

SLEEP, SLEEP DISORDERS, AND BIOLOGICAL RHYTHMS		
Rhode Island Grade Span Expectations: Life Science		
Lesson	Standard	GSEs
4	LS4 (9-11) NOS+INQ-9a	Students demonstrate an understanding of how humans are affected by environmental factors and/or heredity by researching scientific information to explain how such things as radiation, chemicals, and other factors can cause gene mutations or disease.
2, 3	LS4 (9-11) SAE+FAF -10a	Students demonstrate an understanding of human body systems by explaining how the roles of the immune, endocrine, and nervous systems work together to maintain homeostasis.
1, 2, 3, 4	LS4 (9-11) SAE+FAF -10b	Students demonstrate an understanding of human body systems by investigating the factors that affect homeostasis (e.g. positive and negative feedback).
Rhode Island Grade Span Expectations: Mathematics – Grades 9 & 10		
Lesson	Standard	GSEs
Pre-lesson, 1, 3	M(N&O)–10–6	Uses a variety of mental computation strategies to solve problems.
Pre-lesson, 1, 3	M(N&O)–10–8	Applies properties of numbers to solve problems, to simplify computations, or to compare and contrast the properties of numbers and number systems.
Pre-lesson, 1, 3	M(G&M)–10–7	Uses units of measure appropriately and consistently when solving problems across content strands; makes conversions within or across systems and makes decisions concerning an appropriate degree of accuracy in problem situations involving measurement in other GSEs.
1, 2, 3	M(F&A)–10–1	Identifies, extends, and generalizes a variety of patterns (linear and nonlinear) represented by models, tables, sequences, or graphs to solve problems.
1, 2, 3	M(DSP)–10–1	Interprets a given representation (e.g., box-and-whisker plots, scatter plots, bar graphs, line graphs, circle graphs, histograms, frequency charts) to make observations, to answer questions, to analyze the data to formulate or justify conclusions, critique conclusions, make predictions, or to solve problems within mathematics or across disciplines or contexts (e.g. media, workplace, social and environmental situations).
1, 3	M(DSP)–10–3	Identifies or describes representations or elements of representations that best display a given set of data or situation, consistent with the representations required in M(DSP)–10–1.
1, 2, 3	M(DSP)–10–6	In response to a teacher or student generated question or hypothesis decides the most effective method (e.g., survey, observation, research, experimentation) and sampling techniques (e.g., random sample, stratified random sample) to collect the data necessary to answer the question; collects, organizes, and appropriately displays the data; analyzes the data to draw conclusions about the questions or hypotheses being tested while considering the limitations of the data that could effect interpretations; and when appropriate makes predications, asks new questions, or makes connections to real-world situations.

Rhode Island Grade Span Expectations: Reading – Grade 10		
Lesson	Standard	GSEs
1, 2, 3, 4	R—10—2.1a	Students identify the meaning of unfamiliar vocabulary by using strategies to unlock meaning (e.g., knowledge of word structure) including prefixes/suffixes, common roots, or word origins; or context clues; or resources including dictionaries, glossaries, or thesauruses to determine definition, pronunciation, etymology, or usage of words; or prior knowledge).
1, 2, 3, 4	R—10—3.2	Select appropriate words or explaining the use of words in context, including connotation or denotation, shades of meanings of words/nuances, or idioms; or use of content-specific vocabulary, words with multiple meanings, precise language, or technical vocabulary.
1, 2, 3, 4	R—10—7.2	Demonstrate initial understanding of informational texts (expository and practical texts) by using information from the text to answer questions; to state the main/central ideas; to provide supporting details; to explain visual components supporting the text; or, to interpret maps, charts, timelines, tables, or diagrams.
1, 2, 3, 4	R—10—7.3	Demonstrate initial understanding of informational texts (expository and practical texts) by organizing information to show understanding or relationships among facts, ideas, and events (e.g., representing main/central ideas or details within text through charting, mapping, paraphrasing, summarizing, comparing/contrasting, outlining).
1, 2, 3, 4	R—10—7.4	Demonstrate initial understanding of informational texts (expository and practical texts) by generating questions before, during, and after reading to enhance understanding and recall; expand understanding and/or gain new information.
1, 2, 3, 4	R—10—8.1	Analyze and interpret informational text, citing evidence as appropriate by explaining connections about information <i>within</i> a text, <i>across</i> texts, or to related ideas.
1, 2, 3, 4	R—10—8.4	Analyze and interpret informational text, citing evidence as appropriate by distinguishing fact from opinion, and evaluating possible bias/propaganda or conflicting information within or across texts.
1, 2, 3, 4	R—10—8.5	Analyze and interpret informational text, citing evidence as appropriate by making inferences about causes and/or effects.
1, 2, 3, 4	R—10—13	Uses comprehension strategies (flexibly and as needed) before, during, and after reading literary and informational text.
All lessons	R—10—17.2	Demonstrates participation in a literate community by participating in in-depth discussions about text, ideas, and student writing by offering comments and supporting evidence, recommending books and other materials, and responding to the comments and recommendations of peers, librarians, teachers, and others.
All lessons	R—10—15.1	Research by reading multiple sources (including print and non-print texts) to solve a problem, or to make a decision, or to formulate a judgment, or to support a thesis by identifying and evaluating potential sources of information.
All lessons	R—10—15.3	Research by reading multiple sources (including print and non-print texts) to solve a problem, or to make a decision, or to formulate a judgment, or to support a thesis by organizing, analyzing, and interpreting the information.
All lessons	R—10—15.4	Research by reading multiple sources (including print and non-print texts) to solve a problem, or to make a

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		decision, or to formulate a judgment, or to support a thesis by drawing conclusions/judgments and supporting them with evidence.
Rhode Island Grade Span Expectations: Writing – Grade 10		
Lesson	Standard	GSEs
1, 2, 3, 4	W—10—1.1	Students demonstrate command of the structures of sentences, paragraphs, and text by using varied sentence length and structure to enhance meaning (e.g., including phrases and clauses).
1, 2, 3, 4	W—10—1.4	Students demonstrate command of the structures of sentences, paragraphs, and text by applying a format and text structure appropriate to purpose, audience, and context.
1, 2, 3, 4	W—10—2.1	In response to literary or informational text, students show understanding of plot /ideas/concepts by selecting and summarizing key ideas to set context, appropriate to audience.
1, 2, 3, 4	W—10—2.3	In response to literary or informational text, students show understanding of plot /ideas/concepts by connecting what has been read (plot/ideas/concepts) to prior knowledge, other texts, or the broader world of ideas, by referring to and explaining relevant ideas or themes.
1, 2, 3, 4	W—10—3.4	In response to literary or informational text, students make and support analytical judgments about text by organizing ideas or using transitional words/phrases and drawing a conclusion by synthesizing information (e.g., demonstrate a connection to the broader world of ideas).
1, 2, 3, 4	W—10—6.1	In informational writing, students organize ideas/concepts by using a text structure appropriate to focus/controlling idea or thesis (e.g., purpose, audience, and context).
1, 2, 3, 4	W—10—6.2	In informational writing, students organize ideas/concepts by selecting appropriate and relevant information (excluding extraneous details) to set context.
1, 2, 3, 4	W—10—7.2	In informational writing, students effectively convey purpose by stating and maintaining a focus/controlling idea/thesis.
1, 2, 3, 4	W—10—7.3	In informational writing, students effectively convey purpose by writing with a sense of audience, when appropriate.
1, 2, 3, 4	W—10—7.5	In informational writing, students effectively convey purpose by using precise and descriptive language that clarifies and supports intent.
1, 2, 3, 4	W—10—8.1	In informational writing, students demonstrate use of a range of elaboration strategies by including facts and details relevant to focus/controlling idea or thesis, and excluding extraneous information.
1, 2, 3, 4	W—10—8.2	In informational writing, students demonstrate use of a range of elaboration strategies by including sufficient details or facts for appropriate depth of information: naming, describing, explaining, comparing, contrasting, or using visual images to support intended purpose.
1, 2, 3, 4	W—10—8.4	In informational writing, students demonstrate use of a range of elaboration strategies by commenting on the significance of the information (in reports, throughout the piece; in procedural or persuasive writing, as appropriate).

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1, 2, 3, 4	W—10—9.1	In independent writing, students demonstrate command of appropriate English conventions by applying rules of standard English usage to correct grammatical errors.
1, 2, 3, 4	W—10—9.5	In independent writing, students demonstrate command of appropriate English conventions by applying conventional and word derivative spelling patterns/rules.
1, 2, 3, 4	W—10—11.2	Demonstrates the habit of writing extensively by sharing thoughts, observations, or impressions.
All lessons	OC—10—1.1	In oral communication, students demonstrate interactive listening by following verbal instructions, to perform specific tasks, to answer questions, or to solve problems.
All lessons	OC—10—1.2	In oral communication, students demonstrate interactive listening by summarizing, paraphrasing, questioning, or contributing to information presented.
All lessons	OC—10—1.4	In oral communication, students demonstrate interactive listening by participating in large and small group discussions showing respect for a range of individual ideas.
2, 4, 5	OC—10—1.5	In oral communication, students demonstrate interactive listening by reaching consensus to solve a problem, make a decision, or achieve a goal.
4	OC—10—2.1	In oral communication, students make oral presentations by exhibiting logical organization and language use, appropriate to audience, context, and purpose.

Rhode Island Instructional Outcomes: Health Education – Grades 9 & 10

Lesson	Standard	Instructional Goal
1, 3, 4, 5	PSL—1.1 DCP—1.1	Analyze how behavior can impact health maintenance and disease prevention.
4	DCP—1.2 SAP—1.3	Analyze the impact of communicable and non-communicable (infectious and chronic) diseases/substance abuse on the functioning of body systems.
5	PSL—1.3	Explain how to delay onset and reduce risks of potential life-long health problems relating to lifestyle.
3, 4	PSL—1.4 INJ—1.3 SAP—1.4	Analyze how the family, peers, community and environment influence the lifestyle, quality of life, health or substance use behaviors of individuals.
5	PSL—3.1 MH—3.1 DCP—3.1 SAP—3.1	Analyze the role of individual responsibility for enhancing health, healthy behaviors or preventing disease.
3	PSL—3.2 INJ—3.2	Evaluate personal health behaviors to determine strategies for health enhancement and risk reduction.
5	MH—3.3 SAP—3.3	Analyze the short-term and long-term consequences of risky and harmful behaviors.

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All lessons	PSL—5.1 INJ—5.1 SAP—5.1	Apply effective skills for communicating effectively with the family, peers and others about personal, family, community and environmental health. Use effective communication skills with family, peers and others.
4, 5	MH—5.4 INJ—5.4 DCP—5.2 SAP—5.5	Communicate care, consideration and respect of self and others.
5	PSL—6.2 DCP—6.1 SAP—6.2	Analyze lifestyle concerns/disease prevention and control issues/substance abuse concerns that require individuals to work together.
5	MH—6.4 SAP—6.4	Describe how personal health goals/use of substances are influenced by changes in information, abilities, priorities, and responsibilities.
5	PSL—7.1	Evaluate information and express opinions about lifestyle and wellness.
4	DCP—7.1 SAP—7.1	Discuss accurate information about communicable and non-communicable disease prevention and control issues/substance abuse and express opinions about them.
5	PSL—7.3 MH—7.4 DCP—7.4 SAP—7.4	Influence and support others in making choices about positive health behaviors/choices.
5	PSL—7.4 MH—7.5 INJ—7.4 DCP—7.5 SAP—7.5	Work cooperatively when advocating for healthy communities.