

SLEEP, SLEEP DISORDERS, AND BIOLOGICAL RHYTHMS

Maryland Core Learning Goals – Biology

Lesson	Goal	Indicator
4, 5	1.1.1	Recognize that real problems have more than one solution and decisions to accept one solution over another are made on the basis of many issues.
1, 2, 3, 4	1.1.2	Modify or affirm scientific ideas according to accumulated evidence.
1	1.1.4	Recognize data that are biased.
1	1.1.5	Explain factors that produce biased data (incomplete data, using data inappropriately, conflicts of interest, etc.).
1, 2, 3, 4	1.2.1	Identify meaningful, answerable scientific questions.
1, 2, 3, 4	1.2.2	Pose meaningful, answerable scientific questions.
1, 2, 3	1.2.3	Formulate a working hypothesis.
1, 2, 3	1.2.4	Test a working hypothesis.
3	1.2.5	Select appropriate instruments and materials to conduct an investigation.
3	1.2.6	Identify appropriate methods for conducting an investigation (independent and dependent variables, proper controls, repeat trials, appropriate sample size, etc.).
2, 3	1.2.7	Use relationships discovered in the lab to explain phenomena observed outside the laboratory.
Pre-lesson, 1, 2, 3	1.4.1	Organize data appropriately using techniques such as tables, graphs, and webs (for graphs: axes labeled with appropriate quantities, appropriate units on axes, axes labeled with appropriate intervals, independent and dependent variables on correct axes, appropriate title).
All lessons	1.4.2	Analyze data to make predictions, decisions, or draw conclusions.
1, 2, 3	1.4.3	Use experimental data from various investigators to validate results.
1, 2, 3	1.4.6	Describe trends revealed by data.
1, 2, 3	1.4.8	Use models and computer simulations to extend his/her understanding of scientific concepts.
1, 2, 3, 4	1.4.9	Use analyzed data to confirm, modify, or reject a hypothesis.
All lessons	1.5.1	Demonstrate the ability to summarize data (measurements/observations).
1, 2, 3, 4	1.5.2	Explain scientific concepts and processes through drawing, writing, and/or oral communication.

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1, 3	1.5.3	Use computers and/or graphing calculators to produce the visual materials (tables, graphs, and spreadsheets) that will be used for communicating results.
1, 2, 3	1.5.4	Use tables, graphs, and displays to support arguments and claims in both written and oral communication.
1, 2, 3	1.5.8	Describe similarities and differences when explaining concepts and/or principles.
All lessons	1.5.9	Communicate conclusions derived through a synthesis of ideas.
1	1.6.5	Judge the reasonableness of an answer.
1, 3	1.7.1	Apply the skills, processes, and concepts of biology, chemistry, physics, or earth science to societal issues.
5	1.7.2	Identify and evaluate the impact of scientific ideas and/or advancements in technology on society.
Pre-lesson, 1, 3	1.7.4	Recognize mathematics as an integral part of the scientific process.
3	3.2.2	Conclude that cells exist within a narrow range of environmental conditions and changes to that environment, either naturally occurring or induced, may cause changes in the metabolic activity of the cell or organism.
3	3.5.3	Investigate how natural and man-made changes in environmental conditions will affect individual organisms and the dynamics of populations.
5	3.6.2	Investigate a biological issue and be able to defend their position on topics such as animal rights, drug and alcohol abuse, viral diseases (e.g., AIDS), genetic engineering, bioethics, biodiversity, population growth, global sustainability, or origin of life.

Maryland Core Learning Goals – Algebra/Data Analysis and Probability

Lesson	Goal	Indicator
1, 3	1.1.1	Recognize, describe, and/or extend patterns and functional relationships that are expressed numerically, algebraically, and/or geometrically.
Pre-lesson, 1, 2, 3	1.1.2	Represent patterns and/or functional relationships in a table, as a graph, and/or by mathematical expression.
Pre-lesson, 1	1.1.3	Apply addition, subtraction, multiplication, and/or division of algebraic expressions to mathematical and real-world problems.
3	1.2.5	Apply formulas and/or use matrices (arrays of numbers) to solve real-world problems.
1	3.1.3	Calculate theoretical probability or use simulations or statistical inference from data to estimate the probability of an event.

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1, 2, 3	3.2.1	Make informed decisions and predictions based upon the results of simulations and data from research.
Maryland Core Learning Goals – English		
Lesson	Goal	Indicator
All lessons	1.1.1	Use pre-reading strategies appropriate to both the text and purpose for reading by surveying the text, accessing prior knowledge, formulating questions, setting purpose(s), and making predictions.
All lessons	1.1.2	Use during-reading strategies appropriate to both the text and purpose for reading by visualizing, making connections, and using fix-up strategies such as re-reading, questioning, and summarizing.
All lessons	1.1.3	Use after-reading strategies appropriate to both the text and purpose for reading by summarizing, comparing, contrasting, synthesizing, drawing conclusions, and validating the purpose for reading.
All lessons	2.1.1	Compose to inform by using appropriate types of prose.
All lessons	2.1.2	Compose to describe, using prose and/or poetic forms.
All lessons	2.1.3	Compose to express personal ideas, using prose and/or poetic forms.
All lessons	2.2.2	Select and organize ideas for specific audiences and purposes.
1, 2, 3	2.3.2	Use various information retrieval sources (traditional and electronic) to obtain information on a self-selected and/or given topic. Electronic sources include automated catalogs, CD ROM products, and on-line services like Internet, World Wide Web, and others.
All lessons	3.2.1	Choose a level of language, formal to informal, appropriate for a specific audience, situation, or purpose.
All lessons	4.1.1	State and explain a personal response to a given text.
Maryland Core Learning Goals – Health		
High school health core learning goals are not published at this time. 05/01/2006		