

MAINE ALIGNMENT FOR NIH SUPPLEMENT SLEEP, SLEEP DISORDERS, AND BIOLOGICAL RHYTHMS

SLEEP, SLEEP DISORDERS, AND BIOLOGICAL RHYTHMS		
Maine Science & Technology Performance Indicators: Grades 9 – Diploma		
Lesson	Indicator	Descriptor
2, 3	A1.a	Analyze a system using the principles of boundaries, subsystems, inputs, outputs, feedback, or the system's relation to other systems and design solutions to a system problem.
3	A1.b	Explain and provide examples that illustrate how it may not always be possible to predict the impact of changing some part of a man-made or natural system.
2, 3	A2	Evaluate the effectiveness of a model by comparing its predictions to actual observations from the physical setting, the living environment, and the technological world.
1, 2, 3	A3	Identify and analyze examples of constancy and change that result from varying types and rates of change in physical, biological, and technological systems with and without counterbalances.
1, 2, 3	B1.a	Identify questions, concepts, and testable hypotheses that guide scientific investigations.
1, 2, 3, 4	B1.b	Design and safely conduct methodical scientific investigations, including experiments with controls.
1, 3	B1.c	Use statistics to summarize, describe, analyze, and interpret results.
1, 2, 3, 4	B1.d	Formulate and revise scientific investigations and models using logic and evidence.
1, 2, 3, 4	B1.e	Use a variety of tools and technologies to improve investigations and communications.
1, 2, 3, 4	B1.f	Recognize and analyze alternative explanations and models using scientific criteria.
1, 2, 3, 4	B1.g	Communicate and defend scientific ideas.
1, 2, 3	C1.a	Describe how hypotheses and past and present knowledge guide and influence scientific investigations.
1, 2, 3	C1.b	Describe how scientists defend their evidence and explanations using logical arguments and verifiable results.
3	C2.b	Provide examples of how creativity, imagination, and a good knowledge base are required to advance scientific ideas and technological design.
1, 3	C3.b	Explain how ethical, societal, political, economic, and cultural factors influence personal health, safety, and the quality of the environment.
3	C4.b	Select and describe one of the major episodes in the history of science including how the scientific knowledge changed over time and any important effects on science and society.
3	E1.a	Explain how the variation in structure and behavior of a population of organisms may influence the likelihood that some members of the species will have adaptations that allow them to survive in a changing environment.
1, 3	E3.e	Describe the role of regulation and the processes that maintain an internal environment amidst changes in the external environment.
3	E5.d	Relate structural and behavioral adaptations of an organism to its survival in the environment.

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Maine Mathematics Performance Indicators: Grade 9 – Diploma		
Lesson	Indicator	Descriptor
1, 3	B2.a	Recognize when correlation has been confused with cause and effect.
1, 3	B4.a	Describe and account for the difference between sample statistics and statistics describing the distribution of the entire population.
1, 3	B4.b	Recognize that sample statistics produce estimates for the distribution of an entire population and recognize that larger sample sizes will produce more reliable results.

Maine English Language Arts Performance Indicators: Grade 9 – Diploma		
Lesson	Indicator	Descriptor
All lessons	A1.a	Use a flexible range of before, during and after reading strategies to deepen understanding of the author’s message.
All lessons	A1.b	Demonstrate ownership of appropriate vocabulary by effectively using a word in different contexts and for different reasons.
All lessons	A1.c	Determine the meaning of unknown words by analyzing the context in which they are used, using reference sources, and applying knowledge of word parts and their meanings.
All lessons	A1.f	Demonstrate comprehension by evaluating texts using established criteria.
All lessons	A3.a	Evaluate the extent to which the author’s conclusions can be logically drawn from the provided evidence.
All lessons	A3.b	Evaluate the data contained in tables, charts, graphics, etc., for accuracy, credibility, and relevancy.
5	A4.d	Analyze the purpose(s) of a persuasive text; describe the intended audience, and assess the overall effectiveness of text.
2, 3, 4, 5	B1.a	Locate, summarize, and synthesize information from primary and secondary sources, as necessary.
All lessons	B1.e	Create legible final drafts.
All lessons	B2.a	Use diction, syntax, imagery, and tone to create a distinctive voice.
All lessons	B2.b	Organize ideas in a logical sequence with effective transitions.
All lessons	B3.a	Explain and evaluate information from reading, listening, or viewing.
2, 3, 4	B3.b	Write thesis-driven essays that build a logical argument and support assertions with examples and evidence that are accurate, credible, and relevant.
5	B4.a	Employ a variety of persuasive techniques including anticipating, addressing, and refuting potential counterclaims in a thesis-driven logical argument to influence the opinions, beliefs, or positions of others.
All lessons	C1.c	Synthesize information from varied sources and/or data gathered from fieldwork and interviews.
All lessons	D1.a	Use appropriate diction, syntax, and figurative language to suit purpose, context, and audience.
All lessons	D2.a	Use appropriate punctuation, spelling, and sentence and paragraph structure to suit purpose, situation, and audience.

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All lessons	E1.a	Formulate clarifying questions.
All lessons	E1.b	Examine and critique information presented.
All lessons	E1.c	Expand on ideas presented by others.
All lessons	E2.a	Choose and present appropriate information logically and ethically.
2	F1.b	Explain the similarities and differences between the messages conveyed by print and non-print sources.
Maine Health and Physical Education Performance Indicators: Grade 9 – Diploma		
Lesson	Indicator	Descriptor
1, 3, 4, 5	A1.a	Analyze individual responsibility for enhancing health.
1, 3, 4, 5	A1.b	Predict how healthy behaviors can positively impact health status.
5	A1.d	Examine personal susceptibility to, and the potential severity of, injury or illness if engaging in unhealthy behaviors.
4	A3	Explain causes of common diseases, disorders, and other health problems and propose ways to reduce, prevent, or treat them.
3, 4	A4.a	Analyze how environment and personal health are interrelated.
3, 4	A4.b	Describe how genetics and family history can impact personal health.
5	A6	Analyze complex health concepts related to family life; nutrition; personal health; safety and injury prevention; and tobacco, alcohol, and other drug use prevention.
4, 5	B1	Evaluate the validity and accessibility of health information, products, and services.
4	B2.a	Determine when professional health services may be required.
4	B2.b	Access valid and reliable health information.
5	C2.a	Develop ways to recognize, avoid, or change situations that threaten the safety of self and others.
3, 5	D1.a	Analyze how family, school and community influence the health of individuals.
3, 5	D1.b	Analyze how peers influence healthy and unhealthy behaviors.
1, 3, 5	D1.d	Analyze how the perceptions of norms influence healthy and unhealthy behaviors.
1, 3, 5	D1.e	Analyze how culture and personal values and beliefs influence individual health behaviors.
5	D1.f	Investigate how public health policies and government regulations can influence health promotion and disease prevention.
1, 3, 4, 5	D2	Evaluate the impact of technology, including medical technology, on personal, family, and community health.
4	D3.b	Analyze the influence of drug use on individual and group behavior.
5	E1.a	Demonstrate effective communication skills including asking for and offering assistance to enhance the health of self and others.
5	E2.a	Utilize accurate peer and societal norms to formulate a health-enhancing message.

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5	E2.b	Adapt health messages and communication techniques for different audiences.
5	E2.c	Demonstrate an ability to work cooperatively as an advocate for improving personal, family, and community health.
5	F1.c	Generate alternative approaches to situations involving health-related decisions and predict the potential short-term and long-term impact for themselves and others for each alternative.
5	F1.d	Defend the healthy choice when making a decision.
5	F1.e	Evaluate the effectiveness of a health-related decision.
3	F2.a	Assess personal health practices and overall health status.