

# MIND MATTERS

**GRADES 5-12**

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## Mind Matters at the Science Museum

- Teacher and Chaperone Guide
- Classroom and Museum Activities
- Connections to Minnesota Education Standards



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## Welcome to Mental Health: Mind Matters

*Mental Health: Mind Matters* is a partnership between the Science Museum of Minnesota and Heureka Finnish Science Centre. As advised by the National Alliance on Mental Illness, this engaging exhibition encourages important conversations in your classroom. *Mental Health: Mind Matters* brings common misconceptions to light and creates a safe environment for you and your students to talk about mental illness.

Current research confirms that social and emotional learning, when combined with traditional academic education, prepares the whole child for life separate from school. The Minnesota Department of Education’s Social and Emotional Learning Implementation Guidance and Resources include key competencies with proven strategies to develop students’ social and emotional skills. These same skills are addressed by the activities and experiences within *Mental Health: Mind Matters*. The Minnesota Safe and Supportive Schools Act (SSSA) clearly states that districts and schools “must establish strategies for creating a positive school climate and use evidenced-based SEL to prevent and reduce discrimination and other improper conduct.” This mandate aligns directly with the mission of *Mental Health: Mind Matters*.

A class field trip to this interactive exhibition provides an engaging platform for students to connect personally with the fact that mental health is part of their overall health. Mental illnesses are similar to other illnesses. They are common, they can happen to anyone, and they are treatable.

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## Using This Educator Guide

As a companion to your experience at *Mental Health: Mind Matters*, this Educator Guide complements classroom instruction and makes the most of your school field trip. It contains original, assessable activities for Middle School and High School. It is designed to be flexible and used to best meet the needs and capabilities of your class. You know your students better than anyone else!

Classroom Connections prepares your students for the through-provoking content they encounter during their field trip to *Mental Health: Mind Matters*, including Essential Questions [pg. 6] for classroom discussion about mental health before and after your field trip.

On your field trip to *Mental Health: Mind Matters*, your students will be able to direct their own learning by choosing questions about the topics and people that interest them most.

This Educator Guide is directly correlated to national and local content standards. The correlations in Stay Connected [pg.18] are organized by grade level and content. You can readily see how they fit into your required curriculum, making it easy to connect a field trip to *Mental Health: Mind Matters* to your classroom instruction.

This Educator Guide can be used before your field trip to familiarize your students with the topic of mental health and prepare them for the museum experience. When you return to school, refer to it as you continue to explore connections between the themes of the exhibition and your classroom instruction.

Each mind matters. Taking care of our mental health is important to all of us – everywhere and always.



## At the Exhibition

*Mental Health: Mind Matters* begins with introductory interactives that present descriptions of common mental illnesses and examine their treatment over time.

- Students peek into mini-dioramas depicting important moments in mental health history beginning in London and Paris in the 1700s.
- They also hear how patients with two common mental illnesses—depression and schizophrenia—would have been treated in different cultures and times.
- Students watch an animation of how the brain works during depression or psychosis superimposed onto their own images in a mirror.
- Using touch screen interactives, they discover the symptoms, causes, and treatments of some common mental illnesses.

Empathy-building experiences throughout the exhibition help your class better understand what life is like for some people who live with mental illnesses.

- Students participate in a simulation of psychosis based on auditory hallucinations.
- They listen to the internal dialogues of a family in which the father has depression to see how it affects everyone in the house.
- A device that replicates the disorientation of schizophrenia shows how difficult it can be to concentrate on seemingly simple tasks.
- Students will also watch testimonies from several people who talk about living with mental illnesses and managing their mental health daily.



Several exhibits explore the healthy expressions of emotions. Students experience how they can better understand themselves—and each other—by communicating their emotions in healthy ways. Your group can match their own body language with oversized masks, guess the emotions displayed on their fellow classmates' faces, and explore creative outlets. Artistic and physical activities offer ways to identify and express emotions and, as a result, strengthen overall wellness.



The experience includes exhibits and resources for students to further explore their own mental health. They can discover the importance of confronting their anxieties or concerns, take neurocognitive tests that challenge their memory, place their worries in the “Worry Shredder,” and learn what to say to encourage more conversations about mental health. Books and activities suggest the importance of being able to describe the range of feelings and emotions they experience, and to know who, how and when to ask for help. Connections to local resources offering help and guidance are available.

*Mental Health: Mind Matters* is a unique opportunity for you to join in conversations with your students to raise awareness about mental health. Let's talk about it!



## Classroom Connections

These classroom connections and activities prepare your students for the thought-provoking content they will encounter during their field trip to *Mental Health: Mind Matters*. By completing these activities, students maximize their time within the exhibition. Essential Questions and Terms to Know, are appropriate for any level, Grades 5-12. Following these, you will find selected activities organized by Middle School and High School.

## Essential Questions

Use these essential questions to direct a class discussion or as writing prompts for your students before and after your field trip to *Mental Health: Mind Matters*.

### Before You Arrive: Guiding Questions

- A mental illness affects a person's thinking, feeling or mood. Do you know of any mental health conditions that can affect someone's ability to relate to others and function each day?
- Who can you talk to if you feel worried or concerned about your mental health or that of a classmate or family member?
- How can personal choices and actions affect your own mental health?
- Why do you think friendships are important to your mental health?
- What are three words that come to mind when you hear the words "mental illness?"
- Describe a time when you felt really stressed. How did you handle the situation?

### After You Leave: Reflection Questions

Continue the discussion after your visit to *Mental Health: Mind Matters* with these essential questions about mental health.

- What is something new you learned about identifying and treating mental health issues?
- Who was the most memorable person you heard describe their own mental illness?
- Share an example of an act of support you initiated, participated in, or witnessed on behalf of another person or group of people suffering from mental illnesses.
- What changes would you like to see in the mental health support available at your school?
- Are there any current events that have affected your outlook on mental health?
- Taking action and raising awareness of mental health conditions can break down obstacles and improve the chance of recovery. What are some ways you can make a difference in your school?
- Why should other students and teachers visit *Mental Health: Mind Matters*?

## Terms to Know

Providing students with the opportunity to become familiar with these terms is very helpful prior to your field trip to *Mental Health: Mind Matters*. Defining these key vocabulary words can be assigned as homework or completed in class as a group.

1. Advocates
2. Asylum
3. Compulsive
4. Cognitive Training
5. Cortisol
6. Dissociative
7. Distort
8. Empathy
9. Endorphins
10. Hallucinations
11. Inhumane
12. Limbic system
13. Mania
14. Melancholia
15. Mesolimbic
16. Neurotransmitters
17. Psychosis
18. Psychotherapy
19. Schizophrenia
20. Stimuli

# Middle School Classroom Activities

These activities can be done with your students before or after your field trip. They can be done as small group discussion prompts, research projects, or individual activities.

## Mental Health in Your School

Complete the following calculations based on a middle school class with 30 students in it to see how mental illnesses affect more people than you might think.

About 2% of school-age children appear to have major depression at any one time. How many students in a class of 30 could have depression?

Anxiety disorders are the most common mental illnesses in America. They affect as many as one in 10 young people. How many students in a class of 30 could have an anxiety disorder?

Twenty-one percent of our nation's children ages nine to 17 have a diagnosable mental or addictive disorder that causes at least minimal impairment. How many students in a class of 30 could have a mental or addictive disorder?

## Cultural Masks

At *Mental Health: Mind Matters*, you experiment with masks and body language to communicate emotions. Cultures around the world have long histories of using masks. Select a region of the world you are studying this year and discover how traditional masks represent people, spirits, or universal human emotions for the people there. For example, research Noh masks from Japan or theatrical masks from Ancient Rome and Greece.

## Mindful Mental Health

Based on the statistics you calculated above, create posters to promote the understanding of mental health issues. Let your peers know that mental illnesses are common, can happen to anyone, and are treatable.

## Brain Biology

Use a diagram of the brain to locate the physical areas affected by the mental illnesses featured in the exhibition. Check the Learn More section, page 16, for links to sites about brain regions.

- Amygdala
- Prefrontal cortex
- Anterior cingulate cortex (ACC)
- Hippocampus
- Insular cortex
- Thalamus



# High School Classroom Activities

These activities can be done with your students before or after your field trip. They can be done as small group discussion prompts, research projects, or individual activities.

## Mental Health in Your School

Complete the following calculations based on a high school class with 30 students in it to see how mental illnesses affect more people than you might think.

About 4% of adolescents (13-18 years old) in the US have been diagnosed with post-traumatic stress syndrome, or PTSD. How many students in a class of 30 could have PTSD?

About 2.7% of adolescents (13 to 18 years old) have been diagnosed with an eating disorder. How many students in a class of 30 could have an eating disorder?

After puberty, about 4% of youth appear to have major depression at any one time. How many students in a class of 30 could have depression?

Anxiety disorders are the most common mental illnesses in America. They affect as many as one in 10 young people. How many students in a class of 30 could have an anxiety disorder?

Twenty-one percent of our nation's children ages nine to 17 have a diagnosable mental or addictive disorder that causes at least minimal impairment. How many students in a class of 30 could have a mental or addictive disorder? How many students in the classroom you are in right now could have such a disorder? It is important to note that an individual can be affected by multiple mental illnesses.

## Mindful Mental Health

Based on the statistics you calculated above, create posters to promote the understanding of mental health issues. Let your peers know that mental illnesses are common, can happen to anyone, and are treatable. Include contact information for resources within your school and community for students who are inspired to seek help.

## Missing Messages

When you send an email to a friend, you count on that message making it through the internet and to your friend's computer, phone, or tablet immediately. But if the wifi is down or a server is out along the way, that email will never arrive. The neurotransmitters in your brain have that same task. These chemicals receive and deliver messages across the space, or synapse, between neurons. Some mental illnesses can occur when these messages aren't delivered properly because there is too much or not enough of the right neurotransmitter. Choose one of the seven neurotransmitters listed here to discover its role in mental health. Which illnesses can result when imbalances in these chemicals disrupt messages in the brain?

Acetylcholine  
Dopamine  
Endorphins  
Epinephrine  
GABA  
Norepinephrine  
Serotonin

For information about neurotransmitters, try Brain Basics, a link from the National Institutes of Health,

<https://www.nimh.nih.gov/brainbasics/index.html>

# Express Yourself: Field Trip Activities

## Teacher Instructions

On your field trip to *Mental Health: Mind Matters*, your students will direct their own learning by choosing questions about the topics and people that interest them most. Some exhibits have the capacity for triggering highly emotional or powerful reactions. Selecting what they are comfortable learning more about can help students effectively process their personal experiences. Middle school students will complete three of the five activities while high school students will complete four.

During your preparation for the field trip, distribute the pages ahead of time and advise your students to read through the list of questions carefully so they will know what to look for once they are inside the exhibition. Upon returning to school, have students share and compare their answers to the activities they chose. By working in groups or as a class, complete all the questions and continue the conversation about mental health with your students.

## Answer Key

### TOPIC 1

1. Answers will vary depending on the illnesses selected. Choices consist of bipolar disorder, major depression, anxiety disorders, schizophrenia, post-traumatic stress disorder, eating disorders,
2. For psychosis: the mesolimbic dopamine system. For depression: the limbic system is overly active while the cortex is too inactive.
3. Answers will vary based on student experience.

### TOPIC 2

1. Answers will vary based on student experience.
2. For both depression and schizophrenia: 1.b, 2.e, 3.a, 4.c, 5.d

### TOPIC 3

1. Answers will vary depending on activity chosen. Choices consist of: 1. Read a series of questions to a friend to see how both of you are affected by the distracting voices. 2. See how many pairs you can find in the matching game in 90 seconds. 3. Try to solve a tangram puzzle in 90 seconds.
2. Answers will vary and may include: The son misses his dad. He wants his dad to be proud of him. He wants his dad to watch him play soccer. He can't invite friends over to their house. He fears he will be sick, too, when he grows up.
3. Answers will vary depending on video selected. Choices consist of: Elliot, PTSD. Kate, depression. Rebecca, bipolar disorder. Uma, schizoaffective disorder. Don, depression. Marie and Mandi, depression and anxiety. Nate, bipolar disorder. Wayne, eating disorder. Melissa, depression. Olga, dissociative identity disorder (DID).

### TOPIC 4

1. Choices consist of: insecurity, boredom, delight, love, pleasure, surprise, sadness, hate, disgust, fear, shame, happiness, bravery, envy, embarrassment, pride
2. Choices consist of: joy, sadness, fear, anger, amazement, disgust
3. Daily aerobic exercise reduces levels of stress hormones like adrenaline and cortisol. It also increases the production of endorphins—brain chemicals that naturally elevate mood and relieve pain.

### TOPIC 5

1. Answers will vary based on resources provided at conclusion of the exhibition.
2. Psychiatrists are medical doctors who have a specialty in psychiatry. They can diagnose mental health concerns, prescribe medication, and provide other therapies to help. Psychologists can provide diagnostic or developmental testing, talk about treatment options, and provide therapy.
3. Answers will vary.

# Express Yourself: Field Trip Activities

Name

Class

Date

## Student Activities

Choose questions about the topics and people that interest you most.

**Middle school students:** Complete 2 of the 5 topic areas below, and the final question on the last page.

**High school students:** Complete 3 of the 5 topic areas below, and the final question on the last page.

### TOPIC 1: Introduction to Mental Illness



#### Common Mental Illnesses

Which illness did you select from the monitor?

What is a symptom of that illness?

What is one potential cause of the illness?

What is one treatment option?



#### The Brain and Mental Illness

Select one of the animated videos to watch.

If you chose to learn more about **psychosis** and the brain, which part of our brain controls our goal-oriented actions, but becomes overly active during psychosis?

If you chose to learn more about **depression** and the brain, how might the limbic system and cortex be affected in someone with depression?



#### Mental Health Quiz

Try the quiz with 3 classmates. What did you learn from the quiz?

## TOPIC 2: History of Mental Illness and Treatment




### Looking Back

Choose one of the Looking Back scenes. Listen and look, then make up a question for another student in your group to answer, based on one of the scenarios from the history of mental illness.



### Treatment Through Time

Press the  on the computer screen, then choose one, either depression or schizophrenia. For your choice, match the place and the year with the recommended treatment for this illness.

### Depression

- |          |              |   |
|----------|--------------|---|
| 1. _____ | Greece 100   | <b>a.</b> separate the patient from her family and friends as mental illness is partly hereditary   |
| 2. _____ | England 1615 | <b>b.</b> bloodletting – removing blood which is thickened by black bile                            |
| 3. _____ | France 1820  | <b>c.</b> patient talks completely openly to the analyst about her thoughts or dreams               |
| 4. _____ | Austria 1917 | <b>d.</b> electroconvulsive therapy   |
| 5. _____ | Italy 1938   | <b>e.</b> regular prayer and participation in worship, in addition to drugs, laxatives, and leeches |

### Schizophrenia

- |          |              |   |
|----------|--------------|---|
| 1. _____ | Rome 80 BCE  | <b>a.</b> rest in a homey environment, constructive discussions and Bible study   |
| 2. _____ | Belgium 1360 | <b>b.</b> massage, cold baths, a lighter diet, music therapy, wine and good sleep |
| 3. _____ | England 1796 | <b>c.</b> the rotating bed  |
| 4. _____ | Germany 1820 | <b>d.</b> insulin shock therapy   |
| 5. _____ | Austria 1935 | <b>e.</b> a pilgrimage to the city of Geel and its healing temple of St. Dymphna  |

## TOPIC 3: Building Empathy

### Hearing Voices

Which activity did you attempt during the auditory psychosis simulation?

How did the simulation make it difficult to complete your task?

### Depression and the Family

Describe two ways the father's depression affects his son.



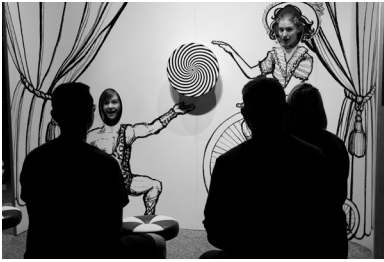
### This is My Story

Select one of the 10 videos stories about people living with mental illnesses. Whose story did you view?

What illnesses does he or she have?

What steps have they taken to improve their health?

## TOPIC 4: Express Yourself



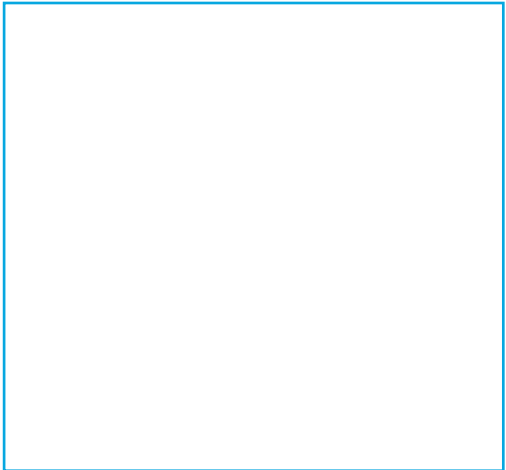
Play the **Recognize the Emotion** game with your group.  
Which emotion was the hardest to express?

Which one was the hardest to guess?



### Let Your Body Talk

Read the directions at the bottom of the mirror, and choose a mask to act out an emotion. Which mask did you choose? Make a sketch here.



How did you act it out?

What kind of movements did you make for that emotion?

Follow the music to **Moving for your Mind!** You will see images and the invitation to “Dance like...” Do one or more “dances”.

Fill in the Blank: I danced like \_\_\_\_\_

How did you feel after dancing?

According to the sign for this exhibit, how does daily aerobic exercise affect adrenaline, cortisol, and endorphins in your body?

How did you feel after dancing today?

## TOPIC 5: Finding Help

### Immediate Help

Write down the name and contact information for a local group or a place that can help you stay mentally healthy.

### Mental Health Professionals

What is the difference between a psychiatrist and a psychologist?

### Hurtful Language

Use the computer to learn about talking about mental illnesses.

What is a phrase or response you can use to help your friends and families feel safe about discussing their mental health with you?

Choose another exhibit, try it out and write a description for someone who is thinking about coming to ***Mental Health: Mind Matters***.

# Additional Assets

## Know More: Glossary of Mental Illnesses

To know more is to understand more. These seven illnesses are presented in detail at *Mental Health: Mind Matters*. The information below is very broad and cannot be applied to every individual. Only a trained professional can diagnose a mental illness.

For additional vocabulary development, refer to “Terms to Know” listed under Classroom Connections.

### **Anxiety Disorders**

All children feel worried at times. It's normal for young children to feel anxious, for example, when separated from their parents or during a loud thunderstorm. But if worries become overwhelming and severe enough to interfere with daily activities, they may be a sign of an anxiety disorder. Anxious adolescents may struggle with school work, social interactions and low self-esteem. Early childhood anxiety disorders include separation anxiety and selective mutism (inability to speak). The average age of onset for children with an anxiety disorder is 11 years old.

### **Bipolar Disorder**

Bipolar disorder is a mental illness that causes distinct periods of changed moods, such as mania and depression. Very rare in children, when it occurs it presents the same symptoms as in adults. Mania can include inflated self-esteem, irritability, pressure to keep talking and rapid thoughts, all of which can be disruptive and have a negative impact on daily life. During periods of depression people can experience low energy, low mood, and/or decreased interest in activities they normally enjoy. Although bipolar disorder can occur at any point in life, the average age of onset is 25.

### **Eating Disorders**

About 2.7% of children ages 13 to 18 years old have been diagnosed with an eating disorder. In this age group, girls are two-and-a-half times more likely than boys to develop an eating disorder. Research reveals that the prevalence of eating disorders in teenagers continues to rise.

### **Major Depression**

Diagnosing depression in childhood requires careful evaluation and treatment. All children feel sad or irritable at times. But a child who experiences these feelings with great intensity, persisting for weeks or months, may be presenting symptoms of major depressive disorder. Depression affects a young person's thoughts, feelings, behavior and body, and can lead to school failure, alcohol or drug abuse, and even suicide.

### **Post-Traumatic Stress Disorder**

Some children who experience a very shocking, frightening, or dangerous event may develop symptoms of Post-Traumatic Stress Disorder (PTSD). About 4% of children in the US ages 13 to 18 years old have been diagnosed with PTSD.

### **Schizophrenia**

It's uncommon for schizophrenia to be diagnosed in a person younger than 12 or older than 40. Children often have active imaginations, including such things as imaginary friends. These are normal developmental behaviors and not associated with schizophrenia. However, symptoms such as new unexplained difficulty in school, suspiciousness, or auditory hallucinations may indicate that the child is susceptible to developing the illness in time.

### **Substance Use Disorders**

Most adults with a substance use disorder began using substances as adolescents. During this period of growth and development, the reward system in the brain is more fully developed and “stronger” than the prefrontal cortex, which controls decision-making and assessing the risks and benefits of a choice. This makes teens especially vulnerable to substance use disorders. While most adolescents who use substances do not develop a disorder, addressing a teen's substance use helps the individual develop healthier coping skills.



## Learn More: Curated Teacher Resources

These resources—for families, teachers, and students—are readily available as you plan continued conversations to support the learning initiatives presented throughout *Mental Health: Mind Matters*.

### **Aspen Institute’s How Learning Happens: Supporting Students’ Social, Emotional, and Academic Learning. An Interim Report**

[https://assets.aspeninstitute.org/content/uploads/2018/01/2017\\_Aspen\\_InterimReport\\_Update2.pdf](https://assets.aspeninstitute.org/content/uploads/2018/01/2017_Aspen_InterimReport_Update2.pdf)

This article presents research findings in support of developing the whole student by fostering a sense of safety, belonging, and purpose. Asks and answers important questions about ways to improve social and emotional competencies. Use this information as an excellent conversation starter for your school policy team, parent-teacher association, and student leadership.

### **National Alliance on Mental Illness**

[www.nami.org/Learn-More/Mental-Health-Conditions/#oktotalk](http://www.nami.org/Learn-More/Mental-Health-Conditions/#oktotalk) Here you will find a wealth of information. Included are excellent resources for research projects, infographics, and discussion groups. Most notably is “Ending the Silence,” a free instructor-led program for schools focusing on the warning signs of mental health conditions.

Video preview: [www.nami.org/Find-Support/NAMI-Programs/NAMI-Ending-the-Silence](http://www.nami.org/Find-Support/NAMI-Programs/NAMI-Ending-the-Silence)

### **National Institute of Mental Health**

[www.nimh.nih.gov/health/topics/index.shtml](http://www.nimh.nih.gov/health/topics/index.shtml)

#### **Brain Basics:**

<https://www.nimh.nih.gov/brainbasics/index.html>

Information on how the brain works and connections of the brain and mental disorders.

Visit this site to view abundant details about mental health disorders, related topics, and current research. Of particular interest is the section on child and adolescent mental health. Easily navigate through a list of warning signs, download free brochures and fact sheets, watch videos on topics ranging from bullies and their victims to brain development, and sign up for live chats with mental health experts.

[www.nimh.nih.gov/health/topics/child-and-adolescent-mental-health/index.shtml#part\\_152594](http://www.nimh.nih.gov/health/topics/child-and-adolescent-mental-health/index.shtml#part_152594)

### **Mental Health.Gov**

[www.mentalhealth.org](http://www.mentalhealth.org)

Bookmark this site. Zero in on what you should know as educators, what to look for in student behavior, what you can do in your classroom, and how to develop effective school mental health programs.

<https://www.mentalhealth.gov/talk/educators>

### **Substance Abuse and Mental Health Services**

[www.samhsa.gov](http://www.samhsa.gov)

Download these tips for talking to students after a disaster or traumatic event.

<https://store.samhsa.gov/shin/content//SMA12-4732/SMA12-4732.pdf>

### **National Institute on Drug Abuse**

[www.drugabuse.gov](http://www.drugabuse.gov)

Free classroom materials for Grades 6-12 including a lesson plan finder at [www.drugabuse.gov/parents-educators](http://www.drugabuse.gov/parents-educators).

## Read More: Book Suggestions

The following books are included as part of the Resource Center you visit in *Mental Health: Mind Matters*. Use this list to set up a “Mindful Corner” in your classroom or school media center to spark additional conversations about mental health with your students or assign older students to read the books out loud to younger grades.

### **The Adventures of Papa Lemon’s Little Wanderers Book 7:**

**Abraham Lincoln and the Battle with Depression** by Lehman Riley Grade level 3-4

After one of their adventures on Papa Lemon’s Magical Train, the Little Wanderers learn how to accept and support their friend Trish as she struggles with depression.

### **Black Box**

by Julie Schumacher Grade level 7-9

This realistic fiction novel, set in high school, explores the effects depression can have on a family told through the eyes of Elena, who struggles to help her older sister, Dora.

### **Calm, Clever & Carefree!: A Kid’s Guide to Understanding Anxiety**

by Tracy Bryan Grade level 1-2

Kids learn that when you have an anxiety disorder, there are ways to manage your worries and stress and be a healthy person.

### **Sometimes My Mommy Gets Angry**

by Bebe Moore Campbell Grade level K-3

Annie knows that even when her mommy isn’t well, it’s not Annie’s fault and her mommy never stops loving her.

### **Still a Work in Progress**

by Jo Knowles Grade level 6-9

From the view of Noah, a seventh-grader, we see the effect his sister’s eating disorder has on the entire family.

### **When My Worries Get Too Big**

by Kari Dunn Buron Grade level 4-5

Children learn to develop their own coping strategies in an updated edition of this classic book that now includes a section dedicated to parents and teachers.

# Stay Connected: Curriculum Standards

## Minnesota Academic Standards

### MIDDLE SCHOOL (GRADES 5-8)

#### ENGLISH LANGUAGE ARTS

5.2.1.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

5.2.4.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

5.2.7.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

#### (GRADES 6-8)

6.12.1.1 Cite specific textual, visual or physical evidence to support analysis of primary and secondary sources.

6.12.4.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

6.12.7.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, maps) with other information in print and digital texts.

#### MATHEMATICS

6.4.1.2 Determine the probability of an event using the ratio between the size of the event and the size of the sample space; represent probabilities as percents, fractions and decimals between 0 and 1 inclusive. Understand that probabilities measure likelihood.

7.2.2.2 Solve multi-step problems involving proportional relationships in numerous contexts.

7.4.3.2 Calculate probability as a fraction of sample space or as a fraction of area. Express probabilities as percents, decimals and fractions.

#### SCIENCE

7.4.1.1.1 Recognize that all cells do not look alike and that specialized cells in multicellular organisms are organized into tissues and organs that perform specialized functions.

7.4.1.1.2 Describe how the organs in the respiratory, circulatory, digestive, nervous, skin and urinary systems interact to serve the needs of vertebrate organisms.

#### ARTS EDUCATION

1.5.2.2.1 Improvise a movement phrase using stimulus/ stimuli.

5.5.2.2.1 Generate and document an innovative idea for art making.

1.6.2.2.1 Select ideas from a variety of stimuli to generate movement that supports artistic intent.

1.7.2.2.1 Compare and contrast ideas from a variety of stimuli to generate movement that supports artistic intent.

1.8.2.2 Develop movement to support artistic intent from a variety of stimuli for a dance study.

#### SOCIAL STUDIES

5.4.1.2.1 Pose questions about a topic in history, examine a variety of sources related to the questions, interpret findings, and use evidence to draw conclusions that address the questions.

# Minnesota Academic Standards (GRADES 9-12)

## ENGLISH LANGUAGE ARTS (GRADES 9-10)

9.12.1.1 Cite specific textual visual or physical evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

9.12.4.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, geographic, historical, or economic aspects of history/social studies.

9.12.7.7 Integrate quantitative or technical analysis (e.g., charts, maps, research data) with qualitative analysis in print or digital text.

## (GRADES 11-12)

11.12.1.1 Cite specific textual visual or physical evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

11.12.4.4 Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses, reinforces, and refines the meaning of a key term over the course of a text.

11.12.7.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, spatially, aurally, physically as well as in words) in order to address a question or solve a problem.

## MATHEMATICS

9.4.1.4 Use the mean and standard deviation of a data set to fit it to a normal distribution (bell-shaped curve) and to estimate population percentages.

## SCIENCE

9.4.1.1.2 Describe how the functions of individual organ systems are integrated to maintain homeostasis in an organism.

## ARTS EDUCATION

1.9.2.2.1 Synthesize ideas and movement generated from a variety stimuli that supports artistic intent in an original dance study.

5.9.2.2.1 Collectively or individually apply inquiry methods of observation and research to investigate an idea.

## SOCIAL STUDIES

9.4.1.2.2 Evaluate alternative interpretations of historical events; use historical evidence to support or refute those interpretations.

## SOCIAL EMOTIONAL LEARNING COMPETENCIES AND LEARNING GOALS

### Relationship Skills Competency

1. Demonstrates a range of communication and social skills to interact effectively.

Apply non-verbal skills to create productive outcomes during positive and negative interactions.

### Self-Awareness Competency

3. Demonstrates awareness of personal rights and responsibilities.

Advocate for the rights of self and others.

### Self-Management Competency

1. Demonstrates the skills to manage and express their emotions, thoughts, impulses and stress in effective ways.

Practice strategies for recognizing and coping with complex emotions such as rejection, social isolation, and other forms of stress/distress.

Develop strategies to overcome roadblocks (perseverance).

### Social Awareness Competency

1. Demonstrates awareness of and empathy for individuals, their emotions, experiences and perspectives through a cross-cultural lens.

Ask questions of others to deepen understanding of the perspective of others.

Demonstrate empathy for others by identifying a specific human or social need in your school or community and acting on it alone or with others.

3. Demonstrates awareness of how individuals and groups cooperate toward achieving common goals and ideals.

Work collaboratively with peers to analyze and address a shared social cause.

4. Demonstrates awareness of external supports and when supports are needed.

Access family, peer, school, and community resources when support is needed.

## Social Emotional Learning Competencies and Learning Goals

### RELATIONSHIP SKILLS COMPETENCY

1. Demonstrates a range of communication and social skills to interact effectively.

Monitor how facial expressions, body language and tone impact interactions.

2. Cultivates constructive relationships with others.

Demonstrate ability to develop relationships with peers that are effective and supportive.

#### Self-Awareness Competency

1. Demonstrates an awareness and understanding of own emotions.

Recognize the importance of complex emotions, such as an indicator of a situation that needs attention.

#### Self-Management Competency

1. Demonstrates the skills to manage and express their emotions, thoughts, impulses and stress in effective ways.

Apply strategies to manage stress.

Reflect on the positive and negative consequences of expressing their emotions in different situations and contexts.

#### Social Awareness Competency

1. Demonstrates awareness of and empathy for individuals, their emotions, experiences and perspectives through a cross-cultural lens.

Analyze how their behavior affects the emotions of others and determine ways to adjust accordingly.

4. Demonstrates awareness of external supports and when supports are needed.

Recognize a situation when support was needed but students did not ask for it.

## National Content Standards

### COMMON CORE STATE STANDARDS FOR ENGLISH LANGUAGE ARTS

CCSS.ELA-Literacy.RI.5.1, CCSS.ELA-Literacy.RI.5.4, CCSS.ELA-Literacy.RI.5.7, CCSS.ELA-Literacy.RH.6-8.1, CCSS.ELA-Literacy.RH.6-8.4, CCSS.ELA-Literacy.RH.6-8.7, CCSS.ELA-Literacy.RST.6-8.1, CCSS.ELA-Literacy.RST.6-8.4

### COMMON CORE STATE STANDARDS FOR MATHEMATICS

CCSS.Math.Content.6.RP.A.3.c, CCSS.Math.Content.7.RP.A.3

### NEXT GENERATION SCIENCE STANDARDS MS-LS1-3, MS-LS1-8

### SHAPE AMERICA'S NATIONAL STANDARDS AND GRADE-LEVEL OUTCOMES FOR PHYSICAL EDUCATION

S5.E3, S5.M2, S5.M4, S5.M5

### NATIONAL HEALTH EDUCATION STANDARDS (CENTERS FOR DISEASE CONTROL AND PREVENTION)

3.5.2, 4.5.4, 7.5.2, 7.5.3, 3.8.4, 3.8.5, 4.8.4, 7.8.2, 8.8.3

### NATIONAL CORE ARTS STANDARDS

VA:Cr1.1, DA:Cr1.1

### C3 FOR SOCIAL STUDIES STATE STANDARDS

D2.His.2.3-5., D2.Geo.6.6-8., D2.His.4.6-8.  
HIGH SCHOOL (Grades 9-12)

## National Content Standards

### COMMON CORE STATE STANDARDS FOR ENGLISH LANGUAGE ARTS

CCSS.ELA-Literacy.RH.9-10.1, CCSS.ELA-Literacy.RH.9-10.4, CCSS.ELA-Literacy.RH.9-10.7, CCSS.ELA-Literacy.RST.9-10.1, CCSS.ELA-Literacy.RST.9-10.4, CCSS.ELA-Literacy.RH.11-12.1, CCSS.ELA-Literacy.RH.11-12.4, CCSS.ELA-Literacy.RH.11-12.7, CCSS.ELA-Literacy.RST.11-12.1, CCSS.ELA-Literacy.RST.11-12.4

### COMMON CORE STATE STANDARDS FOR MATHEMATICS

CCSS.Math.Content.HSS.IC.A.1

### NEXT GENERATION SCIENCE STANDARDS

HS-LS1-2

### SHAPE AMERICA'S NATIONAL STANDARDS AND GRADE-LEVEL OUTCOMES FOR PHYSICAL EDUCATION

S3.H14, S4.H1, S5.H3

### NATIONAL HEALTH EDUCATION STANDARDS (CENTERS FOR DISEASE CONTROL AND PREVENTION)

3.12.4, 3.12.5, 4.12.4, 7.12.2, 8.12.3

### NATIONAL STANDARDS FOR HIGH SCHOOL PSYCHOLOGY CURRICULA (AMERICAN PSYCHOLOGICAL ASSOCIATION)

Scientific Inquiry Domain

*Perspectives in Psychological Science: 1.2, 1.4, 2.3*

Biopsychological Domain

*Biological Basis of Behavior: 1.1, 1.2, 2.1, 2.2, 3.2*

Sensation and Perception: 1.1, 3.6

*Sociocultural Context Domain*

Sociocultural Diversity: 2.1

*Individual Variation Domain*

*Emotion: 1.1, 2.1, 3.1*

*Psychological Disorders: 1.1, 1.2, 1.4, 1.5, 2.2, 2.3, 2.4*

Applications of Psychological Science Domain

*Treatment of Psychological Disorders: 1.1, 2.1, 2.2, 2.3, 2.6, 3.2*

*Health: 1.3, 1.4, 2.1*

### NATIONAL CORE ARTS STANDARDS

VA:Cr2.1, DA:Cr1.1

### C3 FOR SOCIAL STUDIES STATE STANDARDS

D2.His.4.9-12