UNDERSTANDING ALCOHOL: INVESTIGATIONS INTO BIOLOGY AND BEHAVIOR		
Oklahoma Priority Academic Student Skills – Science Processes and Inquiry – Grades 6, 7, 8		
Lesson	**Standard**	**Description**
3, 5	**1.1**	Identify qualitative and quantitative changes given conditions (e.g., temperature, mass, volume, time, position, length, quantity) before, during, and after an event.
3	**1.3**	Use appropriate System International (SI) units (i.e., grams, meters, liters, degrees Celsius, and seconds); and SI prefixes (i.e., micro-, milli-, centi-, and kilo-) when measuring objects, organisms, and/or events.
1	**2.1**	Use observable properties to place an object, organism, and/or event into a classification system (e.g., dichotomous keys).
3, 4, 5	**3.1**	Ask questions about the world and design investigations that lead to scientific inquiry.
3, 4, 5	**3.2**	Evaluate the design of a scientific investigation.
3, 4, 5	**3.3**	Identify variables and/or controls in an experimental setup (i.e., tested, experimental, and measured variables).
3, 4, 5	**3.4**	Identify a testable hypothesis for an experiment.
3, 4, 5	**3.5**	Design and conduct experiments.
3, 4, 5	**4.1**	Report data in an appropriate method when given an experimental procedure or data.
3, 4, 5	**4.2**	Interpret data tables, line, bar, trend, and/or circle graphs.
3, 4, 5	**4.3**	Evaluate data to develop reasonable explanations, and/or predictions.
3, 4, 5	**4.4**	Accept or reject hypotheses when given results of an investigation.
3, 4, 5	**4.5**	Communicate scientific procedures and explanations.
1, 2, 3, 4, 5	**5.1**	Use systematic observations, make accurate measurements, and identify and control variables.
3, 5	**5.2**	Use technology to gather data and analyze results of investigations.
1, 3, 4, 5, 6	**5.3**	Review data, summarize data, and form logical conclusions.
2, 3, 4, 5, 6	**5.4**	Formulate and evaluate explanations proposed by examining and comparing evidence, pointing out statements that go beyond evidence, and suggesting alternative explanations.
Oklahoma Priority Academic Student Skills – Science – Grades 6 & 7		
Lesson	**Standard**	**Description**

2	**2.1**	Living systems are organized by levels of complexity (i.e., cells, tissues, organs, and/or systems). (7)
2, 3, 4, 5	**3.1**	Characteristics of an organism result from inheritance and from interactions with the environment. (7)
5	**4.1**	Living organisms strive to maintain a constant internal environment (i.e., temperature regulation). (7)
1, 3, 4, 5, 6	**4.2**	Living organisms have physical and/or behavioral responses to external stimuli (e.g., hibernation, migration, plant growth). (7)
Oklahoma Priority Academic Student Skills – Mathematics Process Standards – Grades 6, 7, 8		
Lesson	**Standard**	**Description**
3, 5	**1.1**	Develop and test strategies to solve practical, everyday problems which may have single or multiple answers.
3, 5	**1.2**	Use technology to generate and analyze data to solve problems.
3, 5	**1.3**	Formulate problems from situations within and outside of mathematics and generalize solutions and strategies to new problem situations.
3, 5	**1.4**	Evaluate results to determine their reasonableness.
2, 3, 4, 5	**1.6**	Use oral, written, concrete, pictorial, graphical, and/or algebraic methods to model mathematical situations.
2, 3, 4, 5, 6	**2.1**	Discuss, interpret, translate (from one to another) and evaluate mathematical ideas (e.g., oral, written, pictorial, concrete, graphical, algebraic).
2, 3, 4, 5	**2.2**	Reflect on and justify reasoning in mathematical problem solving (e.g., convince, demonstrate, formulate).
2, 3, 4, 5	**3.1**	Identify and extend patterns and use experiences and observations to make suppositions.
2, 3, 4, 5, 6	**4.1**	Apply mathematical strategies to solve problems that arise from other disciplines and the real world.
2, 3, 4, 5	**5.1**	Use a variety of representations to organize and record data (e.g., use concrete, pictorial, and symbolic representations).
2, 3, 4, 5, 6	**5.4**	Use a variety of representations to model and solve physical, social, and mathematical problems (e.g., geometric objects, pictures, charts, tables, graphs).
Oklahoma Priority Academic Student Skills – Mathematics Content Standards – Grades 6, 7, 8		
Lesson	**Standard**	**Description**
2, 4	**2.1**	Multiply and divide fractions and mixed numbers to solve problems using a variety of methods. (6)
2, 4	**2.2**	Convert, compare and order decimals (terminating and nonterminating), fractions and percents using a variety of methods. (6)

2, 3, 4, 5, 6	**5.1**	Collect, organize, and interpret data to solve problems (e.g., data from student experiments, tallies, Venn diagrams, tables, circle and bar graphs, spreadsheets). (6)
2, 3, 4, 5	**2.1.b**	Use the basic operations on integers to solve problems. (7)
2, 4	**2.2.b**	Set up equivalent ratios, estimate and solve problems using ratio, proportions, and percents including percents greater than 100 and less than 1 (e.g., determine missing sides of similar figures, heart rate per minute, cost per pound, pay to hours worked overtime). (7)
2, 4	**2.1.a**	Compare and order rational numbers (positive and negative integers, fractions, decimals) in real-life situations. (8)
2, 4	**2.1.c**	Apply ratios and proportions to solve problems. (8)
3, 4, 5	**5.1**	Select and apply appropriate formats (e.g., line plots, bar graphs, stem-and-leaf plots, scatter plots, histograms, circle graphs) to display collected data. (8)
4, 5	**5.3**	Determine how samples are chosen (random, limited, biased) to draw and support conclusions about generalizing a sample to a population (e.g., is the average height of a men's college basketball team a good representative sample for height predictions?). (8)
Oklahoma Priority Academic Student Skills – Language Arts – Grades 6, 7, 8		
Lesson	**Standard**	**Description**
3, 4, 5, 6	**3.2.a**	Draw inferences and conclusions about text and support them with textual evidence and prior knowledge. (Reading)
3, 4, 5, 6	**3.3.a**	Summarize and paraphrase information including the main idea and significant supporting details of a reading selection. (6 & 7 – Reading) Determine the main (or major) idea and how those ideas are supported with specific details. (8 – Reading)
3, 4, 5, 6	**3.3.b**	Make generalizations based on information gleaned from text. (6 – Reading) Paraphrase and summarize text to recall, inform, or organize ideas. (8 – Reading)
3, 4, 5, 6	**3.3.d**	Support reasonable statements by reference to relevant aspects of text and examples. (7 – Reading)
3, 4, 5, 6	**3.4.d**	Problem/solution - offer observations, make connections, react, speculate, interpret, and raise questions in response to text. (8 – Reading)
3, 4, 5, 6	**5.1.b**	Access information from a variety of primary and secondary sources to gather information for research topics. (6 & 7 - Reading)
2, 3, 4, 5, 6	**1.2**	Make generalizations based on information gleaned from text. (6 - Writing) Use details, examples, reasons, and evidence to develop an idea. (7 & 8 – Writing)
2, 3, 4, 5, 6	**1.4**	Use precise word choices, including figurative language, that convey specific meaning and tone. (Writing)

2, 3, 4, 5, 6	**1.5**	Use a variety of sentence structures, types, and lengths to contribute to fluency and interest. (Writing)
2, 3, 4, 5, 6	**2.2.d**	Write research reports that: organize and display information on charts, tables, maps, and graphs. (8 – Writing)
2, 3, 4, 5, 6	**2.7**	Write for different purposes and audiences, adjusting tone, style, and voice as necessary to make writing interesting. (6 - Writing)
2, 3, 4, 5, 6	**2.8**	Write for different purposes and audiences, adjusting tone, style, and voice as necessary to make writing interesting. (7 & 8 - Writing)
2, 3, 4, 5, 6	**1.1**	Identify the major ideas and supporting evidence in informative and persuasive messages. (Listening)
All lessons	**1.2**	Determine the purpose for listening (i.e., gaining information, solving problems; or for enjoying, appreciating, recalling, interpreting, applying, analyzing, evaluating, receiving directions, or learning concepts). (6 – Listening) Listen in order to identify and discuss topic, purpose, and perspective. (7 & 8 – Listening)
All lessons	**2.1**	Analyze purpose, audience, and occasion and consider this information in planning an effective presentation or response. (Listening)
All lessons	**2.4**	Use level-appropriate vocabulary in speech (e.g., metaphorical language, sensory details, or specialized vocabulary). (7 & 8 – Listening)
Oklahoma Priority Academic Student Skills – Health and Safety Literacy – Grades 5 - 8		
Lesson	**Standard**	**Description**
4, 5, 6	**1.1**	Analyze how environment and personal health are interrelated.
3, 4, 6	**1.2**	Describe how lifestyle, pathogens, family history, and other risk factors are related to the cause or prevention of disease and other health problems.
2	**1.8**	Determine the structure and purpose of the body systems: circulatory, digestive, endocrine, excretory, immune, muscular, nervous, reproductive, respiratory, and skeletal.
2, 3, 4, 5, 6	**1.10**	Examine the risks and identify destructive effects of alcohol, tobacco, steroids and other drugs on body systems.
5, 6	**1.11**	Analyze the interrelationship of the body systems: circulatory, digestive, endocrine, excretory, immune, muscular, nervous, reproductive, respiratory, and skeletal.
4, 5, 6	**1.14**	Identify individual and community responsibilities for protecting the environment and promoting community health and safety.
4, 6	**2.1**	Analyze situations requiring professional health services.
1, 4, 6	**2.4**	Analyze how media influences the selection of health information and products.
4, 5, 6	**3.3**	Examine how social pressures affect participation in risk-taking activities (e.g., using inhalants, steroids).

4, 5, 6	**4.2**	Examine the influence of cultural beliefs on health behaviors and use of health services.
4, 5, 6	**4.3**	Analyze knowledge of how information from peers influences health and safety.
1, 4, 6	**4.4**	Identify how media messages influence health behavior and choices.
4, 5, 6	**6.3**	Demonstrate the ability to apply a decision-making process to health and safety issues individually and collaboratively.
4, 5, 6	**6.4**	Analyze how personal health goals are influenced by changing information, priorities, and responsibilities.
1, 4, 5, 6	**7.1**	Interpret information and analyze personal opinions concerning health and safety issues.
4, 5, 6	**7.2**	Demonstrate the ability to work cooperatively when advocating for healthy and safe communities.
4, 5, 6	**7.3**	Demonstrate the ability to influence and support others in making positive health and safety choices.
4, 5, 6	**7.4**	Examine various methods for communicating health information and ideas.