

NORTH CAROLINA ALIGNMENT FOR NIH SUPPLEMENT: THE SCIENCE OF HEALTHY BEHAVIORS

| The Science of Healthy Behaviors | | |
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| North Carolina Standard Course of Study – Science: Grades 6, 7, 8 | | |
| Lesson | Competency Goal | Description |
| 3 | 1.01 | Identify and create questions and hypotheses that can be answered through scientific investigations. |
| 3 | 1.02 | Develop appropriate experimental procedures for: given questions and student generated questions. |
| 3 | 1.03 | Apply safety procedures in the laboratory and in field studies: recognize potential hazards, manipulate materials and equipment, and conduct appropriate procedures. |
| 3 | 1.04 | Analyze variables in scientific investigations: identify dependent and independent, use of a control, manipulate, describe relationships between, and define operationally. |
| 3, 4, 5 | 1.05 | Analyze evidence to: explain observations, make inferences and predictions, and develop the relationship between evidence and explanation. |
| All lessons | 1.06 | Use mathematics to gather, organize, and present quantitative data resulting from scientific investigations: measurement, analysis of data, graphing, and prediction models. |
| 3 | 1.07 | Prepare models and/or computer simulations to: test hypotheses and evaluate how data fit. |
| 3, 4, 5 | 1.08 | Use oral and written language to: communicate findings and defend conclusions of scientific investigations. |
| 3, 4 | 1.09 | Use technologies and information systems to: research, gather and analyze data, visualize data, and disseminate findings to others. |
| 1, 3, 4, 5 | 1.10 | Analyze and evaluate information from a scientifically literate viewpoint by reading, hearing, and/or viewing: scientific text, articles, and events in the popular press. |
| 1, 3, 4, 5 | 2.02 | Use information systems to identify scientific needs, human needs, or problems that are subject to technological solution. |
| 4, 5 | 4.05 | Analyze how an imbalance in homeostasis may result from a disruption in any human system. (7) |
| 1, 4, 5 | 4.07 | Explain the effects of environmental influences on human embryo development and human health including smoking, alcohol, drugs, and diet. (7) |
| 3, 4, 5 | 4.08 | Explain how understanding human body systems can help make informed decisions regarding health. (7) |

Source: <http://www.ncpublicschools.org/curriculum/ncscos>

All alignments are based on the curriculum standards as of 08/06.

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| All lessons | 5.06 | Evaluate evidence that human characteristics are a product of inheritance, environmental factors, and lifestyle choices. (7) |
| North Carolina Standard Course of Study – Mathematics: Grades 6, 7, 8 | | |
| Lesson | Competency Goal | Description |
| 3 | 1.01 | Develop and use ratios, proportions, and percents to solve problems. (7) |
| 3 | 1.02 | Develop meaning for percents: connect the model, number word, and number using a variety of representations and make estimates in appropriate situations. (6) |
| 3, 4 | 1.02 | Develop fluency in addition, subtraction, multiplication, and division of non-negative rational numbers: analyze computational strategies, describe the effect of operations on size, estimate the results of computations, and judge the reasonableness of solutions. (7) |
| 3, 4 | 1.02 | Develop flexibility in solving problems by selecting strategies and using mental computation, estimation, calculators or computers, and paper and pencil. (8) |
| 3, 4 | 1.03 | Develop flexibility in solving problems by selecting strategies and using mental computation, estimation, calculators or computers, and paper and pencil. (7) |
| 3, 4 | 1.04 | Develop fluency in addition, subtraction, multiplication, and division of non-negative rational numbers: analyze computational strategies, describe the effect of operations on size, estimate the results of computations, and judge the reasonableness of solutions. (6) |
| 3, 4 | 1.07 | Develop flexibility in solving problems by selecting strategies and using mental computation, estimation, calculators or computers, and paper and pencil. (6) |
| 3, 4 | 4.01 | Collect, organize, analyze, and display data to solve problems. (7 & 8) |
| 3 | 4.05 | Solve problems involving two or more sets of data using appropriate statistical measures. (7) |
| 3 | 4.06 | Design and conduct experiments or surveys to solve problems; report and analyze results. (6) |
| 3, 4 | 5.01 | Identify, analyze, and create linear relations, sequences, and functions using symbols, graphs, tables, diagrams, and written descriptions. (7) |
| 3, 4 | 5.04 | Use graphs, tables, and symbols to model and solve problems involving rates of change and ratios. (6) |
| North Carolina Standard Course of Study – English/Language Arts: Grades 6, 7, 8 | | |
| Lesson | Competency Goal | Description |

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| All lessons | 1.03 | Interact appropriately in group settings by: listening attentively, showing empathy, contributing relevant comments connecting personal experiences to content, monitoring own understanding of the discussion and seeking clarification as needed (6), responding appropriately to comments and questions, offering personal opinions confidently without dominating, giving appropriate reasons that support opinions, soliciting and respecting another person’s opinion (7), shares personal reactions to questions raised, gives reasons and cites examples from text in support of expressed opinions, and clarifies, illustrates, or expands on a response when asked to do so, and asks classmates for similar expansion. (8) |
| 3, 4, 5 | 1.04 | Reflect on learning experiences by: describing personal learning growth and changes in perspective, identifying changes in self throughout the learning process, and interpreting how personal circumstances and background shape interaction with text. |
| 2, 3, 4, 5 | 3.02 | Explore and analyze the problem-solution process by: studying problems and solutions within various texts and situations, utilizing the problem-solution process within various contexts/situations, constructing essays/presentations that respond to a given problem by proposing a solution that includes relevant details, and recognizing and/or creating an organizing structure appropriate to purpose, audience, and context. (7 & 8) |
| 2, 3, 4, 5 | 3.03 | Evaluate and create arguments that persuade by: understanding the importance of the engagement of audience by establishing a context, creating a persona, and otherwise developing interest, noting and/or developing a controlling idea that makes a clear and knowledgeable judgment, arranging details, reasons, and examples effectively and persuasively, anticipating and addressing reader/listener concerns and counterarguments, and recognizing and/or creating an organizing structure appropriate to purpose, audience, and context. (7 & 8) |

North Carolina Standard Course of Study – Healthful Living: Grades 6, 7, 8

| Lesson | Competency Goal | Description |
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| All lessons | 1.01 | Use a structured thinking process to make decisions and solve problems. (6) |
| 2 | 1.04 | Analyze impulsive behaviors and identify strategies for controlling them. (7) |
| 4 | 2.01 | Infer the behavioral and environmental factors associated with the leading actual causes of death in the United States. (8) |
| All lessons | 3.02 | Demonstrate effective verbal and nonverbal communication skills. (6) |
| 2, 3, 4, 5 | 3.03 | Demonstrate ways to communicate care, consideration, and respect for self and others. (6) |
| 1, 4 | 4.06 | Predict the short and long-term benefits of healthy eating. (6) |

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| 1, 4, 5 | 4.10 | Analyze and explain the benefits of physical activity (physical, social, and emotional). (8) |
| 1, 4 | 5.02 | Identify the short and long-term effects of being benefits of resistance to substance abuse. (6) |
| 4 | 5.02 | Assess the addictive nature of tobacco, predict the consequences of prolonged usage, and identify resources for quitting. (7) |
| 1, 4 | 5.05 | Summarize drug dependence and addiction and the dangers associated with each. (7) |
| 1, 4 | 5.06 | Delineate the sequence of substance abuse that can lead to serious health risks. (7) |
| 1, 4, 5 | 9.04 | Explain the relationship between physical activity, nutrition, and adequate rest/sleep and weight management. (8) |
| All lessons | 10.03 | Utilize time effectively to complete assigned tasks. (6) |
| All lessons | 10.04 | Work cooperatively and productively in a group to accomplish a set goal in both cooperative and competitive activities. (6) |