

SOUTH DAKOTA ALIGNMENT FOR NIH SUPPLEMENT THE SCIENCE OF HEALTHY BEHAVIORS

| <b>THE SCIENCE OF HEALTHY BEHAVIORS</b>             |                 |  |
|---|-----------------|--|
| <b>South Dakota Science Standards: Grades 6 – 8</b> |                 |  |
| <b>Grade 6</b>                                      |                 |  |
| <b>Lesson</b>                                       | <b>Standard</b> | <b>Supporting Skill</b>  |
| 1, 3, 4, 5  | 6.N.1.1         | Recognize scientific knowledge is not merely a set of static facts but is dynamic and affords the best current explanations.   |
| 3   | 6.N.1.2.1       | Conduct systematic scientific investigations that: use appropriate supportive technologies; manipulate one variable over time with many repeated trials to test a hypothesis; construct and interpret graphs from data to make predictions; and use research methods to investigate practical and/or personal scientific problems and questions.   |
| 3, 4  | 6.S.1.1         | Students accurately describe how science and technology have helped society to solve problems.   |
| <b>Grade 7</b>                                      |                 |  |
| 1, 3  | 7.N.1.1         | Describe societal response to major scientific findings or theories.   |
| 3   | 7.N.2.1         | Students are able to conduct scientific investigations using given procedures: use appropriate supportive technologies; control variables to test hypotheses by repeated trials; identify sources of experimental error; interpret to make predictions and/or justify conclusions; and use research methods to investigate practical and/or personal scientific problems and questions.  |
| 1, 3  | 7.N.2.1.2       | Analyze the benefits and potential of scientific investigations.   |
| 3, 4  | 7.S.1.1         | Students are able to describe how science and technology are used to solve problems in different professions and businesses.   |
| <b>Grade 8</b>                                      |                 |  |
| 1, 3  | 8.N.1.1         | Students are able to differentiate among facts, predictions, theory, and law/principles in scientific investigations.  |
| 3   | 8.N.2.1         | Students are able to design a replicable scientific investigation that includes: use appropriate supportive technologies; control variables to test hypotheses by repeated trials and by identifying sources of experimental error; interpret data to justify predictions or conclusions; use research methods to investigate practical and/or personal scientific problems and questions; select appropriate scientific equipment and technologies for investigations and experiments; use proper safety procedures in all investigations; and wear appropriate attire. |
| 1, 3  | 8.N.2.1.1       | Evaluate the benefits and potential of scientific investigations.  |
| 3, 4  | 8.S.1.1         | Students are able to describe how science and technology have been influenced by social needs, attitudes, and values.  |

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| South Dakota Mathematics Standards: Grades 6 – 8  |          |  |
|---|----------|--|
| Grade 6   |          |  |
| Lesson  | Standard | Supporting Skill   |
| 3   | 6.A.1.1  | Students are able to use order of operations, excluding nested parentheses and exponents, to simplify whole number expressions.                  |
| 3   | 6.A.4.1  | Students are able to use concrete materials, graphs and algebraic statements to represent problem situations.                                    |
| 3   | 6.N.2.1  | Students are able to add, subtract, multiply, and divide decimals.   |
| 3   | 6.N.3.1  | Students are able to use various strategies to solve one- and two-step problems involving positive decimals.                                     |
| 3   | 6.S.1.2  | Students are able to display data using bar and line graphs and draw conclusions from data displayed in a graph.                                 |
| Grade 7   |          |  |
| 3   | 7.N.1.1  | Students are able to represent numbers in a variety of forms by describing, ordering, and comparing integers, decimals, percents, and fractions. |
| 3   | 7.N.2.1  | Students are able to add, subtract, multiply, and divide integers and positive fractions.  |
| 3   | 7.N.3.1  | Students are able to use various strategies to solve one- and two-step problems involving positive fractions and integers.                       |
| 3   | 7.S.1.2  | Students are able to display data, using frequency tables, line plots, stem-and-leaf plots, and make predictions from data displayed in a graph. |
| Grade 8   |          |  |
| 3   | 8.A.4.2  | Students are able to describe and represent relations using tables, graphs, and rules.   |
| 3   | 8.N.2.1  | Students are able to read, write, and compute within any subset of rational numbers.   |
| 3   | 8.N.3.1  | Students are able to use various strategies to solve multi-step problems involving rational numbers.   |
| 3   | 8.S.1.2  | Students are able to use a variety of visual representations to display data to make comparisons and predictions.                                |
| South Dakota Reading, Writing, Listening, Viewing ,and Speaking Standards: Grades 6 – 8 |          |  |
| Grade 6   |          |  |
| Lesson  | Standard | Supporting Skill   |
| 1, 3, 4, 5  | 6.R.1.1  | Students can expand word meanings using word categories and word parts.  |
| 1, 3, 4, 5  | 6.R.1.2  | Students can utilize context to comprehend words with multiple meanings.   |
| 1, 3, 4, 5  | 6.R.2.1  | Students can utilize direct and implied meaning to comprehend text.  |

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| 1, 3, 4, 5     | 6.R.2.2   | Students can demonstrate the elements of fluency to comprehend text.  |
| 1, 3, 4, 5     | 6.R.5.1   | Students can compare and contrast information on one topic from multiple informational texts.                               |
| 1, 3, 4, 5     | 6.R.5.2   | Students can evaluate the credibility of informational texts.   |
| 1, 3, 4, 5     | 6.R.5.3   | Students can utilize sources to locate information.   |
| 1, 3, 4, 5     | 6.W.1.3   | Students can identify purpose and audience in writing.  |
| 1, 3, 4, 5     | 6.W.1.4   | Students can summarize information from references to compose text.   |
| 1, 3, 4, 5     | 6.LVS.1.2 | Students can organize and present narrative and informative presentations using main ideas and supporting details.          |
| All lessons    | 6.LVS.1.3 | Students can identify facts and opinions in auditory and visual information.  |
| <b>Grade 7</b> |           |   |
| 1, 3, 4, 5     | 7.R.1.1   | Students can analyze word parts to determine meaning and context.   |
| 1, 3, 4, 5     | 7.R.2.1   | Students can interpret text using comprehension strategies.   |
| 1, 3, 4, 5     | 7.R.2.2   | Students can read fluently to comprehend grade-level text.  |
| 1, 3, 4, 5     | 7.R.5.2   | Students can analyze and organize data from informational text.   |
| 4              | 7.W.1.1   | Students can compose expository and persuasive text of three paragraphs.  |
| 1, 3, 4, 5     | 7.W.1.2   | Students can revise word choice in writing.   |
| 1, 3, 4, 5     | 7.W.1.3   | Students can select language and style for writing.   |
| 1, 3, 4, 5     | 7.W.1.4   | Students can summarize and paraphrase information from references to compose text.  |
| 1, 3, 4, 5     | 7.LVS.1.1 | Students can evaluate the purpose and content of the presentation using listening and viewing skills.                       |
| 1, 3, 4, 5     | 7.LVS.1.3 | Students can create clear and organized descriptive, informative, and narrative presentations.                              |
| All lessons    | 7.LVS.1.4 | Students can evaluate the use of facts and opinions expressed in auditory and visual information.                           |
| <b>Grade 8</b> |           |   |
| 1, 3, 4, 5     | 8.R.1.1   | Students can apply contextual knowledge of word origins to extend vocabulary.   |
| 1, 3, 4, 5     | 8.R.2.1   | Students can analyze text using comprehension strategies.   |
| 1, 3, 4, 5     | 8.R.2.2   | Students can read fluently to comprehend grade-level text.  |
| 1, 3, 4, 5     | 8.R.5.3   | Students can combine new information with existing knowledge to enhance understanding.                                      |
| 1, 3, 4, 5     | 8.W.1.2   | Students can revise writing for ideas and content.  |
| 1, 3, 4, 5     | 8.W.1.3   | Students can compose text using information from multiple sources to support a topic.                                       |
| All lessons    | 8.LVS.1.1 | Students can evaluate information in auditory and visual communication.   |
| 3              | 8.LVS.1.3 | Students can integrate verbal and nonverbal techniques to deliver an oral presentation for a specific audience and purpose. |

SOUTH DAKOTA ALIGNMENT FOR NIH SUPPLEMENT THE SCIENCE OF HEALTHY BEHAVIORS

| <b>South Dakota Health Education Standards: Grades 6 – 8</b> |                 |   |
|--|-----------------|---|
| <b>Lesson</b>  | <b>Standard</b> | <b>Benchmark</b>  |
| 1, 3, 4, 5   | 1.1.c           | Analyze how appropriate and inappropriate health practices affect self and family.                        |
| 4, 5   | 1.2.a           | Explain how health is influenced by the interaction of body systems.                                      |
| 1, 3, 4, 5   | 1.2.b           | Examine practices which enhance personal emotional, social, and physical well being.                      |
| 3  | 1.2.c           | Examine ways to avoid, minimize, or cope with adolescent health problems.                                 |
| 1, 4, 5  | 1.3.a           | Determine how medical research influences health care and disease prevention.                             |
| 4, 5   | 1.3.c           | Examine health practices which may cause and/or spread/prevent diseases.                                  |
| 3  | 2.1.b           | Analyze the media impact on personal and family health decisions and practices.                           |
| 3, 4   | 2.1.c           | Analyze the impact of technology on personal and family health decisions and practices.                   |
| 4, 5   | 2.2.a           | Investigate the role and organization of various community, state, and regional health agencies/services. |
| 4, 5   | 2.3.c           | Describe the effects of following or rejecting prescribed/recommended treatment.                          |
| 1, 3, 4, 5   | 3.1.a           | Distinguish short and long term consequences of risky and harmful behaviors.                              |
| All lessons  | 3.1.b           | Analyze how social pressures can influence participation in risk taking behaviors.                        |
| 3  | 3.1.c           | Analyze personal practices which promote life-long health and well being.                                 |
| All lessons  | 3.3.a           | Describe how personal choices can impact long range health.   |
| 3  | 3.3.b           | Demonstrate individual responsibility in health-related decisions/choices.                                |
| All lessons  | 4.1.b           | Choose appropriate communication techniques when interacting with family, peers, and community.           |
| All lessons  | 4.2.c           | Use relevant and appropriate terminology when discussing health issues.                                   |
| All lessons  | 5.1.b           | Analyze information/data to support or refute the cause/effect of health issues.                          |
| 5  | 5.2.c           | Investigate the impact of past health plans/strategies on current populations/environments.               |