented.</p> <p>WHST.9-10.2. - Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>WHST.9-10.2(a) - Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; 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include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>WHST.11-12.2(b) - Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>WHST.11-12.2(c) - Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>WHST.11-12.2(d) - Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.</p>	<p>WY.RST.11-12. - Reading Standards for Literacy in Science and Technical Subjects - Key Ideas and Details</p> <p>RST.11-12.1. - Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.</p> <p>RST.11-12.5. - Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.</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>RST.11-12.10. - By the end of grade 12, read and comprehend science/technical texts in the grades 11-12 text complexity band independently and proficiently.</p> <p>WY.WHST.11-12. - Writing Standards for Literacy in Science and Technical Subjects</p> <p>WHST.11-12.1. - Write arguments focused on discipline-specific content.</p> <p>WHST.11-12.1(a) - Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.</p> <p>WHST.11-12.1(b) - Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.</p> <p>WHST.11-12.1(c) - Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>WHST.11-12.1(e) - Provide a concluding statement or section that follows from or supports the argument presented.</p> <p>WHST.11-12.2. - Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>WHST.11-12.2(a) - Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; 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Synaptic Transmission - WY	<p>WY.1. - Concepts and Processes: Science is a dynamic process; concepts and processes in life systems, earth and space systems, and physical systems are best learned through inquiry and investigation. Students develop an understanding of scientific content through inquiry within the context of these unifying concepts and processes: Systems, classification, order, and organization; Evidence, models, and explanations; Change, constancy, and measurement; Evolution and equilibrium and Form and function</p> <p>SC11.1.1. - Life Systems: The Cell: Explain the processes of life, which necessitates an understanding of relationships between structure and function of the cell and cellular differentiation. Identify activities taking place in an organism related to metabolic activities in cells, including growth, regulation, transport, and homeostasis. Differentiate between asexual and sexual reproduction.</p> <p>WY.2. - Science as Inquiry: Students demonstrate knowledge, skills, and habits of mind necessary to safely perform scientific inquiry. Inquiry is the foundation for the development of content, teaching students the use of processes of science that enable them to construct and develop their own knowledge. Inquiry requires appropriate field, classroom, and laboratory experiences with suitable facilities and equipment.</p> <p>SC11.2.1. - Students use research scientific information and present findings through appropriate means.</p> <p>SC11.2.2. - Students use inquiry to conduct scientific investigations.</p> <p>SC11.2.2.a. - Pose problems and identify questions and concepts to design and conduct an investigation.</p> <p>SC11.2.2.c. - Give priority to evidence in drawing conclusions and making connections to scientific concepts.</p> <p>SC11.2.2.d. - Clearly and accurately communicate the result of the investigation.</p> <p>SC11.2.3. - Students clearly and accurately communicate the result of their own work as well as information from other sources.</p> <p>WY.RST.9-10. - Reading Standards for Literacy in Science and Technical Subjects - Key Ideas and Details</p> <p>RST.9-10.1. - Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.</p> <p>RST.9-10.5. - Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy).</p>	<p>WY.1. - Concepts and Processes: Science is a dynamic process; concepts and processes in life systems, earth and space systems, and physical systems are best learned through inquiry and investigation. 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RST.9-10.10. - By the end of grade 10, read and comprehend science/technical texts in the grades 9-10 text complexity band independently and proficiently.	RST.9-10.10. - By the end of grade 10, read and comprehend science/technical texts in the grades 9-10 text complexity band independently and proficiently.	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.	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.
WY.WHST.9-10. - Writing Standards for Literacy in Science and Technical Subjects	WY.WHST.9-10. - Writing Standards for Literacy in Science and Technical Subjects	RST.11-12.10. - By the end of grade 12, read and comprehend science/technical texts in the grades 11-12 text complexity band independently and proficiently.	RST.11-12.10. - By the end of grade 12, read and comprehend science/technical texts in the grades 11-12 text complexity band independently and proficiently.
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WHST.9-10.3(a) - Note: Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.	WHST.9-10.3(a) - Note: Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.	WHST.11-12.2(e) - Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).	WHST.11-12.2(e) - Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).
WHST.9-10.4. - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	WHST.9-10.4. - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	WHST.11-12.3. - (See note; not applicable as a separate requirement)	WHST.11-12.3. - (See note; not applicable as a separate requirement)

				<p>WHST.11-12.3(a) - Note: Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.</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>	<p>WHST.11-12.3(a) - Note: Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.</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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