

**NEW JERSEY ALIGNMENT FOR NIH SUPPLEMENT UNDERSTANDING ALCOHOL: INVESTIGATIONS INTO BIOLOGY AND BEHAVIOR**

<b>UNDERSTANDING ALCOHOL: INVESTIGATIONS INTO BIOLOGY AND BEHAVIOR</b>		
<b>New Jersey Core Curriculum Content Standards: Science – Grades 7 – 8</b>		
<b>Lesson</b>	<b>Standard</b>	<b>Indicator</b>
2, 3, 4, 5	5.1.A.1	Evaluate the strengths and weaknesses of data, claims, and arguments.
3, 5	5.1.A.2	Communicate experimental findings to others.
3, 5	5.1.A.4	Recognize that curiosity, skepticism, open-mindedness, and honesty are attributes of scientists.
3, 4, 5	5.1.B.1	Identify questions and make predictions that can be addressed by conducting investigations.
3, 4, 5	5.1.B.3	Collect, organize, and interpret the data that result from experiments.
3	5.1.C.1	Know when and how to use appropriate safety equipment with all classroom materials.
2	5.5.A.2	Recognize that complex multicellular organisms, including humans, are composed of and defined by interactions of the following: cells, tissues, organs, and systems.
<b>New Jersey Core Curriculum Content Standards: Mathematics – Grades 7 – 8</b>		
<b>Lesson</b>	<b>Standard</b>	<b>Expectation</b>
2, 3, 4, 6	4.1.A.3	Understand and use ratios, proportions, and percents (including percents greater than 100 and less than 1) in a variety of situations.
2, 3, 4, 6	4.1.A.5	Use whole numbers, fractions, decimals, and percents to represent equivalent forms of the same number.
2, 3, 4, 5, 6	4.1.B.1	Use and explain procedures for performing calculations with integers and all number types named above with: pencil-and-paper, mental math, or calculator.
2, 3, 4, 5, 6	4.3.A.1	Recognize, describe, extend, and create patterns involving whole numbers, rational numbers, and integers: descriptions using tables, verbal and symbolic rules, graphs, simple equations or expressions.
3, 4, 5, 6	4.3.C.1	Analyze functional relationships to explain how a change in one quantity can result in a change in another, using pictures, graphs, charts, and equations.
All lessons	4.4.A.2	Make inferences and formulate and evaluate arguments based on displays and analysis of data.
2, 3, 4, 5, 6	4.5.A.2	Solve problems that arise in mathematics and in other contexts (cf. workplace readiness standard 8.3): open-ended problems, non-routine problems, problems with multiple solutions, or problems that can be solved in several ways.
2, 3, 4, 5, 6	4.5.B.1	Use communication to organize and clarify their mathematical thinking: reading and writing, discussion,

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		listening, and questioning.
2, 3, 4, 5, 6	4.5.B.2	Communicate their mathematical thinking coherently and clearly to peers, teachers, and others, both orally and in writing.
2, 3, 4, 5, 6	4.5.C.3	Recognize that mathematics is used in a variety of contexts outside of mathematics.
2, 3, 4, 5, 6	4.5.C.4	Apply mathematics in practical situations and in other disciplines.
2, 3, 4, 5, 6	4.5.D.6	Evaluate examples of mathematical reasoning and determine whether they are valid.
2, 3, 4, 5, 6	4.5.E.1	Create and use representations to organize, record, and communicate mathematical ideas.
2, 3, 4, 5, 6	4.5.E.2	Select, apply, and translate among mathematical representations to solve problems.
2, 3, 4, 5, 6	4.5.E.3	Use representations to model and interpret physical, social, and mathematical phenomena.
3, 5	4.5.F.1	Use technology to gather, analyze, and communicate mathematical information.
3	4.5.F.2	Use computer spreadsheets, software, and graphing utilities to organize and display quantitative information.

**New Jersey Core Curriculum Content Standards: Language Arts Literacy – Grades 7 – 8**

<b>Lesson</b>	<b>Standard</b>	<b>Indicator</b>
3, 5, 6	3.1.D.2	Read increasingly difficult texts silently with comprehension and fluency.
2, 3, 4, 5, 6	3.1.F.1	Develop an extended vocabulary through both listening and independent reading.
3, 5, 6	3.1.G.1	Speculate about text by generating literal and inferential questions. (7)
All lessons	3.1.G.15 (7 <sup>th</sup> ) 3.1.G.13 (8 <sup>th</sup> )	Interpret text ideas through journal writing, discussion, and enactment.
2, 3, 5, 6	3.1.H.1	Produce written and oral work that demonstrates comprehension of informational materials.
2, 3, 5	3.2.B.4	Write a range of essays, including persuasive, speculative (picture prompt), descriptive, personal, or issue-based.
2, 3, 5	3.2.C.1	Use Standard English conventions in all writing, such as sentence structure, grammar and usage, punctuation, capitalization, and spelling.
2, 3, 5	3.2.C.8	Write legibly in manuscript or cursive to meet district standards.
1, 2, 3, 5, 6	3.2.D.1	Gather, select, and organize information appropriate to a topic, task, and audience.
2, 3, 5	3.2.D.2	Apply knowledge and strategies for composing pieces in a variety of genres (e.g., narrative, expository, persuasive, poetic, and everyday/ workplace or technical writing).

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2, 3, 5	3.2.D.9	Demonstrate writing clarity and supportive evidence when answering open-ended and essay questions across the curriculum.
5	3.2.D.10	State a position clearly in a persuasive essay by stating the issue, giving facts, examples, and details to support the position, and citing sources when appropriate.
5	3.2.D.11	Present evidence when writing persuasive essays, examples, and justification to support arguments.
5	3.2.D.12	Choose an appropriate organizing strategy, such as cause/effect, pro and con, or parody to effectively present a topic, point of view, or argument.
All lessons	3.3.A.2	Present ideas and opinions spontaneously in response to a topic or other speakers.
All lessons	3.3.A.5	Participate in an informal debate (e.g., small group discussion). (7)
All lessons	3.3.A.7	Participate in class discussions appropriately.
All lessons	3.3.B.2	Question to clarify others' opinions.
All lessons	3.3.B.3	Talk with others to identify and explore issues and problems.
All lessons	3.3.B.4	Solve a problem or understand a task through group cooperation.
All lessons	3.3.C.2	Develop and use advanced vocabulary related to a topic.
All lessons	3.4.A.1	Demonstrate active listening behaviors in a variety of situations (e.g., one-on-one or small group).
All lessons	3.4.A.2	Demonstrate active listening by analyzing information, ideas, and opinions to determine relevancy.
All lessons	3.4.A.3	Acknowledge the speaker through eye contact and use appropriate feedback and questions to clarify the speaker's message.
All lessons	3.4.B.3	Critique information heard or viewed.

**New Jersey Core Curriculum Content Standards: Comprehensive Health and Physical Education – Grades 7 – 8**

Lesson	Standard	Indicator
4, 5, 6	2.1.A.2	Evaluate the impact of health behaviors and choices on personal and family wellness.
3, 4, 5, 6	2.1.A.3	Interpret health data to make predictions about wellness.
4	2.1.A.4	Investigate how technology and medical advances impact wellness.
2	2.1.B.1	Discuss how body systems are interdependent and interrelated.
4	2.1.D.1	Investigate current and emerging methods to diagnose and treat diseases and health conditions.
4, 6	2.1.D.4	Analyze local and state public health efforts to prevent and control diseases and health conditions.

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<b>1, 2, 4, 5, 6</b>	<b>2.2.A.1</b>	Analyze health ideas, opinions, and issues from a variety of valid and reliable health sources.
<b>2, 5, 6</b>	<b>2.2.B.1</b>	Demonstrate and assess the use of decision-making skills in health and safety situations.
<b>4, 5, 6</b>	<b>2.2.B.2</b>	Compare and contrast the influence of peers, family, the media, and past experiences on the use of decision-making skills and predict how these influences may change or conflict as one ages.
<b>1, 3, 4, 5, 6</b>	<b>2.3.B.4</b>	Analyze how the use and abuse of alcohol impacts thinking, reaction time, and behavior.
<b>3, 4, 5, 6</b>	<b>2.3.C.3</b>	Analyze factors that influence the use and abuse alcohol, tobacco, and other drugs.
<b>3, 4, 6</b>	<b>2.3.C.6</b>	Discuss theories about dependency, such as genetic predisposition, gender-related predisposition, and multiple risks.