Minnesota Science Standards alignment with BrainU 101, 202 & 303 activities	Sheep Brain Dissect.	Neural Slides	Connect the Neuron	Bead Neurons	Virtual Neurons	Worms + Attract.	Worms + alcohol	Welcome to Senses	Alt.Reality Goggles	Internet Resour.	Moth Wax Model	Manduca Dissect	Neuro-Marketing	Pathfinding	Inquiry Cubes	Vestib System	Incredible Memory	Memory Items Game	Mirror Images	Motor Learn & Memory	Recency & Primacy	Physical Neuron Blocks
Kindergarten																						
History and Nature of Science – B. Scientific Inquiry																						
The student will raise questions about the natural world by: 1. observing and describing common objects using simple tools.								•		•												
Life Science – G. Human Organism																						
The student will understand that people have five senses that can be used to learn about the environment by: 1. observing and describing the environment using the five senses.								•		•												
Grade 1																						
History and Nature of Science – B. Scientific Inquiry																						
The student will raise questions about the natural work, make careful observations, and seek answers by: 1. observing, describing, measuring, comparing and contrasting common objects, using simple tools including but not limited to ruler, thermometer and balance.								•		•												
Life Science – G. Human Organism																						
The student will know that the human body is made up of parts by: 1. observing and describing major parts of the body including, but not limited to eyes, nose, heart, skin, arms, legs and muscles.								•		•												

Minnesota Science Standards alignment with BrainU 101, 202 & 303 activities	Sheep Brain Dissect.	Neural Slides	Connect the Neuron	Bead Neurons	Virtual Neurons	Worms + Attract.	Worms + alcohol	Welcome to Senses	Alt.Reality Goggles	Internet Resour.	Moth Wax Model	Manduca Dissect	Neuro-Marketing	Pathfinding	Inquiry Cubes	Vestib System	Incredible Memory	Memory Items Game	Mirror Images	Motor Learn & Memory	Recency & Primacy	Physical Neuron Blocks
Grade 4																						
History and Nature of Science – A. Scientific World View																						
The student will understand how science is used to investigate interactions between people and the world by: 2. exploring uses/effects of science in our interactions with natural world													•						•	•		
History and Nature of Science – B. Scientific Inquiry																						
The student will participate in a controlled scientific investigation by: 2. collecting, organizing, analyzing and presenting data from a controlled experiment					•	•	•		•				•			•			•	•		
3. recognizing that evidence and logic are necessary to support scientific understandings					•	•	•		•				•			•			•	•		
Life Science – A. Cells																						
The student will know that all organisms are composed of cells by: 1. recognizing that cells are very small, and that all living things consist of one or more cells	•	•	•	•	•						•	•		•								•
Life Science – B. Diversity of Organisms																						
The student will know that living things can be sorted into many groups according to characteristics, structures and behavior 1. classifying plants and animals according to their physical characteristics	•					•					•	•										
Life Science – G. Human Organism																						
The student will know the structures that serve various functions in the human body…by: 1. understanding that humans have structures that serve functions in growth, survival and reproduction	•	•	•	•	•	•				•	•	•				•			•	•		

Minnesota Science Standards alignment with BrainU 101, 202 & 303 activities	Sheep Brain Dissect.	Neural Slides	Connect the Neuron	Bead Neurons	Virtual Neurons	Worms + Attract.	Worms + alcohol	Welcome to Senses	Alt.Reality Goggles	Internet Resour.	Moth Wax Model	Manduca Dissect	Neuro-Marketing	Pathfinding	Inquiry Cubes	Vestib System	Incredible Memory	Memory Items Game	Mirror Images	Motor Learn & Memory	Recency & Primacy	Physical Neuron Blocks
Grade 5																						
History and Nature of Science – A. Scientific World View																						
The student will understand that communication is essential to science by: 2. recognizing that clear communication of methods, findings and critical review is an essential part of doing science					•	•	•		•				•		•	•	•				•	
History and Nature of Science – B. Scientific Inquiry																						
The student will understand the process of scientific investigations by: 1. performing a controlled experiment using a specific step-by-step procedure and presenting conclusions supported by the evidence					•	•	•		•				•		•	•	•				•	
2. observing that when a science investigation or experiment is repeated, a similar result is expected					•	•	•		•				•		•	•	•		•	•	•	
History and Nature of Science – C. Scientific Enterprise																						
The student will recognize that science and technology involve different kinds of work and engages men and women of all backgrounds by: 1. describing different kinds of work of work done in science and technology										•			•									

Minnesota Science Standards alignment with BrainU 101, 202 & 303 activities	Sheep Brain Dissect.	Neural Slides	Connect the Neuron	Bead Neurons	Virtual Neurons	Worms + Attract.	Worms + alcohol	Welcome to Senses	Alt.Reality Goggles	Internet Resour.	Moth Wax Model	Manduca Dissect	Neuro-Marketing	Pathfinding	Inquiry Cubes	Vestib System	Incredible Memory	Memory Items Game	Mirror Images	Motor Learn & Memory	Recency & Primacy	Physical Neuron Blocks
Grade 6																						
History and Nature of Science – A. Scientific World View																						
The student will understand how science is a way of knowing about the world that is characterized by empirical criteria, logical argument and skeptical review by: 1. distinguishing between scientific evidence and personal opinion	●											●	●		●		●				●	
2. explaining why scientists often repeat investigations to be sure of the results						●	●		●				●		●	●	●				●	
History and Nature of Science – B. Scientific Inquiry																						
The student will understand scientific inquiry is used in systematic ways to investigate the natural world by: 1. identifying questions that can be answered through scientific investigation and those that cannot						●	●		●			●	●		●	●	●				●	
2. distinguishing among observation, prediction and inference						●	●		●			●	●		●	●	●				●	
3. using appropriate tools and SI units for measuring length, time, mass, volume and temperature with suitable precision and accuracy	●				●	●	●		●			●	●			●	●				●	
4. presenting and explaining data and findings from controlled experiments using multiple representations including tables, graphs, physical models and demonstrations						●	●		●				●			●	●				●	

Minnesota Science Standards alignment with BrainU 101, 202 & 303 activities	Sheep Brain Dissect.	Neural Slides	Connect the Neuron	Bead Neurons	Virtual Neurons	Worms + Attract.	Worms + alcohol	Welcome to Senses	Alt.Reality Goggles	Internet Resour.	Moth Wax Model	Manduca Dissect	Neuro-Marketing	Pathfinding	Inquiry Cubes	Vestib System	Incredible Memory	Memory Items Game	Mirror Images	Motor Learn & Memory	Recency & Primacy	Physical Neuron Blocks
Grade 7																						
History and Nature of Science – A. Scientific World View																						
The student will understand that science is a way of knowing about the world that is characterized by empirical criteria, logical argument and skeptical review by: 2. explaining natural phenomena by using appropriate physical, conceptual and mathematical models			•	•	•	•	•		•		•		•	•	•		•				•	
History and Nature of Science – B. Scientific Inquiry																						
The student will design and conduct scientific investigations by: 1. formulating a testable hypothesis based on prior knowledge						•	•		•				•			•	•				•	
2. recognizing that a variable is a condition that may influence the outcome of an investigation and know the importance of manipulating one variable at a time.						•	•		•				•			•	•				•	
3. writing a specific step-by-step procedure for a scientific investigation.						•	•		•				•			•	•				•	
4. explaining how classroom scientific investigations relate to established scientific principles.						•	•		•				•			•	•				•	
History and Nature of Science – C. Scientific Enterprise																						
The student will know that science and technology are human efforts that both influence, and are influenced by, society by: 1. giving examples of the development of technology influencing scientific knowledge, and investigation and scientific knowledge influencing the development of technology										•			•									

Minnesota Science Standards alignment with BrainU 101, 202 & 303 activities	Sheep Brain Dissect.	Neural Slides	Connect the Neuron	Bead Neurons	Virtual Neurons	Worms + Attract.	Worms + alcohol	Welcome to Senses	Alt.Reality Goggles	Internet Resour.	Moth Wax Model	Manduca Dissect	Neuro-Marketing	Pathfinding	Inquiry Cubes	Vestib System	Incredible Memory	Memory Items Game	Mirror Images	Motor Learn & Memory	Recency & Primacy	Physical Neuron Blocks
Grade 7 continued																						
Life Science – A. Cells																						
The student will understand that all organisms are composed of cells that carry on the many functions needed to sustain life by: 1. knowing that cells are the fundamental units of life	●	●	●	●	●						●	●		●		●						
6. recognizing that specialized cells in multi-cellular organisms perform specialized functions	●	●	●	●	●									●		●			●	●		
Life Science – B. Diversity of Organisms																						
The student will understand that living systems, at every level of organization, demonstrate the complementary nature of structure and function by: 1. explaining that individuals are composed of specialized cells, tissues, organs and organ systems that perform specialized functions	●	●	●	●	●	●	●			●	●	●	●	●		●			●	●		
2. recognizing that an organism's body plan and its ability to regulate its internal environment enable it to make or find food, grow and reproduce in a constantly changing environment	●	●	●	●	●	●	●			●	●	●		●		●			●	●		
Life Science – G. Human Organism																						
The student will understand human body systems and their relationship to disease by: 3. describing the structure and function of systems for digestion, respiration, reproduction, circulation, excretion, movement, control and coordination and for protection from disease, in the human organism	●					●	●				●	●				●						

Minnesota Science Standards alignment with BrainU 101, 202 & 303 activities	Sheep Brain Dissect.	Neural Slides	Connect the Neuron	Bead Neurons	Virtual Neurons	Worms + Attract.	Worms + alcohol	Welcome to Senses	Alt.Reality Goggles	Internet Resour.	Moth Wax Model	Manduca Dissect	Neuro-Marketing	Pathfinding	Inquiry Cubes	Vestib System	Incredible Memory	Memory Items Game	Mirror Images	Motor Learn & Memory	Recency & Primacy	Physical Neuron Blocks
Grade 8																						
History and Nature of Science – A. Scientific World View																						
The student will understand that science is a way of knowing about the world that is characterized by empirical criteria, logical argument and skeptical review by: 1. explaining and giving examples of how science can be used to make informed ethical decisions by identifying likely consequences of particular actions	•					•	•						•									
2. explaining the development, usefulness and limitations of scientific models in the explanation and prediction of natural phenomena	•				•	•	•		•		•	•										
History and Nature of Science – B. Scientific Inquiry																						
The student will understand that scientific inquiry is used by scientists to investigate the natural world in systematic ways by: 1. knowing that scientific investigations involve the common elements of systematic observations, the careful collection of relevant evidence, logical reasoning and innovation in developing hypotheses and explanations	•					•	•		•				•				•				•	
The student will use multiple skills to design and conduct scientific investigations by: 1. specifying variables to be changed, controlled and measured						•	•		•				•				•				•	
2. using sufficient trials and adequate sample size to ensure reliable data.						•	•		•				•				•				•	
3. using appropriate technology and mathematics skills to access, gather, store, retrieve and organize data						•	•		•				•				•				•	

Minnesota Science Standards alignment with BrainU 101, 202 & 303 activities	Sheep Brain Dissect.	Neural Slides	Connect the Neuron	Bead Neurons	Virtual Neurons	Worms + Attract.	Worms + alcohol	Welcome to Senses	Alt.Reality Goggles	Internet Resour.	Moth Wax Model	Manduca Dissect	Neuro-Marketing	Pathfinding	Inquiry Cubes	Vestib System	Incredible Memory	Memory Items Game	Mirror Images	Motor Learn & Memory	Recency & Primacy	Physical Neuron Blocks
Grades 9-12																						
History and Nature of Science – A. Scientific World View																						
The student will understand the nature of scientific ways of thinking and that scientific knowledge changes and accumulates over time by: 4. explaining how traditions of ethics, peer review, conflict and general consensus influences the conduct of science	●											●	●		●		●		●	●	●	
History and Nature of Science – B. Scientific Inquiry																						
The student will design and conduct a scientific investigation by: 1. designing and completing a scientific experiment using scientific methods by determining a testable question, making a hypothesis, designing a scientific investigation with appropriate controls, analyzing data, making conclusions based on evidence and comparing conclusions to the original hypothesis and prior knowledge						●	●		●				●				●				●	
2. distinguishing between qualitative and quantitative data						●	●		●				●			●	●				●	
3. applying mathematics and models to analyze data and support conclusions						●	●		●				●			●	●				●	
4. identifying possible sources of error and their effects on results						●	●		●				●			●	●				●	
Life Science – A. Cells																						
The student will comprehend that all living things are composed of cells, and that the life processes in a cell are based on molecular interactions by: 1. relating cellular structures to their functions	●	●	●	●	●	●	●				●	●		●					●	●		
3. explaining the role of the cell membrane as a highly selective barrier in diffusion, osmosis and active transport		●	●	●	●	●	●															

Minnesota Science Standards alignment with BrainU 101, 202 & 303 activities	Sheep Brain Dissect.	Neural Slides	Connect the Neuron	Bead Neurons	Virtual Neurons	Worms + Attract.	Worms + alcohol	Welcome to Senses	Alt.Reality Goggles	Internet Resour.	Moth Wax Model	Manduca Dissect	Neuro-Marketing	Pathfinding	Inquiry Cubes	Vestib System	Incredible Memory	Memory Items Game	Mirror Images	Motor Learn & Memory	Recency & Primacy	Physical Neuron Blocks
Grades 9-12 continued																						
Life Science – B. Diversity of Organisms																						
The student will classify, compare and contrast the diversity of organisms on Earth and their modes of accommodating the requirements for life by: 1. relating the structure, complexity and organization of organ systems to the methods of obtaining, transforming, releasing and eliminating the matter and energy used to sustain the organism	●	●	●	●	●	●	●			●	●	●				●			●	●		●
2. recognizing that organisms have both innate and learned behavioral responses to internal and external stimuli, including the tropic responses in plants		●	●	●	●	●	●		●	●	●	●	●			●			●	●		●
Life Science – G. Human Organism																						
The student will understand how all organ systems, including the nervous system, interact to maintain homeostasis by: 1. understanding and describing the basic anatomy and physiology of the nervous system and sense organs	●	●	●	●	●	●	●		●	●	●	●	●			●			●	●		●