

THE SCIENCE OF MENTAL ILLNESS		
North Dakota Science Content Standards: Grades 6 – 8		
Grade 6		
Lesson	Standard	Benchmark Expectations
3	6.1.1.	Construct a model to represent concepts, features, or phenomena in the real world (e.g., solar system, earth’s interior).
1, 2	6.1.2.	Identify systems that are composed of subsystems (e.g., solar system, cell, ecosystems.).
1, 2, 3, 4, 5	6.1.3.	Explain the connection between cause and effect in a system.
2, 4	6.2.1.	Explain the components of a scientific investigation (e.g., hypothesis, observation, data collection, data interpretation, communication of results, replicable).
1, 2, 3, 4	6.2.2.	Select alternative methods of scientific investigations (e.g., library, internet, field work) to address different kinds of questions.
1, 2, 3, 4	6.2.4.	Use appropriate tools and techniques to gather and analyze data.
1, 2, 3, 4	6.2.5.	Use data from scientific investigations to determine relationships and patterns.
1, 2, 4	6.6.3.	Explain the relationship between science and technology.
2, 4	6.8.1.	Identify various settings in which scientists may work alone or in a team (e.g., industries, laboratories, field work).
1, 2, 4	6.8.2.	Identify scientific advances that have resulted in new ideas and further advance.
Grade 7		
3	7.1.1.	Explain how models can be used to illustrate scientific principles (e.g., osmosis, cell division).
1, 2	7.1.2.	Identify the components (e.g., tissues, organs, living and nonliving things) within a system (e.g., body systems, ecosystems).
2, 4	7.2.1.	Communicate the results of scientific investigations using an appropriate format (e.g., journals, lab reports, diagrams, presentations, discussions).
1, 2	7.4.2.	Identify levels of organization in living systems (e.g., cells, tissues, organs, organ systems, organisms, ecosystems).
1, 2, 4	7.6.1.	Identify ways in which technology has influenced the course of history and improved the quality of life.
1, 2, 4	7.6.3.	Identify intended benefits and unintended consequences that result from the development and use of technologies.
1, 2, 4, 5, 6	7.7.1	Explain how science affects personal health (e.g., injury prevention, immunization, organ transplant, medical scanning devices).
2, 3	7.7.2.	Identify the factors (e.g., pollution, heredity, diet, virus, bacteria, parasite) that may result in disease.
1, 2, 4, 5	7.8.1.	Explain how science is influenced by human qualities (e.g., reasoning, insightfulness, creativity, life-long learning).

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Grade 8		
3	8.2.2.	Use evidence to generate descriptions, explanations, predictions, and models.
1, 2, 4, 5, 6	8.7.1.	Explain the interaction of science and technology with social issues (e.g., mining, natural disasters).
North Dakota Mathematics Content Standards: Grades 6 – 8		
Grade 6		
Lesson	Standard	Benchmark Expectations
3	6.3.1.	Collect and organize data, select and use an appropriate display, i.e., a frequency table, a line and bar graph.
North Dakota ELA Content Standards: Grades 6 – 8		
Grade 6		
Lesson	Standard	Benchmark Expectations
All lessons	6.2.3.	Use word recognition skills and vocabulary building strategies to determine the meaning of unfamiliar words and make sense of text e.g., synonyms/antonyms, prefixes/suffixes, multiple meaning words, context clues, and word reference aids – dictionary, glossary, thesaurus, base words.
All lessons	6.2.5.	Use prior knowledge and experiences to aid text comprehension.
All lessons	6.2.6.	Read to be informed, entertained, and persuaded.
All lessons	6.3.1.	Produce informative writing e.g., research-based report, instructions.
All lessons	6.3.5.	Use strategies to write for different audiences and purposes.
All lessons	6.3.7.	Incorporate grade-level appropriate vocabulary in writing.
All lessons	6.3.10.	Edit for grammar, mechanics, usage, and spelling.
6	6.3.11.	Incorporate visual aids into written work.
All lessons	6.4.4.	Summarize key ideas of a speaker.
All lessons	6.4.5.	Use appropriate volume and eye contact when speaking.
2, 4	6.5.2.	Use technology according to the district's appropriate use policy.
All lessons	6.6.1.	Use grade-appropriate conventions of sentence structure i.e., simple, compound sentences, fragments, run-ons and declarative, interrogative, imperative, exclamatory.
All lessons	6.6.3	Use grade-appropriate mechanics and usage i.e., Capitalization: I, Proper Nouns, Proper Adjectives, and in sentences; Punctuation; end marks, quotation marks in dialogue, comma in a compound sentence, items in series, apostrophe, Usage: homonyms, spelling strategies for grade appropriate conventions of spelling.

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Grade 7		
All lessons	7.2.2.	Use graphic organizers, summarizing, paraphrasing, and vocabulary building strategies, including context clues, to enhance understanding and aid comprehension of the meaning of texts.
All lessons	7.2.4.	Use prior knowledge and experiences to aid text comprehension.
All lessons	7.2.5.	Read to be informed, entertained, and persuaded.
All lessons	7.2.11.	Use vocabulary building skills and strategies e.g., synonyms/antonyms, prefixes/suffixes, analogies, multiple meaning words context clues, word reference aids – dictionary, glossary, thesaurus, to determine the meaning of unfamiliar words and make sense of text.
All lessons	7.3.1.	Produce research-based writing e.g., news article, book reports, essay.
All lessons	7.3.4.	Use strategies to write for different audiences and purposes e.g., informative, narrative, persuasive.
All lessons	7.3.6.	Incorporate grade-level appropriate vocabulary in writing.
All lessons	7.3.9.	Edit for grammar, mechanics, usage, and spelling.
6	7.3.10.	Incorporate visual aids in publications.
All lessons	7.4.4.	Construct questions in response to a speaker.
2, 4	7.5.3.	Assess the relevancy and accuracy of information in media messages.
All lessons	7.6.1.	Use grade-appropriate conventions of grammar i.e., capitalization: dialogue, title of people and things; punctuation: commas, quotation marks, apostrophes, colons/business letters and in time, underlining/italicizing; usage: double negatives.
All lessons	7.6.3.	Use grade-appropriate mechanics and usage i.e., capitalization.
Grade 8		
All lessons	8.2.2.	Use prior knowledge and experiences to aid text comprehension.
All lessons	8.2.3.	Use a variety of strategies to construct meaning from text e.g., vocabulary building strategies, skimming, paraphrasing, summarizing, brainstorming, discussing.
All lessons	8.2.4.	Read for a variety of purposes to develop lifetime reading skills and habits, e.g., for personal recreation, to model forms of writing.
All lessons	8.2.9.	Use vocabulary building skills and strategies e.g., synonyms/antonyms, prefixes/suffixes, multiple meaning words context clues, word reference aids – dictionary, glossary, thesaurus, to determine the meaning of unfamiliar words and make sense of text.
All lessons	8.2.10.	Build vocabulary e.g., Greek and Latin roots, dictionary information, content area terminology.
All lessons	8.3.1.	Compose informative writing, e.g., research, biographies, autobiographies, news articles, interviews.
All lessons	8.3.5.	Use language and format appropriate for intended audience and purpose.
All lessons	8.3.7.	Incorporate grade-level appropriate vocabulary in writing.

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All lessons	8.3.8.	Use organizational patterns e.g., introduction, body, conclusion or exposition/body/resolution.
All lessons	8.3.11.	Edit for grammar, mechanics, usage, and spelling.
6	8.3.12.	Incorporate a variety of visual aids in publications.
All lessons	8.4.3.	Speak for different purposes e.g., group discussions, research presentations and demonstrations.
2, 4	8.5.2.	Access media (e.g., television, film, music, electronic databases, videos, DVDs, comics, visual and performing arts, newspapers, and periodicals) for a variety of purposes.
All lessons	8.6.3.	Use grade-appropriate mechanics and usage i.e., capitalization: publications and in letters; punctuation: commas, semi colons, colons, quotation marks, underlining, hyphens, apostrophes; usage: misplaced modifiers.

North Dakota Health Content Standards: Grades 6 – 8

Grade 6

Lesson	Standard	Benchmark
1, 2, 4	6.1.3.	Explain how body systems are affected by health behaviors (e.g., the effect of physical activity on the cardiovascular system).
2	6.2.3.	Identify the causes and prevention of common diseases and other health problems (e.g., asthma, diabetes, obesity, allergies, sexually transmitted disease/infection [STD/STI], cardio-vascular disease).
2	6.2.4.	Explain the relationship between healthy behaviors (e.g., riding bikes, skateboards, rollerblades) and health risks (with or without protective equipment).
2	6.2.5.	Identify personal risks associated with harmful chemicals and drugs (e.g., accidents, addiction, depression, overdose).
All lessons	6.3.1.	Describe ways external factors (e.g., family, peers, culture, media, technology) affect health in positive and negative ways (e.g., advertisements that promote or discourage tobacco and alcohol use; effects of TV, the internet and video games on physical activity).
2	6.3.2.	Explain how the environment can affect personal health (e.g., second-hand smoke, available health care).
2, 4, 5	6.5.2.	Describe the consequences of decisions regarding health behaviors (e.g., tobacco, alcohol, drugs, nutrition and physical activity) for oneself and others.
2, 4, 5	6.6.1.	Identify situations that require professional health services (e.g., depression, eating disorders, drug or alcohol usage).
6	6.7.2.	Describe ways to convey (e.g., power point presentation, group projects, posters) health information and ideas to individuals and groups.

Grades 7 & 8

2, 3, 4	7-8.2.3.	Explain how personal values and beliefs influence individual health practices (e.g., nutrition, personal hygiene, abstinence) and behaviors.
2, 3, 4	7-8.2.4.	Describe ways in which family history can have an impact on personal health (e.g., hereditary diseases).
2, 4, 5	7-8.2.6.	Identify the symptoms and treatment of common diseases and other health problems (e.g., allergies, communicable/non-communicable).

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2, 4, 5	7-8.2.7.	Explain ways in which school and public health policies can influence health promotion and disease prevention (e.g., tobacco and wellness policies).
	7-8.2.8.	Explain the benefits of nutrition and physical activity as they relate to the overall well-being of individuals (e.g., obesity).
2, 3, 4	7-8.2.10.	Describe personal risks associated with harmful chemicals and drugs (e.g., addiction, depression, withdrawal, loss of control, driving under the influence, overdose, death).
All lessons	7-8.3.1.	Analyze how external factors (e.g., family, peers, culture, media, technology) affect physical, mental, and social health in positive and negative ways (e.g., the effect of advertising on food choices, peer influences on internet usage).
1, 2, 3	7-8.3.2.	Identify ways that physical environment (e.g., natural and man-made disasters, pollutants) influences the health of individuals.
2, 3, 4, 5	7-8.5.1.	Identify ways in which personal health goals can be influenced by abilities, priorities, and responsibilities (e.g., maturation, peers, values, and family).
6	7-8.7.1.	Describe strategies (e.g., compromise, active listening, knowledge of facts, assertiveness) to influence and work cooperatively with others to advocate for healthy individuals, families, and communities.