



Educated Choices Program

Massachusetts 7-8 Standards Alignment

The presentations offered by the Educated Choices Program provide support for teaching and learning of the following standards.

| Massachusetts Curriculum Framework COMPREHENSIVE HEALTH 7-8 | | | ECP Presentations | | | | |
|--|----------------------------|---|------------------------------------|------------------|---------------------------|----------------------|---------------------------------------|
| | | | Environment and Modern Agriculture | Healthful Eating | Modern Animal Agriculture | The Ethics of Eating | Plant-Based / Cell-Based Technologies |
| Physical Health | Growth and Development 1.9 | Apply skills that increase immediate peak functioning of body systems (vigorous exercise, eating nutritious foods, adequate rest) | | ✓ | | ✓ | |
| | Nutrition 3.9 | Describe a healthy diet and adequate physical activity during the adolescent growth spurt | | ✓ | | ✓ | |

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| Physical Health | Nutrition 3.11 | Analyze dietary intake and eating patterns | | ✓ | | ✓ | |
| Safety and Prevention | Disease Prevention and Control 8.5 | Identify ways individuals can reduce risk factors related to communicable and chronic diseases | | ✓ | | ✓ | |
| Personal and Community Health | Consumer Health and Resource Management 12.6 | Describe how allowing time for healthy activities (such as exercise, preparing nutritious meals, getting adequate sleep) can improve health | | ✓ | | ✓ | |
| Personal and Community Health | Consumer Health and Resource Management 12.8 | Identify ways consumer decisions and actions can influence physical and mental health | | ✓ | | ✓ | |
| | Ecological Health 13.4 | Identify individual and community responsibility in ecological health | ✓ | | | ✓ | ✓ |
| | Ecological Health 13.5 | Evaluate solutions generated by science, technology/engineering, and individuals regarding ecological health problems (such as energy use, water use, waste disposal, and food shortage) | ✓ | | | ✓ | ✓ |
| | Community and Public Health 14.5 | Identify the origins and accuracy of facts in social messages that promote healthy and unhealthy behaviors | | ✓ | | ✓ | |

Massachusetts Curriculum Framework
ENGLISH LANGUAGE ARTS AND LITERACY 7-8

ECP Presentations

| Massachusetts Curriculum Framework ENGLISH LANGUAGE ARTS AND LITERACY 7-8 | | | ECP Presentations | | | | |
|--|---------------------------------------|---|------------------------------------|------------------|---------------------------|----------------------|---------------------------------------|
| | | | Environment and Modern Agriculture | Healthful Eating | Modern Animal Agriculture | The Ethics of Eating | Plant-Based / Cell-Based Technologies |
| Grade 7: Speaking and Listening | Comprehension and Collaboration 1 | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 7 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly. | ✓ | ✓ | ✓ | ✓ | ✓ |
| | Comprehension and Collaboration 1c | Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. | ✓ | ✓ | ✓ | ✓ | ✓ |
| | Comprehension and Collaboration 1d | Acknowledge new information expressed by others and, when warranted, modify their own views. | ✓ | ✓ | ✓ | ✓ | ✓ |
| | Comprehension and Collaboration 2 | Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. | ✓ | ✓ | ✓ | ✓ | ✓ |
| | Comprehension and Collaboration 3 | Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence. | ✓ | ✓ | ✓ | ✓ | ✓ |

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| Grade 8: Speaking and Listening | Comprehension and Collaboration 1 | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 8 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly. | ✓ | ✓ | ✓ | ✓ | ✓ |
| | Comprehension and Collaboration 1c | Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas | ✓ | ✓ | ✓ | ✓ | ✓ |
| | Comprehension and Collaboration 1d | Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. | ✓ | ✓ | ✓ | ✓ | ✓ |
| | Comprehension and Collaboration 2 | Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation. | ✓ | ✓ | ✓ | ✓ | ✓ |
| | Comprehension and Collaboration 3 | Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced. | ✓ | ✓ | ✓ | ✓ | ✓ |

| <p style="text-align: center;">Massachusetts Curriculum Framework</p> <p style="text-align: center;">SCIENCE AND TECHNOLOGY / ENGINEERING 7-8</p> | | | ECP Presentations | | | | |
|---|-----------------|--|------------------------------------|------------------|---------------------------|----------------------|---------------------------------------|
| | | | Environment and Modern Agriculture | Healthful Eating | Modern Animal Agriculture | The Ethics of Eating | Plant-Based / Cell-Based Technologies |
| Grade 7: Earth and Space Science | 7.MS-ESS3-4 | Construct an argument supported by evidence that human activities and technologies can mitigate the impact of increases in human population and per capita consumption of natural resources on the environment. | ✓ | | | ✓ | ✓ |
| Grade 7: Life Science | 7.MS-LS2-4 | Analyze data to provide evidence that disruptions (natural or human-made) to any physical or biological component of an ecosystem can lead to shifts in all its populations | ✓ | | | ✓ | |
| Grade 7: Life Science | 7.MS-LS2-5 | Evaluate competing design solutions for protecting an ecosystem. Discuss benefits and limitations of each design | ✓ | | | ✓ | ✓ |
| | 7.MS-LS2-6(MA). | Explain how changes to the biodiversity of an ecosystem—the variety of species found in the ecosystem—may limit the availability of resources humans use. Clarification Statement: Examples of resources can include food, energy, medicine, and clean water. | ✓ | | | ✓ | |

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| Grade 8: Earth and Space Science | 8.MS-ESS3-5. | Examine and interpret data to describe the role that human activities have played in causing the rise in global temperatures over the past century. Clarification Statements: <ul style="list-style-type: none">• Examples of human activities include fossil fuel combustion, deforestation, and agricultural activity. | ✓ | | | ✓ | |
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