

THE BRAIN: OUR SENSE OF SELF		
Arkansas Science Standards: Grades 6 – 8		
Grade 6		
Lesson	Standard	Descriptor
1, 2, 3, 4	NS.1.6.1	Verify accuracy of observations.
3, 4	NS.1.6.2	Apply components of <i>experimental design</i> used to produce <i>empirical evidence</i> : <ul style="list-style-type: none"> • <i>hypothesis</i> • replication • sample size • appropriate use of <i>control</i> • use of standardized <i>variables</i>
4	NS.1.6.4	Construct and interpret scientific data using <ul style="list-style-type: none"> • data tables/charts • bar and double bar graphs • line graphs • <i>stem and leaf plots</i> • line graphs
3, 4	NS.1.6.5	Communicate results and conclusions from scientific inquiry.
2, 3, 4, 5	NS.1.6.7	Distinguish between scientific fact and opinion.
3, 4	NS.1.6.8	Explain the role of prediction in the development of a theory.
3	LS.2.6.2	Illustrate the hierarchical relationships of <i>cells</i> , <i>tissues</i> , and <i>organs</i> .
1, 2, 3	LS.3.6.6	Differentiate between <i>innate behaviors</i> : <ul style="list-style-type: none"> • <i>migration</i> • web spinning • defensive posture • <i>communication</i> • <i>imprinting</i> and <i>learned behaviors</i> : <ul style="list-style-type: none"> • speaking a language • using tools • hunting skills
Grade 7		
Lesson	Standard	Descriptor

ARKANSAS ALIGNMENT FOR NIH SUPPLEMENT THE BRAIN: OUR SENSE OF SELF

All lessons	NS.1.7.1	Interpret <i>evidence</i> based on observations.
3, 4	NS.1.7.2	Analyze components of <i>experimental design</i> used to produce <i>empirical evidence</i> : <ul style="list-style-type: none"> • <i>hypothesis</i> • replication • sample size • appropriate use of <i>control</i> • use of standardized <i>variables</i>
4	NS.1.7.4	Construct and interpret scientific data using <ul style="list-style-type: none"> • histograms • circle graphs • <i>scatter plots</i> • double line graphs • line graphs by • approximating line of best fit
3, 4	NS.1.7.5	Communicate results and conclusions from scientific inquiry.
2, 3, 4, 5	NS.1.7.7	Distinguish between questions that can and cannot be answered by science.
3, 4	NS.1.7.8	Explain the role of testability and modification in the development of a theory.
3	LS.2.7.1	Illustrate the hierarchical relationships of <i>cells, tissues, organs, and organ systems</i> .
2, 3, 4	LS.2.7.3	Identify <i>organ systems</i> in <i>vertebrates</i> .
3, 4	LS.2.7.4	Analyze the structure and function of <i>tissues, organs, and organ systems</i> of a <i>vertebrate</i> using various models or methods of dissection.
2, 3, 4	LS.2.7.6	Identify human body systems: nervous, digestive, circulatory, respiratory, excretory, integumentary, skeletal/muscular, endocrine, and reproductive.
3, 4	LS.2.7.7	Relate the structure of <i>vertebrate</i> body systems to their functions.
2, 3, 4	LS.2.7.8	Investigate functions of human body systems.
2, 3, 4	LS.2.7.9	Describe interactions between major <i>organ systems</i> .
Grade 8		
Lesson	Standard	Descriptor
All lessons	NS.1.8.1	Justify conclusions based on appropriate and unbiased observations.
3, 4	NS.1.8.2	Evaluate the merits of <i>empirical evidence</i> based on <i>experimental design</i> : <ul style="list-style-type: none"> • <i>hypothesis</i> • replication • sample size • appropriate use of <i>control</i> • use of standardized <i>independent and dependent variables</i>

ARKANSAS ALIGNMENT FOR NIH SUPPLEMENT THE BRAIN: OUR SENSE OF SELF

3, 4	NS.1.8.3	Formulate a testable problem using <i>experimental design</i> .
4	NS.1.8.5	Suggest <i>solutions</i> to real world problems by analyzing scientific data in <ul style="list-style-type: none"> • data tables/charts • histograms • circle graphs • <i>scatter plots</i> • <i>stem and leaf plots</i> • line and double line • graphs by approximating line of best fit
2, 3, 4, 5	NS.1.8.6	Formulate inferences based on scientific data.
3, 4	NS.1.8.7	Communicate results and conclusions from scientific inquiry following peer review.
2, 3, 4, 5	NS.1.8.9	Generate questions that can and cannot be answered by science.
3, 4	LS.2.8.1	Illustrate the hierarchical relationships of <i>cells, tissues, organs, organ systems, and organisms</i> .
Arkansas Mathematics Standards: Grades 6 – 8		
Grade 6		
Lesson	Standard	Descriptor
4	NO.2.6.3	Apply the addition, subtraction, multiplication and division properties of equality to one-step <i>equations</i> with <i>whole numbers</i> .
4	NO.3.6.1	Apply, with and without appropriate <i>technology</i> , <i>algorithms</i> with <i>computational fluency</i> to perform <i>whole number operations</i> (+, -, x, /).
4	NO.3.6.3	Solve, with and without appropriate <i>technology</i> , multi-step problems using a variety of methods and tools (i.e., objects, mental computation, paper and pencil).
4	A.5.6.1	Model, write and solve one-step <i>equations</i> by informal methods using manipulatives and appropriate <i>technology</i> .
4	A.6.6.1	Complete, with and without appropriate <i>technology</i> , and interpret tables and <i>line graphs</i> that represent the relationship between two <i>variables</i> in <i>quadrant I</i> .
4	DAP.14.6.1	Formulate questions, design studies, and collect data about a characteristic shared by two populations or different characteristics within one population.
4	DAP.14.6.2	Collect data and select appropriate graphical representations to display the data including <i>Venn diagrams</i> .
4	DAP.14.6.3	Construct and interpret graphs, using correct scale, including <i>line graphs</i> and <i>double-bar graphs</i> .
4	DAP.15.6.1	Interpret graphs such as <i>double line graphs</i> and <i>circle graphs</i> .
4	DAP.16.6.1	Use observations about differences in data to make justifiable inferences.
Grade 7		
Lesson	Standard	Descriptor

ARKANSAS ALIGNMENT FOR NIH SUPPLEMENT THE BRAIN: OUR SENSE OF SELF

4	NO.2.7.2	Apply the addition, subtraction, multiplication and division properties of equality to one-step <i>equations</i> with <i>integers</i> , fractions, and decimals.
4	NO.2.7.4	Model and develop addition, subtraction, multiplication and division of <i>integers</i> .
4	NO.3.7.1	Compute, with and without appropriate <i>technology</i> , with <i>integers</i> and positive <i>rational numbers</i> using real world situations to solve problems.
4	NO.3.7.2	Solve with and without appropriate <i>technology</i> , multi-step problems using a variety of methods and tools (i.e., objects, mental computation, paper and pencil).
4	A.6.7.1	Use tables and graphs to represent <i>linear equations</i> by plotting, with and without appropriate <i>technology</i> , points in a <i>coordinate plane</i> .
4	DAP.14.7.1	Identify different ways of selecting samples and compose appropriate questions.
4	DAP.14.7.2	Explain which types of display are appropriate for various data sets (<i>line graph</i> for change over time, <i>circle graph</i> for part-to-whole comparison, <i>scatter plot</i> for trends).
4	DAP.14.7.3	Construct and interpret <i>circle graphs</i> , <i>box-and-whisker plots</i> , <i>histograms</i> , <i>scatter plots</i> and <i>double line graphs</i> with and without appropriate <i>technology</i> .
4	DAP.15.7.1	Analyze data displays, including ways that they can be misleading.
Grade 8		
Lesson	Standard	Descriptor
4	NO.2.8.4	Apply rules (conventions) for <i>order of operations</i> to <i>rational numbers</i> .
4	NO.2.8.5	Model and develop addition, subtraction, multiplication and division of <i>rational numbers</i> .
4	NO.3.8.1	Compute, with and without appropriate <i>technology</i> , with <i>rational numbers</i> in multi-step problems.
4	NO.3.8.2	Solve, with and without appropriate <i>technology</i> , multi-step problems using a variety of methods and tools (i.e. objects, mental computation, paper and pencil).
4	A.6.8.2	Represent, with and without appropriate <i>technology</i> , <i>linear</i> relationships concretely, using tables, graphs and <i>equations</i> .
4	DAP.14.8.1	Design and conduct investigations which include <ul style="list-style-type: none"> • adequate number of trials • unbiased sampling • accurate measurement • record-keeping
4	DAP.14.8.2	Explain which types of display are appropriate for various data sets (<i>scatter plot</i> for relationship between two variants and <i>line of best fit</i>).
4	DAP.14.8.3	Interpret or solve real world problems using data from charts, <i>line plots</i> , <i>stem-and leaf plots</i> , <i>double-bar graphs</i> , <i>line graphs</i> , <i>box-and whisker plots</i> , <i>scatter plots</i> , <i>frequency tables</i> or <i>double line graphs</i> .
4	DAP.16.8.1	Use observations about differences between sets of data to make <i>conjectures</i> about the populations from which the data was taken.

ARKANSAS ALIGNMENT FOR NIH SUPPLEMENT THE BRAIN: OUR SENSE OF SELF

Arkansas English Language Arts Standards: Grades 6 – 8		
Grade 6		
Lesson	Standard	Descriptor
All lessons	OV.1.6.1	Develop vocabulary from content area texts and personal reading.
All lessons	OV.1.6.2	Use standard English in classroom discussion.
All lessons	OV.1.6.3	Use appropriate oral communication for various purposes and audiences.
All lessons	OV.1.6.6	Contribute appropriately to class discussion.
3, 4	OV.1.6.7	Deliver oral <i>presentations</i> using standard English, appropriate vocabulary, and organization.
All lessons	OV.2.6.1	Demonstrate effective listening skills by exhibiting appropriate body language.
All lessons	OV.2.6.2	Establish purpose for listening.
All lessons	OV.2.6.3	Listen attentively for main ideas and detail.
All lessons	OV.3.6.1	View a variety of media (e.g., posters, film clips, periodicals, charts, cartoons, graphs, statistics, etc.) to enhance and show understanding of a specific topic.
2, 3, 4	OV.3.6.3	Create <i>visual aids</i> that convey information.
2, 3, 4, 5	W.4.6.3	Demonstrate an awareness of purpose and audience for all modes of written <i>discourse</i> .
2, 3, 4, 5	W.4.6.6	Organize <i>expository</i> paragraphs that include a topic sentence, supporting details, and a concluding sentence.
2, 3, 4, 5	W.5.6.1	Write to describe, to inform, to entertain, to explain, and to persuade.
2, 3, 4, 5	W.5.6.2	Select the form of writing that addresses the intended audience.
2, 3, 4, 5	W.5.6.3	Create <i>expository</i> , narrative, descriptive, and persuasive writings.
4	W.5.6.5	Write research reports using a variety of sources, summarizing, and paraphrasing.
2, 3, 4, 5	W.5.6.10	Write across the curriculum.
2, 3, 4, 5	W.6.6.2	Use different <i>kinds of sentences</i> <ul style="list-style-type: none"> • Declarative • Interrogative • Imperative • Exclamatory
2, 3, 4, 5	W.6.6.8	Apply correct spelling to commonly misspelled words.
2, 3, 4, 5	R.9.6.1	Use previewing, activating prior knowledge, predicting content of text, formulating questions, and establishing purposes for reading.
2, 3, 4, 5	R.9.6.2	Analyze the interrelationships of text and world issues/events by applying connection strategies.
2, 3, 4, 5	R.9.6.6	Connect own background knowledge and personal experience to make inferences and to respond to new information presented in text.

ARKANSAS ALIGNMENT FOR NIH SUPPLEMENT THE BRAIN: OUR SENSE OF SELF

2, 3, 4, 5	R.9.6.10	Distinguish among facts and inferences supported by evidence and opinions in text.
2, 3, 4, 5	R.9.6.11	Use text information and background knowledge to draw conclusions and to make inferences (e.g., theme, etc.).
2, 3, 4, 5	R.9.6.18	Summarize the content of a text.
2, 3, 4, 5	R.9.6.20	Evaluate personal, social, and political issues as presented in text.
2, 3, 4, 5	R.10.6.13	Read and utilize functional/ <i>practical texts</i> , including advertisements, slogans, brochures, and timelines.
2, 3, 4, 5	R.11.6.6	Use resources to determine meaning of technical and specialized vocabulary.
3, 4	IR.12.6.1	Generate questions to explore and select a specific topic for research.
All lessons	IR.12.6.3	Use print and electronic sources, including computer databases, to locate information.
All lessons	IR.12.6.5	Interpret information from graphic sources.
3, 4	IR.12.6.8	Use research to create one or more oral, written, or visual <i>presentations</i> /products.
Grade 7		
Lesson	Standard	Descriptor
All lessons	OV.1.7.1	Use vocabulary from content area texts and personal reading.
All lessons	OV.1.7.2	Use standard English in classroom discussion and <i>presentations</i> .
All lessons	OV.1.7.3	Speak for and to various purposes and audiences.
All lessons	OV.1.7.6	Contribute appropriately to class discussion.
3, 4	OV.1.7.7	Deliver oral <i>presentations</i> using standard English, appropriate vocabulary, examples and/or analogies.
All lessons	OV.2.7.1	Demonstrate effective listening skills by exhibiting appropriate body language.
All lessons	OV.2.7.2	Establish purpose for listening.
All lessons	OV.2.7.3	Listen attentively for main ideas, details, and organization.
All lessons	OV.3.7.1	View a variety of visually presented materials for understanding of a specific topic.
2, 3, 4, 5	W.4.7.3	Determine a focus and an <i>organizational structure</i> based on purpose, audience, length, and required format for <i>expository</i> , narrative, and descriptive writing
2, 3, 4, 5	W.5.7.1	Write to develop narrative, <i>expository</i> , descriptive, and persuasive pieces.
2, 3, 4, 5	W.5.7.2	Select the form of writing that addresses the intended audience.
2, 3, 4, 5	W.5.7.3	Create <i>expository</i> , narrative, descriptive, and persuasive writings.
4	W.5.7.5	Write research reports and document sources, summarizing, and paraphrasing.
2, 3, 4, 5	W.5.7.10	Write across the curriculum.
2, 3, 4, 5	W.6.7.1	Vary sentence structure by using simple, compound, and complex sentences and different <i>kinds of sentences</i> <ul style="list-style-type: none"> • Declarative • Interrogative • Imperative • Exclamatory

ARKANSAS ALIGNMENT FOR NIH SUPPLEMENT THE BRAIN: OUR SENSE OF SELF

2, 3, 4, 5	W.6.7.7	Spell words correctly in all writing.
2, 3, 4, 5	R.9.7.1	Use previewing, activating prior knowledge, predicting content of text, formulating questions, and establishing purposes for reading.
2, 3, 4, 5	R.9.7.2	Analyze the interrelationships of text and world issues/events by applying connection strategies.
2, 3, 4, 5	R.9.7.6	Connect own background knowledge and personal experience to make inferences and to respond to new information presented in text.
2, 3, 4, 5	R.9.7.19	Evaluate personal, social, and political issues as presented in text.
2, 3, 4, 5	R.10.7.11	Read and utilize functional/ <i>practical texts</i> , including forms, reports, cover letters, letterheads, and business letters.
2, 3, 4, 5	R.11.7.6	Use resources to determine meaning of technical and specialized vocabulary.
3, 4	IR.12.7.1	Formulate original questions to select a topic for research.
All lessons	IR.12.7.3	Use print and electronic sources, such as card catalogs and computer databases, to locate information.
All lessons	IR.12.7.6	Use information presented in graphic sources to draw conclusions.
3, 4	IR.12.7.9	Use research to create one or more oral, written, or visual <i>presentations</i> /products.

Grade 8

Lesson	Standard	Descriptor
All lessons	OV.1.8.1	Use vocabulary from content area texts and reading/literature.
All lessons	OV.1.8.2	Use standard English in classroom discussion and <i>presentations</i> .
All lessons	OV.1.8.3	Speak for and to various purposes and audiences.
All lessons	OV.1.8.6	Contribute appropriately to class discussion.
3, 4	OV.1.8.7	Deliver oral <i>presentations</i> using available technology.
All lessons	OV.2.8.1	Demonstrate effective listening skills by exhibiting appropriate body language.
All lessons	OV.2.8.2	Establish purpose for listening
All lessons	OV.2.8.3	Listen attentively to summarize.
All lessons	OV.3.8.1	View a variety of visually presented materials for understanding of a specific topic.
2, 3, 4, 5	W.4.8.1	Self select and apply an appropriate prewriting strategy for a variety of writing purposes across the curriculum, with emphasis on interviewing, note-taking, and gathering data.
2, 3, 4, 5	W.4.8.3	Select a focus and an <i>organizational structure</i> based on purpose, audience, length, and required format for <i>expository</i> , narrative, descriptive, and persuasive writing.
2, 3, 4, 5	W.5.8.1	Develop multiple works in a variety of modes of <i>discourse</i> .
2, 3, 4, 5	W.5.8.2	Select the form of writing that addresses the intended audience.
2, 3, 4, 5	W.5.8.3	Create <i>expository</i> , narrative, descriptive, and persuasive writings.
4	W.5.8.5	Write research reports that include a thesis and use a variety of sources.
2, 3, 4, 5	W.5.8.10	Write across the curriculum.

ARKANSAS ALIGNMENT FOR NIH SUPPLEMENT THE BRAIN: OUR SENSE OF SELF

2, 3, 4, 5	W.6.8.1	Vary sentence structure by using simple, compound, and complex sentences and different <i>kinds of sentences</i> <ul style="list-style-type: none"> • Declarative • Interrogative • Imperative • Exclamatory
2, 3, 4, 5	W.6.8.7	Spell words correctly in all writing.
2, 3, 4, 5	R.9.8.1	Use previewing, activating prior knowledge, predicting content of text, formulating questions, and establishing purposes for reading.
2, 3, 4, 5	R.9.8.2	Analyze the interrelationships of text and world issues/events by applying connection strategies.
2, 3, 4, 5	R.9.8.6	Connect own background knowledge and personal experience to make inferences and to respond to new information presented in text.
2, 3, 4, 5	R.9.8.22	Evaluate personal, social, and political issues as presented in text.
2, 3, 4, 5	R.10.8.12	Read and utilize functional/ <i>practical texts</i> , including manuals, memos, job applications, and career guides.
2, 3, 4, 5	R.11.8.6	Use resources to determine meaning of technical and specialized vocabulary.
3, 4	IR.12.8.1	Formulate original questions to explain and select a topic for research.
All lessons	IR.12.8.3	Use print and electronic sources independently to locate information.
All lessons	IR.12.8.6	Create visual graphics to interpret information.
3, 4	IR.12.8.9	Use research to create one or more oral, written, or visual <i>presentations /products</i> .
Arkansas Physical Education and Health Standards: Grades 6 – 8		
Grade 6		
Lesson	Standard	Descriptor
2, 3	HW.5.6.1	Examine the relationship between organs, tissues, and cells that forms body systems.
Grade 7		
2, 3, 4	HW.5.7.1	Discuss and examine the interaction between the body systems.
4	HW.6.7.2	Identify ways individuals can reduce risk factors related to <i>communicable</i> and <i>chronic diseases</i> (e.g., Hand-washing protocols, healthy eating, maintain healthy weight, regular exercise).
Grade 8		
4	HW.5.8.1	Analyze the interaction between the body systems to promote <i>health</i> and <i>wellness</i> (e.g., obesity’s impact on specific body systems).
4	HW.10.8.2	Distinguish personal responsibility in making choices affecting individual <i>health and wellness</i> .