

WYOMING ALIGNMENT FOR NIH SUPPLEMENT THE SCIENCE OF MENTAL ILLNESS

| THE SCIENCE OF MENTAL ILLNESS | | |
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| Wyoming Science Content Standards: Grades 5 – 8 | | |
| Lesson | Standard | Benchmark |
| 1, 2, 4 | 1.1 | Students realize that all functions that sustain life act within a single cell and cells differentiate into specialized cells, tissues, organs, and organ systems. |
| 1, 2 | 1.5 | Students recognize behavior as a response of an organism to an internal or environmental stimulus and connect the characteristics and behaviors of an organism to biological adaptation. |
| 2, 4 | 2.1 | Students research scientific information and present findings through appropriate means. |
| 2, 4 | 2.2 | Students use inquiry to conduct scientific investigations. <ul style="list-style-type: none"> • Ask questions that lead to an investigation. • Collect, organize, analyze and appropriately represent data. • Draw conclusions based on evidence and make connections to applied scientific concepts. • Clearly and accurately communicate the result of the investigation. |
| 2, 4 | 2.3 | Students clearly and accurately communicate the result of their own work as well as information from other sources. |
| 1, 2, 4, 5 | 2.4 | Students recognize the relationships between science and technology in meeting human needs. |
| 1, 2, 4, 5, 6 | 3.1.A | Students explore how scientific knowledge changes and grows over time, and impacts personal and social decisions. |
| 2, 3, 4, 5, 6 | 3.2.A | Students explore how scientific information is used to make decisions: the role of science in solving personal, local, and national problems. |
| 2, 4, 5 | 3.2.B | Students explore how scientific information is used to make decisions: interdisciplinary connections of the sciences and connections to other subject areas and career opportunities. |
| Wyoming Mathematics Content Standards: Grades 6 – 8 | | |
| Grade 8 | | |
| Lesson | Standard | Benchmark |
| 3 | 1.1 | Students represent and apply real numbers in a variety of equivalent forms. |
| 3 | 5.1 | Students systematically collect, organize, describe, analyze, and represent data using tables, charts, diagrams, and graphs. |
| Wyoming Language Arts Content Standards: Grades 6 – 8 | | |
| Grade 6 | | |
| Lesson | Standard | Benchmark |

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| All lessons | 1.I.A | Students use word origins and derivations to develop vocabulary. |
| All lessons | 1.I.B | Students understand grade-level-appropriate technical and subject-specific vocabulary. |
| All lessons | 1.I.C | Students comprehend main idea and supporting details in grade-level-appropriate texts through interpretation, inference, and analyzing, and read on both the literal and inferential levels, supplying textual evidence, and prior knowledge. |
| All lessons | 1.I.D | Students use reading strategies including setting a purpose, visualizing, and analyzing cause-effect relationships. |
| 2, 3, 4 | 1.III.B | Students analyze technical data in charts or graphs. |
| All lessons | 1.III.C | Students are familiar with a variety of informational modes, such as public documents, print news media, and Internet websites. |
| All lessons | 2.I.B. | Students use introduction, body, and conclusion, with supporting sentences and details to develop ideas in multi-paragraph expository and persuasive modes. |
| All lessons | 2.I.D | Students use grade-level-appropriate conventions of capitalization, spelling, punctuation, grammar and usage such as present perfect, past perfect, and future perfect verb tenses, indefinite pronouns, verbs that agree with compound subjects, and semicolons to connect independent clauses. |
| 2, 3, 4 | 2.II.C | Students write directions, explain problem and solution or procedures. |
| 2, 3, 4, 5, 6 | 2.II.D | Using multiple sources, students create and present informational reports, posters, maps, and/or pamphlets, using strategies to write research such as evaluating and synthesizing information, incorporating notes into a finished product, including facts, details, and examples. |
| All lessons | 3.3 | Students follow directions and provide relevant feedback through note-taking or orally responding. |
| All lessons | 3.5 | Students engage in small group discussion using strategies to contribute and create consensus. |
| Grade 7 | | |
| All lessons | 1.I.B | Students understand grade-level-appropriate technical and subject-specific vocabulary. |
| All lessons | 1.I.C | Students understand and use reading strategies including setting a purpose, visualizing, finding the main idea and supporting details, and interpreting in grade-level-appropriate text. |
| 2, 3, 4 | 1.III.B | Students interpret technical data in a variety of formats. |
| All lessons | 1.III.D | Students are familiar with a variety of informational modes such as public documents, print news media, Internet websites, biographies, and interviews. |
| All lessons | 2.I.B | Students organize writing logically, chronologically, and coherently using strong beginnings, supporting sentences, appropriate transitions, and strong conclusions. |
| All lessons | 2.I.C | Students use meaningful word choice, voice, and sentence fluency. |
| All lessons | 2.I.E | Students use grade-level-appropriate conventions of spelling, usage, punctuation, capitalization, and grammar such as infinitives and participles, pronoun-antecedent agreement, hyphens, dashes, and brackets, and word bases and affixes in spelling. |
| 2, 3, 4 | 2.II.B.1 | Students explain problem, solution, and procedures. |
| 2, 3, 4, 6 | 2.II.B.2 | Students use a variety of strategies to identify topics to investigate such as constructing questions, narrowing the |

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| | | focus, and gathering information. |
| All lessons | 3.3 | Students use note-taking strategies while listening or viewing. |
| All lessons | 3.7 | Students speak and listen in small group situations to contribute and build from previous speakers. |
| Grade 8 | | |
| All lessons | 1.I.A | Students use word origins, context clues, and personal connections to develop vocabulary and understand grade-level-appropriate technical and subject specific terms. |
| All lessons | 1.I.B | Students comprehend main idea and supporting details in grade-level-appropriate text. |
| All lessons | 1.I.C | Students use strategies such as setting a purpose, predicting, cause/effect, comparing/contrasting, drawing conclusions, visualizing, and inferring to interpret and analyze text. |
| 2, 3, 4 | 1.III.B | Students analyze data or make generalizations based on explicitly stated information. |
| All lessons | 1.III.C | Students support conclusions with facts and/or citations. |
| All lessons | 1.III.D | Students are familiar with a variety of informational texts modes such as documentaries, essays, interviews, speeches, newspapers, and Internet websites. |
| All lessons | 1.III.E | Students summarize and paraphrase information in chronological, sequential, or logical order. |
| All lessons | 2.I.A | Students write using a clear idea with specific details, establishing a controlling impression and a coherent thesis. |
| All lessons | 2.I.D | Student writing is appropriate for intended audience and purposes; voice is apparent. |
| All lessons | 2.I.E | Students use meaningful word choice to achieve purpose. |
| All lessons | 2.I.G | Students use grade-level-appropriate conventions with spelling, usage, punctuation, capitalization, and grammar such as subordinate and coordinate conjunctions, comparative adjectives, and proper pronoun case. |
| 2, 3, 4 | 2.II.C | Students produce expository essays, technical writing, and reports. |
| All lessons | 3.5 | Students use strategies to contribute to group discussions, including building upon previous comments. |
| All lessons | 3.6 | Students take notes and give relevant, appropriate feedback to speakers in formal and informal settings. |
| Wyoming Health Education Content Standards: Grades 5 – 8 | | |
| Lesson | Standard | Benchmark |
| 3 | 1.4 | Students demonstrate an understanding of developmentally appropriate relationships between tobacco use and addiction and healthy lifestyles, health behaviors, and health risks. |
| 2, 3, 4, 5 | 1.6 | Students demonstrate an understanding of developmentally appropriate relationships between prevention and control of disease and healthy lifestyles, health behaviors, and health risks. |
| 2, 3, 4, 5, 6 | 1.7 | Students demonstrate an understanding of developmentally appropriate relationships between mental and emotional health and healthy lifestyles, health behaviors, and health risks. |
| All lessons | 2.1 | Students demonstrate the ability to utilize various sources of health information, products, and services. |
| 2, 3, 4, 5, 6 | 3.1 | Students describe healthy adolescent behaviors and appropriate strategies to improve or maintain health. |

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| 5, 6 | 3.2 | Students explain the short-term consequences of safe, risky, and harmful behaviors for adolescents. |
| 5, 6 | 3.3 | Students explain the importance of assuming responsibility for health behaviors. |
| 5, 6 | 4.3 | Students analyze how peers, role models, family, and the community influence health enhancing behaviors, health risks, and the use of health products and services. |
| All lessons | 4.4 | Students explain the difference between internal and external influences. |
| 2, 4, 5, 6 | 6.3 | Students demonstrate the ability to apply collaborative goal setting or decision-making strategies to health issues and problems. |
| 5, 6 | 7.1 | Students demonstrate an understanding of effective methods for advocating for personal, family and community health. |
| 6 | 7.2 | Students demonstrate the ability to work cooperatively when advocating for health. |