

UTAH ALIGNMENT FOR NIH SUPPLEMENT THE SCIENCE OF MENTAL ILLNESS

<b>THE SCIENCE OF MENTAL ILLNESS</b>		
<b>Utah Integrated Science Core Curriculum Standards: Grade 7</b>		
<b>Grade 7</b>		
<b>Lesson</b>	<b>Standard</b>	<b>Objective</b>
2	3:2.a	Order the levels of organization from simple to complex (e.g., cell, tissue, organ, system, organism).
2	3:2.b	Match a particular structure to the appropriate level (e.g., heart to organ, cactus to organism, muscle to tissue).
1	4:2.b	Cite examples of traits that provide an advantage for survival in one environment but not other environments.
<b>Utah Science Intended Learning Outcomes: Grades 7 &amp; 8</b>		
<b>Lesson</b>	<b>ILO</b>	<b>Descriptor</b>
2, 4, 5	1.a	Observe objects and events for patterns and record both qualitative and quantitative information.
2, 4	1.b	Sort and sequence data according to a given criterion.
2	1.c	Develop and use categories to classify subjects studied.
2, 3, 4, 5	1.f	Distinguish between factual statements and inferences.
2, 4	2.b	Raise questions about objects, events and processes that can be answered through scientific investigation.
All lessons	2.c	Maintain an open and questioning mind toward ideas and alternative points of view.
2, 4	2.d	Check reports of observations for accuracy.
2, 3, 4, 5, 6	3.a	Know and explain science information specified for their grade level.
2, 3, 4, 5, 6	3.c	Compare concepts and principles based upon scientific criteria.
2, 4	3.d	Solve problems appropriate to grade level by applying science principles and procedures.
2, 4	4.a	Provide relevant data to support their inferences and conclusions.
All lessons	4.b	Use precise scientific language in oral and written communication.
All lessons	4.c	Use correct English in oral and written reports.
3	4.e	Use mathematical language and reasoning to communicate information.
3	4.f	Construct models to describe concepts and principles.
2, 4, 5, 6	5.a	Cite examples of how science affects life.
2, 4	5.c	Understand the cumulative nature of the development of science knowledge.
2, 4, 5	6.a	Science is a way of knowing that is used by many people, not just scientists.
2, 4	6.b	Understand that science investigations use a variety of methods and do not always use the same set of procedures; understand that there is not just one "scientific method."

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2, 4	6.c	Science findings are based upon evidence.
2, 4	6.d	Understand that science conclusions are tentative and therefore never final. Understandings based upon these conclusions are subject to revision in light of new evidence.
2, 4	6.e	Understand that scientific conclusions are based on the assumption that natural laws operate today as they did in the past and that they will continue to do so in the future.
2, 4	6.f	Understand that various disciplines of science are interrelated and share common rules of evidence to explain phenomena in the natural world.

Utah Mathematics Core Curriculum Standards: Math 7 and Pre-Algebra

Math 7

Lesson	Standard	Objective
3	3:2.c	Model real-world problems using graphs, tables, equations, manipulatives, and pictures.
3	5:2.d	Propose and justify inferences and predictions based on data.

Pre-Algebra

3	5:2.e	Use graphical representations and numerical summaries to answer questions and interpret data.
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Utah Mathematics Intended Learning Outcomes: Grades 7 & 8

3	3	Think logically, using inductive reasoning to formulate reasonable conjectures and using deductive reasoning for justification, formally and informally.
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Utah Language Arts Core Curriculum Standards: Grades 7 & 8

Grade 7

Lesson	Standard	Objective
All lessons	1:1.c	Determine word meaning through definition or explanation context clues.
All lessons	1:2.c	Retell, paraphrase and summarize from informational text.
All lessons	1:2.d	Distinguish main idea and supporting details in text.
All lessons	2:1.a	Retell significant events in sequence.
All lessons	2:1.b	Summarize essential information from literary or informational text.
All lessons	2:1.c	Connect text to self.
All lessons	3:1.a	Establish a purpose for inquiry.
All lessons	3:1.b	Gather relevant information to answer questions.
All lessons	3:1.c	Validate the accuracy and relevance of information, discriminating between fact and opinion.

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All lessons	3:2.a	Select an appropriate format to report information.
All lessons	3:2.b	Gather information on an idea or concept.
All lessons	3:2.c	Report information using summarization.
All lessons	3:3.a	Determine the purpose for communication (e.g., to respond to writing, to obtain a result, to convey ideas or information, to seek validation).
All lessons	3:3.b	Use appropriate protocol for asking questions (e.g., turn taking, staying on topic, projecting adequately).
All lessons	3:3.c	Use appropriate protocol for responding to questions (e.g., respecting others' contributions, staying on topic, projecting adequately).
All lessons	3:3.d	Contribute constructively in classroom settings.
<b>Grade 8</b>		
All lessons	1:1.c	Determine word meaning through definition or explanation context clues.
All lessons	1:2.c	Infer meaning from explicit information in text.
All lessons	1:2.d	Distinguish fact from opinion.
All lessons	2:1.a	Organize events and ideas in order of importance.
All lessons	2:1.b	Focus written facts or events around a clearly stated, unifying idea.
All lessons	2:1.c	Connect text to self, text to world and text to text.
All lessons	3:1.a	Formulate text-supported, open-ended questions for inquiry (i.e., literal, interpretive inferential, evaluative).
All lessons	3:1.b	Choose information that best supports the focus of inquiry.
All lessons	3:1.c	Distinguish between reliable and unreliable sources of information.
All lessons	3:2.a	Select an appropriate format to demonstrate understanding.
All lessons	3:2.c	Report information by paraphrasing, summarizing, and/or quoting from sources.
All lessons	3:3.a	Determine the purpose for small group learning activities (e.g., to respond to writing, to acquire information, to present ideas, to clarify understanding).
All lessons	3:3.b	Identify and assume responsibility for specific group tasks, including asking relevant questions.
All lessons	3:3.c	Respond appropriately to group members' questions and contributions.
2, 3, 4, 5	3:3.d	Present group reports.
<b>Utah Language Arts Intended Learning Outcomes: Grades 7 &amp; 8</b>		
<b>Lesson</b>	<b>ILO</b>	<b>Descriptor</b>
All lessons	2.c	Develop thinking and language acquisition together through interactive learning.
All lessons	4.a	Give and seek information in conversations, in group discussions, and in oral presentations.
All lessons	4.b	Use questioning techniques to gain information.

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<b>All lessons</b>	<b>4.c</b>	Participate in and report on small group learning activities.
<b>All lessons</b>	<b>5.b</b>	Access background knowledge to prepare to read and enjoy texts.
<b>All lessons</b>	<b>5.c</b>	Use meta-cognition strategies during reading to monitor comprehension.
<b>All lessons</b>	<b>5.d</b>	Improve comprehension by using strategies when meaning breaks down.
<b>All lessons</b>	<b>5.e</b>	Retain information from and respond to text after reading.
<b>All lessons</b>	<b>6.e</b>	Develop collaborative writing skills to prepare for workplace writing.
<b>All lessons</b>	<b>6.f</b>	Understand that writing is a tool for thinking: solving problems, exploring issues, constructing questions, addressing inquiry.
<b>All lessons</b>	<b>6.g</b>	Understand that reading and writing are interrelated: writers approach new reading experiences with enhanced appreciation for the text.
<b>Utah Health Education Core Curriculum Standards: Grades 7 &amp; 8</b>		
<b>5, 6</b>	<b>1:2.a</b>	Identify factors that influence decision making: e.g., values, emotions, esteem, habits, peers, media, parents, faith.
<b>2, 3, 5, 6</b>	<b>1:3.a</b>	Describe factors that contribute to mental/emotional health; e.g., self-efficacy, resiliency, developmental assets, values, dreams, goals, positive risk-taking, sense of purpose.
<b>All lessons</b>	<b>1:3.b</b>	Describe factors that interfere with mental/emotional health; e.g., phobias, depression, chemical imbalance, unhealthy use of defense mechanisms, intolerance.
<b>2, 3, 4</b>	<b>1:3.c</b>	Predict how mental/emotional health may be influenced by values, dreams, and goals.
<b>4, 5, 6</b>	<b>1:3.d</b>	Identify school and community resources to assist with the prevention, intervention, and treatment of mental/emotional health.
<b>3, 5, 6</b>	<b>1:4.d</b>	Predict the outcomes of being responsible for one's actions.
<b>4, 5</b>	<b>2:1.a</b>	Identify the types of drugs in our society; e.g., over-the-counter (OTC), prescription, herbal, legal/age-restricted, illicit.
<b>4, 5</b>	<b>2:1.b</b>	Analyze the role of drugs in our society; e.g., treatment for mental or physical disorders, mood altering, escape.
<b>3, 4, 5</b>	<b>2:2.e</b>	Assess the importance of positive involvement with others in making healthy choices.
<b>2</b>	<b>4:1.a</b>	Compare communicable and non-communicable diseases; e.g., influenza, mononucleosis, streptococcus, hepatitis, sexually transmitted infections, heart disease, cancers, emphysema, cirrhosis.
<b>3, 4, 5, 6</b>	<b>4:1.c</b>	Identify methods for reducing the risks on non-communicable diseases; e.g., exercise, non-use of alcohol, tobacco, and other drugs (ATOD), balance diet, regular check-ups, and coping skills.
<b>4, 5, 6</b>	<b>4:1.d</b>	Summarize ways in which many diseases are treatable and manageable; e.g., proper use of medication, appropriate check-ups, diet, humor, and exercise.
<b>3</b>	<b>5:3.b</b>	Identify suicide warning signs in self and others.
<b>3</b>	<b>5:3.c</b>	Identify factors contributing the suicide risk; e.g., depression, substance use, coping skills, events.
<b>3</b>	<b>5:3.d</b>	Determine steps that could be taken to help oneself or another prevent suicide; e.g., question, persuade, and referral.

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<b>2, 4, 5, 6</b>	<b>7:1.a</b>	Identify a variety of information sources; e.g., Internet, infomercials, pamphlets, public health department, television, telephone book, clinics.
<b>1, 6</b>	<b>7:1.b</b>	Determine media influences on perceptions and choices related to health.
<b>All lessons</b>	<b>7:2.a</b>	Identify health issues that affect individuals and/or families.
<b>6</b>	<b>7:2.b</b>	Develop a variety of advocacy skills; e.g., peer education, dialogue, presentation, letter writing, telephoning, lobbying.