

MISSOURI ALIGNMENT FOR NIH SUPPLEMENT UNDERSTANDING ALCOHOL: INVESTIGATIONS INTO BIOLOGY AND BEHAVIOR

UNDERSTANDING ALCOHOL: INVESTIGATIONS INTO BIOLOGY AND BEHAVIOR		
Missouri Grade Level Expectations: Science – Grades 6 – 8		
Lesson	Standard	GLE
2	1.1.A.a	Recognize elements (unique atoms) and compounds (molecules or crystals) are pure substances that have characteristic properties. (8)
2	3.1.C.a	Recognize all organisms are composed of cells, the fundamental units of life, which carry on all life processes.
2	3.2.C.a	Identify and give examples of each level of organization (cell, tissue, organ, organ system) in multicellular organisms (plants, animals). (8)
2, 5	3.2.C.c	Explain the interactions between the circulatory and digestive systems as nutrients are processed by the digestive system, passed into the blood stream, and transported in and out of the cell. (8)
4	3.2.G.a	Explain the cause and effect of diseases (e.g., AIDS, cancer, diabetes, and hypertension) on the human body). (8)
4	3.2.G.c	Differentiate between infectious and noninfectious diseases. (8)
3	4.3.C.b	Predict how certain adaptations, such as behavior, body structure, or coloration, may offer a survival advantage to an organism in a particular environment. (6)
3, 4, 5	7.1.A.a	Formulate testable questions and hypotheses.
3, 5	7.1.A.b	Recognize the importance of the independent variable, dependent variables, control of constants, and multiple trials to the design of a valid experiment.
5	7.1.A.c	Design and conduct a valid experiment.
3, 5	7.1.A.d	Evaluate the design of an experiment and make suggestions for reasonable improvements or extensions of an experiment.
1, 3, 4, 5	7.1.A.e	Recognize different kinds of questions suggest different kinds of scientific investigations (e.g., some involve observing and describing objects, organisms, or events; some involve collecting specimens; some involve experiments; some involve making observations in nature; some involve discovery of new objects and phenomena; some involve making models).
1, 3, 4	7.1.A.f	Acknowledge there is no fixed procedure called “the scientific method”, but that some investigations involve systematic observations, carefully collected and relevant evidence, logical reasoning, and some imagination in developing hypotheses and other explanations. (7 & 8)
1, 2, 3, 5	7.1.B.a	Make qualitative observations using the five senses.
3, 4, 5	7.1.B.b	Determine the appropriate tools and techniques to collect data.
3, 4, 5	7.1.B.c	Use a variety of tools and equipment to gather data (e.g., microscopes, thermometers, computers, spring scales, balances, magnets, metric rulers, graduated cylinders, stopwatches).
2, 3	7.1.B.e	Compare amounts/measurements.

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2, 3	7.1.B.f	Judge whether measurements and computation of quantities are reasonable.
2, 3, 4, 5	7.1.C.a	Use quantitative and qualitative data as support for reasonable explanations (conclusions).
2, 3, 4, 5	7.1.C.b	Use data as support for observed patterns and relationships, and to make predictions to be tested.
3, 4, 5	7.1.C.c	Recognize the possible effects of errors in observations, measurements, and calculations on the formulation of explanations (conclusions).
3, 4, 5	7.1.D.a	Evaluate the reasonableness of an explanation (conclusion).
3, 4, 5	7.1.D.b	Analyze whether evidence (data) and scientific principles support proposed explanations (hypotheses, laws, theories).
3, 4, 5	7.1.E.a	Communicate the procedures and results of investigations and explanations through: oral presentations; drawings and maps; data tables (allowing for the recording and analysis of data relevant to the experiment such as independent and dependent variables, multiple trials, beginning and ending times or temperatures, derived quantities); graphs (bar, single line, and pictograph); writings.
3, 4	8.2.B.b	Recognize explanations have changed over time as a result of new evidence.
4, 5, 6	8.3.B.a	Describe ways in which science and society influence one another (e.g., scientific knowledge and the procedures used by scientists influence the way many individuals in society think about themselves, others, and the environment; societal challenges often inspire questions for scientific research; social priorities often influence research priorities through the availability of funding for research).
6	8.3.B.b	Identify and evaluate the physical, social, economic, and/or environmental problems that may be overcome using science and technology (e.g., the need for alternative fuels, human travel in space, AIDS).

**Missouri Grade Level Expectations: Mathematics – Grades 6 – 8**

<b>Lesson</b>	<b>Standard</b>	<b>GLE</b>
2, 4, 5	MA 1 3.3	Recognize and generate equivalent forms of fractions, decimals and percents. (6) use fractions, decimals and percents to solve problems. (7 & 8)
2, 5	MA 1 3.6	Recognize equivalent representations for the same number and generate them by decomposing and composing numbers, including scientific notation
4, 5	MA 1 3.4,4.1	Describe the effects of addition and subtraction on fractions and decimals (6); the effects of multiplication and division on fractions and addition and subtraction on integers (7); the effects of multiplication and division on integers (8).
3, 4, 5	MA 5 1.6,1.10	Apply properties of operations (including order of operations) to positive rational numbers. (7)
2, 3, 4, 5	MA 1 1.10,3.3	Add and subtract (6); multiply and divide (7) positive rational numbers. Apply all operations on rational numbers. (8)
2, 3, 4, 5	MA 1 3.3,4.1	Estimate and justify the results of addition and subtraction (6); multiplication and division (7) of positive rational numbers. Estimate and justify the results of all operations on rational numbers. (8)
2, 4, 5	MA 1 3.3	Solve problems involving proportions, such as scaling and finding equivalent ratios. (7 & 8)
3, 4, 5, 6	MA 4 1.6,3.6	Represent and describe patterns with tables, graphs, pictures, symbolic rules or words. (6)

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3, 4, 5, 6	MA 4 1.6	Compare (6) and contrast (7 & 8) various forms of representations of patterns.
5	MA 4 1.6,3.6	Identify functions as linear or nonlinear from tables, graphs (6) or equations (7); Compare properties of linear functions between or among from tables, graphs or equations (8).
3, 4, 5	MA 4 1.6,3.6	Model and solve problems, using multiple representations such as graphs, tables, expressions and equations (6), or inequalities. (7 & 8)
3, 4, 5	MA 2 3.1	Draw or use visual models to represent and solve problem.
3	MA 2 1.7,3.8	Analyze precision and accuracy in measurement situations. (7)
3, 4, 5, 6	MA 3 1.2	Formulate questions, design studies and collect data about a characteristic.
3, 4, 5, 6	MA 3 1.8,3.6	Select, create and use appropriate graphical representation of data, including circle graphs, histograms and box plots (box and whiskers) (7) and scatter plots (8).
3, 4, 5	MA 3 3.6	Compare different representations of the same data and evaluate how well each representation shows important aspects of the data.
3, 4, 5	MA 3 3.5	Use observations about differences between samples to make conjectures about the populations from which the samples were taken. (6 & 7)

**Missouri Grade Level Expectations: Communication Arts – Grades 6 – 8**

Lesson	Standard	GLE
1, 3, 5, 6	CA 2, 3 1.6	Apply decoding strategies to “problem-solve” unknown words when reading.
1, 3, 5, 6	CA 2, 3 1.5, 1.6	Develop vocabulary through text, using roots and affixes, context clues, glossary, dictionary and thesaurus.
1, 3, 5, 6	CA 2, 3 1.5 & 1.6	Apply pre-reading strategies to aid comprehension: access prior knowledge, preview, predict, set a purpose and rate for reading.
1, 3, 5, 6	CA 2,3 1.5 & 1.6	During reading, utilize strategies to self-question and correct, infer, visualize, predict and check using cueing systems: meaning, structure, and visual.
1, 3, 5, 6	CA 2, 3 1.6 & 3.5	Apply post-reading skills to comprehend and interpret text: question to clarify, reflect, analyze, draw conclusions, summarize, and paraphrase.
1, 3, 5, 6	CA 2, 3, 7 1.5, 1.6, 1.9	Compare, contrast, analyze (6) and evaluate (7 & 8) connections between text ideas and own experiences.
1, 3, 5, 6	CA 3 1.6, 1.7, 2.4, 3.5, 3.6, 3.1, 3.4	Use details from text to make predictions, make inferences, and evaluate the accuracy of the information. (6 & 7)
1, 3, 5, 6	CA 3 1.5, 1.6	Read and apply multi-step directions to complete a complex task.
All lessons	CA 1, 4 1.8, 2.1, 2.2	Follow a writing process to create appropriate graphic organizers to provide a structure for information, and apply writing process to write effectively in various forms and types of writing. (7)
All lessons	CA 1 1.6, 2.2	Use conventions of capitalization in written text.
All lessons	CA 1 1.6, 2.2	Use parts of speech correctly in written text.

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<b>All lessons</b>	<b>CA 1 1.6, 2.1, 2.2</b>	In writing, use correct spelling of grade-level frequently-used words, classroom resources and dictionary to verify correct spelling (6), dictionary, spell-check and other resources to spell correctly. (7 & 8)
<b>All lessons</b>	<b>CA 1 1.6, 2.1, 2.2</b>	In composing text use a variety of sentence structures.
<b>All lessons</b>	<b>CA 2, 3, 4 1.6, 1.8</b>	Use a note-taking system to organize information from oral presentations and written text. (6) Use a variety of note-taking methods to organize information. (7) Select and use an appropriate method for note-taking. (8)
<b>3, 5, 6</b>	<b>CA 2, 3, 4 1.8, 2.1, 4.1</b>	Write expository and persuasive paragraphs (including cause/ effect) and multi-paragraph essays.
<b>All lessons</b>	<b>CA 5, 6 1.5, 1.6, 1.10</b>	Listen for enjoyment, for information, for directions (6 & 7) and use clarifying strategies for understanding (e.g., questioning, summarizing and paraphrasing). (8)
<b>All lessons</b>	<b>CA 5, 6 1.5</b>	Use active-listening behaviors (e.g., asks questions of speaker and uses body language and facial expressions to indicate agreement, disagreement or confusion).
<b>All lessons</b>	<b>CA 1, 6 2.1, 2.3, 4.6</b>	In discussions and presentations, speak clearly and stay on topic, use appropriate volume, tone of voice, rate of speech, fluency/ inflections and eye contact (6); use designated time constraints, media, and organized notes (7); use appropriate body language, incorporate media or technology, and respond to questions (8).
<b>3, 5, 6</b>	<b>CA 1, 6 2.1, 2.3</b>	Give clear and concise multi-step oral directions to complete a complex task.
<b>3, 5</b>	<b>CA 2, 3 1.1, 1.4, 4.5</b>	Develop questions and statements of purpose to guide research. (6) Develop a research plan, with assistance, to guide investigation and research of focus questions. (7) Develop a research plan to guide investigation and research of focus questions. (8)
<b>1, 3, 5, 6</b>	<b>CA 5 1.5, 1.7, 2.7</b>	Identify and explain viewpoints conveyed in various media (e.g., videos, pictures, web-sites, artwork, plays and/or news programs). (6) Identify and explain media techniques used to convey messages in various media. (7)

**Missouri Grade Level Expectations: Health Education – Grades 6 – 8 (2006 Draft Version)**

<b>Lesson</b>	<b>Standard</b>	<b>GLE</b>
<b>3, 5</b>	<b>I 1.G</b>	Summarize the functions of the nervous system. Include: sending, receiving messages, regulating body functions and serving as the body’s control center for five senses (emotions, speech, coordination, balance, and learning). (7)
<b>3, 4</b>	<b>I 1.K</b>	Describe the impact heredity has on system functions and disease formation. (8)
<b>1, 4, 5, 6</b>	<b>I 2.B</b>	Analyze cultural influences on personal health practices and decisions. (7)
<b>1, 4, 5, 6</b>	<b>II 1.A</b>	Critique personal behaviors and their cause and effect that relate to the following choices: (1) eating breakfast every day, (2) refrain from the use of tobacco and alcohol, (3) sleeping six-eight hours a night, (4) maintaining a healthy weight, (5) daily moderate to vigorous physical activities, (6) making healthy food choices (fruits, vegetables, whole grains, portion sizes), and (7) stress. (7)
<b>5, 6</b>	<b>II 1.B</b>	Identify various health needs during adolescence (e.g., mental, emotional, social, and physical). (6)
<b>4, 6</b>	<b>II 1.B</b>	Predict problems that may occur due to health needs, insufficient or no preventative care. (7)

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3, 4	II 1.C.a	Compare and contrast factors that can affect growth and development which one can alter, enhance, or adapt (e.g., heredity, family, environment, physical activity, hormones, disease). (6)
3, 4	II 1.C.b	Examine ways to enhance or adapt the identified factors that can affect growth and development. (6)
6	II 3.B	Identify agencies that provide consumer protection. (6)
6	II 3.C	Recognize how the collaboration efforts of individuals, communities, and government affect the health of a community (e.g., recycling effort, pollution centers). (6)
4, 6	II 3.C.a	Connect the appropriate resources in the community to determine their role in prevention and treatment of health related problems (e.g., American Cancer Society, March of Dimes, American Heart Association). (8)
4, 6	II 3.C.b	Examine the viewpoints and collaborative efforts of individuals, communities, and government regarding societal health issues in order to make decisions that are informed and responsible. (8)
3, 4, 6	II 3.C.c	Analyze how the Department of Health and Human Services, the Centers for Disease Control and Prevention, and other public health agencies are responsible for disease reduction and control prevention, research, education, and enforcement of laws (e.g., food inspection, safe food storage and handling, distributing flu vaccines, and no smoking ordinances). (8)
5	II 4.B	Apply the decision making process to adolescent health issues. (6)
5	II 4.B	Analyze and evaluate how the decision making process can help an individual in life situations. (7)
5	II 4.C.a	Evaluate the process used in solving problems and verify whether the solution addresses the problem to which it was applied. (7)
4, 5, 6	II 4.C.b	Distinguish between problems that can be solved independently and those that need the help of a peer, adult, or professional.
4	III 1.A	Identify and list non-communicable diseases (e.g., cancer, hypertension, cardiovascular disease, leukemia, arthritis) and their causes (e.g., heredity, lifestyle factors, autoimmune system problems unknown reasons). (6)
4	III 1.A	Connect causative factors, symptoms, treatment, and preventative measures to their appropriate non-communicable diseases. (8)
4	III 1.D	Locate, select, and organize information about non-communicable diseases that may impact adolescents, such as diabetes, asthma, joint disease, cancer, and mental disorders. (6)
4	III 1.D.a	Analyze the impact non-communicable diseases such as diabetes or asthma could have on adolescents' physical, social, and emotional development. (8)
2, 3, 5	III 3.D.a	Determine a cause and effect relationship regarding body system functions (i.e., muscular, excretory, nervous, digestive, circulatory, respiratory) and the use of TAOD (e.g., alcohol and impaired judgment, marijuana and short term memory loss, smoking and low birth weight babies). (8)
2, 3, 5	III 3.D.c	Differentiate among various types of drugs and their effect upon the body including the following: (1) how the drug enters the body, and (2) how the drug interacts with body chemistry. (6)