

<b>SLEEP, SLEEP DISORDERS, AND BIOLOGICAL RHYTHMS</b>		
<b>Virginia Biology Standards of Learning</b>		
<b>Lesson</b>	<b>Standard</b>	<b>Description</b>
1, 2, 3	BIO.1.b	Plan and conduct investigations in which hypotheses are formulated based on direct observations and information from scientific literature.
1, 2, 3	BIO.1.c	Plan and conduct investigations in which variables are defined and investigations are designed to test hypotheses.
1, 2, 3	BIO.1.d	Plan and conduct investigations in which graphing and arithmetic calculations are used as tools in data analysis.
1, 2, 3	BIO.1.e	Plan and conduct investigations in which conclusions are formed based on recorded quantitative and qualitative data.
1, 2, 3, 4	BIO.1.j	Plan and conduct investigations in which research utilizes scientific literature.
1	BIO.1.k	Plan and conduct investigations in which differentiation is made between a scientific hypothesis and theory.
1, 2, 3, 4	BIO.1.l	Plan and conduct investigations in which alternative scientific explanations and models are recognized and analyzed.
1, 2, 3, 4	BIO.1.m	Plan and conduct investigations in which a scientific viewpoint is constructed and defended (the nature of science).
All lessons	BIO.5.c	Investigate and understand life functions of archaebacteria, monerans (eubacteria), protists, fungi, plants, and animals including humans: analyses of their responses to the environment.
1, 2, 3	BIO.5.d	Investigate and understand life functions of archaebacteria, monerans (eubacteria), protists, fungi, plants, and animals including humans: maintenance of homeostasis.
All lessons	BIO.5.e	Investigate and understand life functions of archaebacteria, monerans (eubacteria), protists, fungi, plants, and animals including humans: human health issues, human anatomy, body systems, and life functions.
<b>Virginia English Standards of Learning – Grades 9 &amp; 10</b>		
<b>Lesson</b>	<b>Standard</b>	<b>Description</b>
1, 2, 3, 4, 5	9.4.a	Identify a position/argument to be confirmed, disproved, or modified.
All lessons	9.4.c	Synthesize information from sources and apply it in written and oral presentations.
All lessons	9.4.d	Identify questions not answered by a selected text.
All lessons	9.4.e	Extend general and specialized vocabulary through speaking, reading, and writing.
All lessons	9.4.f	Read and follow instructions to complete an assigned project or task.

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All lessons	9.6.a	Generate, gather, and organize ideas for writing.
All lessons	9.6.b	Plan and organize writing to address a specific audience and purpose.
All lessons	9.6.c	Communicate clearly the purpose of the writing.
All lessons	9.6.d	Write clear, varied sentences.
All lessons	9.6.e	Use specific vocabulary and information.
All lessons	9.6.f	Arrange paragraphs into a logical progression.
All lessons	10.1.a	Assume responsibility for specific group tasks.
All lessons	10.1.b	Participate in the preparation of an outline or summary of the group activity.
All lessons	10.1.c	Include all group members in oral presentation.
All lessons	10.1.d	Use grammatically correct language, including vocabulary appropriate to the topic, audience, and purpose.
All lessons	10.10.a	Use writing to interpret, analyze, and evaluate ideas: explain concepts contained in literature and other disciplines.
All lessons	10.10.b	Use writing to interpret, analyze, and evaluate ideas: translate concepts into simpler or more easily understood terms.

**Virginia Mathematics Standards of Learning - Secondary**

Lesson	Standard	Description
Pre-lesson, 1, 3, 4	A.5	Create and use tabular, symbolic, graphical, verbal, and physical representations to analyze a given set of data for the existence of a pattern, determine the domain and range of relations, and identify the relations that are functions.
Pre-lesson, 1, 3	AII.2	Add, subtract, multiply, divide, and simplify rational expressions, including complex fractions.
1, 2, 3, 4	PS.1	Analyze graphical displays of data, including dotplots, stemplots, and histograms, to identify and describe patterns and departures from patterns, using central tendency, spread, clusters, gaps, and outliers. Appropriate technology will be used to create graphical displays.
1, 3, 4	PS.12	The student will identify and describe two or more events as complementary, dependent, independent, and/or mutually exclusive.

**Virginia Health Standards of Learning – Grades 9 & 10**

Lesson	Standard	Description
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<b>4</b>	<b>9.1.b</b>	Apply health knowledge and skills to the development and analysis of personal goals to achieve and maintain long-term health and well-being including the use of current research and scientific study to interpret dietary principles.
<b>1, 3, 4, 5</b>	<b>9.1.d</b>	Apply health knowledge and skills to the development and analysis of personal goals to achieve and maintain long-term health and well-being including maintenance of health habits that promote personal wellness.
<b>1, 3, 4, 5</b>	<b>9.2.c</b>	Analyze and evaluate the relationship among healthy behaviors, disease prevention and control, and comprehensive wellness including recognition of the value of proper nutrition, rest, and regular activity.
<b>All lessons</b>	<b>9.4.b</b>	Use various sources of information to evaluate global health issues including the benefits of information provided by recognized sources such as state and local health departments, the Food and Drug Administration (FDA), the National Institutes of Health (NIH), the World Health Organization (WHO), and the Centers for Disease Control and Prevention (CDC).
<b>4</b>	<b>10.1.a</b>	Demonstrate an understanding of health concepts, behaviors, and skills that reduce health risks and enhance the health and well-being of self and others throughout life including the impact of poor dietary choices.
<b>4</b>	<b>10.2.e</b>	The student will analyze, synthesize, and evaluate the protective factors related to achieving and maintaining a sound mind and healthy body throughout life including the impact of emotions and peer approval on personal decision-making.
<b>3, 4, 5</b>	<b>10.2.f</b>	Analyze, synthesize, and evaluate the protective factors related to achieving and maintaining a sound mind and healthy body throughout life including the effects of an individual's environment.
<b>3, 4, 5</b>	<b>10.2.g</b>	Analyze, synthesize, and evaluate the protective factors related to achieving and maintaining a sound mind and healthy body throughout life including family health habits and behaviors as they relate to health promotion.
<b>4</b>	<b>10.4.b</b>	Synthesize and evaluate available health information, products, and services for the value and potential impact on his/her well-being throughout life including the use of current technological tools to analyze health products and services.
<b>5</b>	<b>10.4.c</b>	Synthesize and evaluate available health information, products, and services for the value and potential impact on his/her well-being throughout life including involvement of local, state, and federal agencies in health-related issues.
<b>5</b>	<b>10.4.d</b>	Synthesize and evaluate available health information, products, and services for the value and potential impact on his/her well-being throughout life including the impact of technology on the health status of individuals, families, communities, and the world.