

KANSAS ALIGNMENT FOR NIH SUPPLEMENT THE SCIENCE OF MENTAL ILLNESS

| THE SCIENCE OF MENTAL ILLNESS | | |
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| Kansas Science Standards: Grades 5 – 7 | | |
| Lesson | Standard | Indicator |
| 2, 3, 4 | 1.1.1 | Identifies questions that can be answered through scientific investigations. |
| 2, 3 | 1.1.2 | Designs and conducts scientific investigations safely using appropriate tools, mathematics, technology, and techniques to gather, analyze, and interpret data. a. designs and conducts an investigation on a question. Components of the investigation may include background and hypothesis, identification of variables (independent variable, dependent variable, variables to be held constant), list of materials, procedures, collection and analysis of data, and conclusions. Given an investigative question, determines what to measure and how to measure. Displays data collected from performing in investigation using tables, graphs, diagrams and other graphic organizers. |
| 2, 3, 4, 5 | 1.1.3 | Identifies the relationship between evidence and logical conclusions. |
| 2, 3, 4 | 1.1.4 | Communicates scientific procedures, results and explanations. |
| 2, 3, 4 | 1.2.1 | Develops questions and adapts (frames) the inquiry process to guide the appropriate type of investigation. |
| 2, 3, 4 | 1.2.2 | Differentiates between qualitative and quantitative data in an investigation. |
| 2, 3, 4 | 1.3.1 | After completing an investigation, generates alternative methods of investigation and/or further questions for inquiry. |
| 2, 3, 4 | 1.3.2 | Evaluates the work of others to determine evidence which scientifically supports or contradicts the results, identifying faulty reasoning or conclusions that go beyond evidence and/or are not supported by data. |
| 1, 3, 4 | 3.1.2 | Relates the structure of cells, organs, tissues, organ systems, and whole organisms to their functions. |
| All lessons | 3.1.4 | Concludes that breakdowns in structure or function may be caused by disease, damage, heredity, or aging. |
| 2, 3, 4, 5 | 3.2.3 | Infers that the characteristics of an organism result from heredity and interactions with the environment. |
| 1, 2, 3, 4 | 3.3.1 | Understands that internal and/or environmental conditions affect an organism's behavior and/or response in order to maintain and regulate stable internal conditions to survive in a continually changing environment. |
| 1, 2, 3, 4, 5 | 5.2.2 | Evaluates benefits, risks, limitations and trade-offs of technological solutions. |
| 1, 3, 4, 5 | 5.2.3 | Identifies contributions to science and technology by many people and many cultures. |
| 1, 2, 3, 4, 5 | 7.1.1 | Practices intellectual honesty, demonstrates skepticism appropriately, displays open-mindedness to new ideas, and bases decisions on evidence. |
| 1, 3, 4, 5 | 7.2.1 | Recognizes that new knowledge leads to new questions and new discoveries, replicates historic experiments to understand principles of science, and relates contributions of men and women to the fields of science. |
| Kansas Mathematics Standards: Grades 6 – 8 | | |
| Grade 6 | | |
| Lesson | Standard | Knowledge Base Indicator |

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| 3 | 1.4.1 | Computes with efficiency and accuracy using various computational methods including mental math, paper and pencil, concrete objects, and appropriate technology. |
| 3 | 4.2.1 | Organizes, displays, and reads quantitative (numerical) and qualitative (non-numerical) data in a clear, organized, and accurate manner including a title, labels, categories, and rational number intervals using these data displays: <ul style="list-style-type: none"> a. graphs using concrete objects; b. frequency tables and line plots; c. bar, line, and circle graphs; d. Venn diagrams or other pictorial displays; e. charts and tables; f. single stem-and-leaf plots; g. scatter plots. |
| Grade 7 | | |
| 3 | 1.4.1 | Computes with efficiency and accuracy using various computational methods including mental math, paper and pencil, concrete objects, and appropriate technology. |
| 3 | 4.2.1 | Organizes, displays, and reads quantitative (numerical) and qualitative (non-numerical) data in a clear, organized, and accurate manner including a title, labels, categories, and rational number intervals using these data displays: <ul style="list-style-type: none"> a. frequency tables; b. bar, line, and circle graphs; c. Venn diagrams or other pictorial displays; d. charts and tables; e. stem-and-leaf plots (single); f. scatter plots; g. box-and-whiskers plots. |
| Grade 8 | | |
| 3 | 1.4.1 | Computes with efficiency and accuracy using various computational methods including mental math, paper and pencil, concrete objects, and appropriate technology. |
| 3 | 4.2.1 | Organizes, displays and reads quantitative (numerical) and qualitative (non-numerical) data in a clear, organized, and accurate manner including a title, labels, categories, and rational number intervals using these data displays: <ul style="list-style-type: none"> a. frequency tables; b. bar, line, and circle graphs; c. Venn diagrams or other pictorial displays; d. charts and tables; e. stem-and-leaf plots (single and double); f. scatter plots; g. box-and-whiskers plots; h. histograms. |

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| Kansas Reading Standards: Grades 6 – 8 | | |
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| Lesson | Standard | Knowledge Base Indicator |
| 2, 3, 4, 5 | 1.3.1 | Determines the meaning of words or phrases using context clues (e.g., <i>definitions, restatements, examples, descriptions, comparison-contrast</i> , clue words, <i>cause-effect</i>) from sentences or paragraphs. |
| 2, 3, 4, 5, 6 | 1.4.2 | Understands the purpose of text features (e.g., title, graphs/charts and maps, table of contents, pictures/illustrations, boldface type, italics, glossary, index, headings, subheadings, <i>topic</i> and summary sentences, captions, sidebars, underlining, numbered or bulleted lists) and uses such features to locate information in and to gain meaning from appropriate-level texts. |
| 2, 3, 4, 5 | 1.4.4 | Generates and responds logically to literal, inferential, and <i>critical thinking</i> questions before, during, and after reading the text. |
| 2, 3, 4, 5, 6 | 1.4.5 | Uses information from the text to make inferences and draw conclusions. |
| 2, 3, 4, 5 | 1.4.8 | Explains cause-effect relationships in appropriate-level <i>narrative, expository, technical, and persuasive texts</i> . |
| 2, 3, 4, 5 | 1.4.9 | Uses <i>paraphrasing</i> and organizational skills to <i>summarize</i> information (e.g., stated and implied <i>main ideas</i> , main events, important details) from appropriate-level <i>narrative, expository, persuasive, and technical texts</i> in logical order. |
| 2, 3, 4, 5 | 1.4.10 | Identifies the <i>topic, main idea(s)</i> , supporting details, and <i>theme(s)</i> in text across the content areas and from a variety of sources in appropriate-level texts. |
| 2, 3, 4, 6 | 1.4.13 | Follows directions explained in <i>technical text</i> . |
| Kansas Writing Standards: Grades 6 – 8 | | |
| Lesson | Standard | Knowledge Base Indicator |
| All lessons | 1.2.2 | Clarifies the main idea by selecting logical details that are accurate and helpful (6 th & 7 th). Clearly identifies the main idea with selection of relevant, logical details that meet the reader's informational needs (8 th). |
| All lessons | 1.2.3 | Practices/uses writing using (1) personal experience (2) observations (3) prior knowledge (4) research to provide information using an appropriate point of view for the piece (e.g. 3 rd person pronouns in research). |
| All lessons | 1.2.4 | Expresses information in own words using evidence and examples (6 th & 7 th). Expresses information in own words and uses explicit techniques to appeal to the backgrounds and interests of the audience (8 th). |
| All lessons | 1.2.9 | Writes a complete piece that contains a clear introduction, reasonable body, and satisfying conclusion (6 th & 7 th). Develops a cohesive piece that contains an engaging introduction, a body that provides information, and a conclusions that reinforces the thesis statement and leaves the reader with a sense of completion (8 th). |
| All lessons | 1.2.14 | Practices/selects specialized vocabulary that is appropriate for expository writing and provides for ease of understanding. |
| All lessons | 1.2.19 | Demonstrates/uses correct use of mechanics and simple punctuation. |
| All lessons | 1.2.21 | Spells familiar and most unfamiliar words correctly and uses available resources (e.g. dictionary, spell check). |
| All lessons | 1.3.10 | Writes with an awareness of purpose and audience (e.g. letters, simple reports, directions, graphics, brochures, |

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| | | electronic presentation, newsletters). |
| All lessons | 1.3.13 | Selects words appropriate for the intended task/format (e.g. persuasive, if persuading; informational, if informing, etc.). |
| All lessons | 1.3.14 | Writes compact sentences or phrases that make the point clear. |
| 6 | 1.3.18 | Uses graphic devices that are supportive of the text (e.g. charts, graphs, illustrations). |
| 6 | 1.4.1 | Composes a thesis statement based upon an opinion or belief (6 th & 7 th). Asserts an arguable proposition or opinion (thesis statement) (8 th). |
| 6 | 1.4.2 | Practices/uses (1) personal experience (2) observations (3) prior knowledge (4) research important for the reader to reach a conclusion and use an appropriate point of view for the piece (e.g. 1 st person in editorial). |
| 6 | 1.4.3 | Develops details to expand the main topic and to support the writer's position. |
| 6 | 1.4.5 | Practices building a focused argument (6 th) that utilizes logical thinking (7 th) and appeals to reason, authority, and/or emotion (8 th). |
| 6 | 1.4.12 | Uses language that is appropriate for persuasive writing and easy for the audience to understand. |
| Kansas Health Education Standards: Grades 5 – 8 | | |
| Lesson | Standard | Descriptor |
| 2, 3, 4, 5, 6 | 1.1 | Explain the relationship between positive health behaviors and wellness. |
| All lessons | 1.2 | Describe the effects of the interrelationship of mental, emotional, social and physical health during adolescence. |
| 2, 3, 4, 5 | 1.3 | Observe the influence of family, community, and peer on adolescent health decisions. |
| 2, 3, 4, 5, 6 | 1.4 | Describe ways to reduce risks related to adolescent growth and development. |
| 2, 3, 4, 5 | 2.1 | Demonstrate the ability to locate health products, services and information, explore their validity, and compare their costs. |
| 2, 3, 4, 5, 6 | 2.3 | Describe situations requiring professional health services. |
| 2, 3, 4, 5, 6 | 3.1 | Explain the importance of assuming responsibility for health behaviors. |
| 3, 4, 5, 6 | 3.3 | Recognize risky and harmful health behaviors. |
| 1, 5, 6 | 4.2 | Analyze how messages from media and other sources influence health behaviors. |
| 1, 3, 4 | 4.3 | Analyze the influence of technology on health. |
| 1, 5, 6 | 4.4 | Analyze how information from peers influences health. |
| All lessons | 5.2 | Demonstrate communication skills to build and maintain a variety of healthy relationships. |
| All lessons | 7.2 | Share information and express opinions about current issues in health. |
| 3, 4, 5, 6 | 7.3 | Demonstrate the ability to work cooperatively with peers when advocating for healthy individuals, families, and schools. |