

IDAHO ALIGNMENT FOR NIH SUPPLEMENT THE SCIENCE OF MENTAL ILLNESS

THE SCIENCE OF MENTAL ILLNESS		
Idaho Science Content Standards – Grades 6, 7, 8		
Lesson	Standard	Descriptor
1, 2	6.S.1.2.1	Explain how observations and data are used as evidence on which to base scientific explanations and predictions.
1, 2, 4, 5, 6	6.S.1.2.2	Use observations to make inferences.
1, 2, 3	6.S.1.2.3	Use models to explain or demonstrate a concept.
1, 2, 4	6.S.1.3.1	Analyze changes that occur in and among systems.
2	6.S.1.6.1	Write and analyze questions that can be answered by conducting scientific experiments.
2, 3	6.S.1.6.3	Select and use appropriate tools and techniques to gather and display data.
1, 2, 3	6.S.1.6.4	Use evidence to analyze data in order to develop descriptions, explanations, predictions, and models.
	6.S.1.6.5	Test a hypothesis based on observations.
2, 3, 4, 6	6.S.1.6.6	Communicate scientific procedures and explanations.
2, 3, 6	6.S.1.8.1	Read, give, and execute technical instructions.
2	6.S.3.3.1	Identify the different structural levels of which an organism is comprised (cells, tissues, organs, organ systems, and organisms).
2	7.S.1.1.3	Identify the different structural levels of an organism (cells, tissues, organs, and organ systems).
1, 2	7.S.1.2.1	Describe how observations and data are evidence on which to base scientific explanations and predictions.
1, 2, 4, 5, 6	7.S.1.2.2	Use observations to make defendable inferences.
1, 2, 3	7.S.1.2.3	Use models to explain or demonstrate a concept.
2, 3	7.S.1.6.2	Use appropriate tools and techniques to gather and display data.
1, 2, 3, 4, 5	7.S.1.6.3	Evaluate data in order to form conclusions.
1, 2	7.S.1.6.4	Use evidence and critical thinking to accept or reject a hypothesis.
2	7.S.1.6.5	Evaluate alternative explanations or predictions.

IDAHO ALIGNMENT FOR NIH SUPPLEMENT THE SCIENCE OF MENTAL ILLNESS

2, 3, 4, 6	7.S.1.6.6	Communicate and defend scientific procedures and explanations.
2, 3, 6	7.S.1.8.1	Read and evaluate technical instructions.
2	7.S.3.3.1	Explain the relationships among specialized cells, tissues, organs, organ systems, and organisms.
1	7.S.3.3.4	Describe cell functions that involve chemical reactions.
1, 2, 4, 5, 6	8-9.PS.1.2.1	Use observations and data as evidence on which to base scientific explanations.
1, 2, 3	8-9.PS.1.2.2	Develop models to explain concepts or systems.
1, 2, 3, 4, 6	8-9.PS.1.2.3	Develop scientific explanations based on knowledge, logic, and analysis.
1, 2	8-9.PS.1.3.1	Measure changes that can occur in and among systems.
1, 2, 4, 5, 6	8-9.PS.1.3.2	Analyze changes that can occur in and among systems.
2	8-9.PS.1.6.1	Identify questions and concepts that guide scientific investigations.
2	8-9.PS.1.6.2	Utilize the components of scientific problem solving to design, conduct, and communicate results of investigations.
2, 3	8-9.PS.1.6.3	Use appropriate technology and mathematics to make investigations.
1, 2, 3, 4, 6	8-9.PS.1.6.4	Formulate scientific explanations and models using logic and evidence.
2	8-9.PS.1.6.5	Analyze alternative explanations and models.
2, 3, 4, 6	8-9.PS.1.6.6	Communicate and defend a scientific argument.
1	8-9.PS.1.6.7	Explain the differences among observations, hypotheses, and theories.
Idaho Mathematics Content Standards – Grades 6, 7, 8		
Lesson	Standard	Descriptor
3	6.M.1.2.5	Use a variety of strategies to solve real life problems.
3	6.M.1.2.6	Use appropriate vocabulary and notations.
3	6.M.3.4.3	Use mathematical models to show change in a real world context.
3	6.M.5.1.1	Read and interpret tables, charts, and graphs, including broken line graphs, bar graphs, frequency tables, line plots, and circle graphs.
3	6.M.5.1.2	Explain and justify stated conclusions drawn from tables, charts, and graphs.

IDAHO ALIGNMENT FOR NIH SUPPLEMENT THE SCIENCE OF MENTAL ILLNESS

3	6.M.5.5.1	Make predictions based on data.
3	7.M.1.2.6	Use a variety of strategies including common mathematical formulas to compute problems drawn from real life situations.
3	7.M.1.2.7	Use appropriate vocabulary and notations.
3	7.M.5.1.1	Read and interpret tables, charts, and graphs, including frequency tables, scatter plots, broken line graphs, line plots, bar graphs, histograms, circle graphs, and stem-and-leaf plots.
3	7.M.5.1.2	Explain conclusions drawn from tables, charts, and graphs.
3	8.M.1.2.6	Use a variety of strategies including common mathematical formulas to compute problems drawn from real life situations.
3	8.M.1.2.7	Use appropriate vocabulary and notations.
3	8.M.5.1.1	Analyze and interpret tables, charts, and graphs, including frequency tables, scatter plots, broken line graphs, line plots, bar graphs, histograms, circle graphs, and stem-and-leaf plots.
3	8.M.5.1.2	Explain and justify conclusions drawn from tables, charts, and graphs.

Idaho Language Arts Content Standards – Grades 6, 7, 8

Lesson	Standard	Descriptor
All lessons	6.LA.1.8.3	Use words and concepts necessary for comprehending math, science, social studies, literature and other Grade 6 content area text.
All lessons	6.LA.2.1.3	Make inferences, draw conclusions and form opinions based on information gathered from text and cite evidence to support.
All lessons	6.LA.2.2.2	Generate how, why, and what-if questions for interpreting expository texts.
All lessons	6.LA.2.2.4	Follow multi-step written directions.
All lessons	6.LA.3.1.4	Apply an appropriate writing format for purpose and audience.
All lessons	6.LA.3.5.2	Share writing with intended audience.
2, 5	6.LA.4.2.1	Write technical text that identifies a sequence of activities or processes.
6	6.LA.4.3.1	Write persuasive compositions that state and support a position with emotional appeals.
1, 3, 4, 5, 6	6.LA.4.4.1	Write a response that identifies a text to self, text to world, and/or text to text connection.
All lessons	6.LA.5.1.1	Write fluently and legibly in print or cursive.

IDAHO ALIGNMENT FOR NIH SUPPLEMENT THE SCIENCE OF MENTAL ILLNESS

All lessons	6.LA.6.1.3	Listen to identify the tone, mood, and emotion conveyed in oral communications.
All lessons	6.LA.6.1.4	Listen to acquire and summarize information from a variety of sources.
All lessons	6.LA.6.2.1	Ask questions to elicit information, including evidence to support a speaker’s position.
6	6.LA.6.2.3	Organize oral presentations to maintain a clear focus.
2, 3, 4, 5	6.LA.6.3.2	Demonstrate understanding of graphics, pictures, and charts appropriate to grade level.
All lessons	7.LA.1.6.1	Use context clues to aid in decoding of new words.
All lessons	7.LA.1.8.3	Use prior knowledge, the text, context clues, and graphic features of text to predict, clarify, and/or expand word meanings and concepts.
All lessons	7.LA.2.1.3	Make inferences, draw conclusions and form opinions based on information gathered from text and cite evidence to support.
All lessons	7.LA.2.2.2	Generate how, why, and what-if questions for interpreting expository texts.
1, 2, 3, 4, 6	7.LA.2.2.3	Summarize the main idea (literal or inferential) and critical details of expository text.
All lessons	7.LA.2.2.4	Follow multi-step written directions.
All lessons	7.LA.3.1.4	Match appropriate writing format to purpose and audience.
All lessons	7.LA.3.3.4	Apply a variety of sentence structures to improve sentence fluency and enhance writing style.
All lessons	7.LA.3.5.1	Publish writing in an appropriate format for the purpose and audience.
2, 5	7.LA.4.2.1	Write technical text that identifies a sequence of activities or processes.
6	7.LA.4.3.1	Write persuasive compositions that state a position and support with evidence and emotional appeals
All lessons	7.LA.5.1.1	Write fluently and legibly in print or cursive.
All lessons	7.LA.6.1.1	Develop appropriate interpersonal listening skills (e.g., eye contact, body language
All lessons	7.LA.6.1.4	Listen to acquire and summarize information from a variety of sources.
All lessons	7.LA.6.2.1	Ask questions to elicit information, including evidence to support a speaker’s position.
6	7.LA.6.2.2	Deliver informative presentations that: Organize and deliver relevant information about a focused topic.
6	7.LA.6.2.3	Organize oral presentations to maintain a clear focus.
2, 3, 4, 5	7.LA.6.3.2	Demonstrate understanding of graphics, pictures, and charts appropriate to grade level.
All lessons	8.LA.1.6.1	Use context clues to aid in decoding new words.
All lessons	8.LA.1.8.3	Define words and concepts necessary for comprehending Grade 8 content area text.

IDAHO ALIGNMENT FOR NIH SUPPLEMENT THE SCIENCE OF MENTAL ILLNESS

All lessons	8.LA.2.1.3	Make inferences, draw conclusions, and form opinions based on information gathered from text and cite evidence to support.
All lessons	8.LA.2.2.2	Generate how, why, and what-if questions for interpreting expository texts.
1, 2, 3, 4, 6	8.LA.2.2.3	Apply central ideas (literal or inferential) and critical details to summarize information from expository text.
All lessons	8.LA.3.1.4	Match appropriate writing format to purpose and audience.
All lessons	8.LA.3.5.1	Publish writing in an appropriate format for the purpose and audience.
All lessons	8.LA.3.5.4	Share writing with intended audience.
2, 5	8.LA.4.2.1	Write technical text that identifies a sequence of activities or processes.
6	8.LA.4.3.1	Write persuasive compositions that state a position and support it with evidence and emotional appeals.
All lessons	8.LA.5.1.1	Write fluently and legibly in print or cursive.
All lessons	8.LA.6.1.1	Listen to acquire and summarize information from a variety of electronic or live sources.
6	8.LA.6.2.3	Organize oral presentations to maintain a clear focus.

Idaho Health Content Standards – Grades 6, 7, 8

Lesson	Standard	Descriptor
2, 3, 4, 5, 6	6.H.1.1.2	Identify prevention, causes, and treatment of diseases and disorders.
All lessons	6.H.1.1.4	Describe emotions that affect personal health.
2	6.H.1.1.7	Identify the functions and characteristics of the major body systems.
2, 3, 4, 5, 6	6.H.1.1.9	Examine factors involved in selecting and using health information, products, and services.
2, 3	6.H.1.1.10	Describe environmental health issues and their relationships to a healthy lifestyle.
3, 4, 5, 6	6.H.2.1.2	Examine and evaluate how the actions of one person affect the behaviors of others.
3	6.H.2.1.4	Describe the impact of risky behaviors on personal and family health.
2, 3, 4, 5, 6	6.H.4.1.1	Evaluate the validity of health information, products, and services.
2, 3, 4, 5, 6	7-8.H.1.1.2	Identify the prevention, causes, symptoms, treatment, and consequences of diseases and disorders.
2, 3, 4, 5, 6	7-8.H.1.1.4	Explain the relationship among mental/emotional, physical, and social health as a basis for wellness.
2, 3	7-8.H.1.1.9	Examine environmental health and recognize how it relates to a healthy lifestyle.

IDAHO ALIGNMENT FOR NIH SUPPLEMENT THE SCIENCE OF MENTAL ILLNESS

3	7-8.H.2.1.2	Evaluate the impact of risky behavior on personal health.
2, 3, 4, 5	7-8.H.4.1.1	Analyze the validity of health information, products, and services.
4, 5, 6	7-8.H.4.1.2	Identify the available resources that provide health care services and information.
2, 3, 4, 5, 6	7-8.H.5.1.1	Identify mental and emotional disorders.
2, 3, 4, 5, 6	7-8.H.5.1.2	Recognize the personal aspects of mental and emotional health.