



Alabama 7th and 8th Grade Standards Alignment

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

Alabama Learning Exchange Standards ENGLISH LANGUAGE ARTS 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	30.	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.	✓	✓	✓	✓	✓
	30.c.	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.	✓	✓	✓	✓	✓

Grade 7: Speaking and Listening	30.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.	✓	✓	✓	✓	✓
	31.	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.	✓	✓	✓	✓	✓
	32.	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.	✓	✓	✓	✓	✓
Grade 8: Integration of Knowledge and Ideas	16.	Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.	✓	✓	✓	✓	✓
Grade 8: Speaking and Listening	30.	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.	✓	✓	✓	✓	✓
	30.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.	✓	✓	✓	✓	✓
	30.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.	✓	✓	✓	✓	✓

Grade 8: Speaking and Listening	31.	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.	✓	✓	✓	✓	✓
	32.	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.	✓	✓	✓	✓	✓

Alabama Learning Exchange Standards

HEALTH EDUCATION 7-8

ECP Presentations

**Environment and
Modern Agriculture**

Healthful Eating

**Modern Animal
Agriculture**

The Ethics of Eating

**Plant-Based / Cell-
Based Technologies**

Grade 7	2.	Explain cultural influences on health behaviors, including social norms, family traditions, and stereotypes.	✓	✓	✓	✓	✓
	3.	Describe how health is affected by the environment.	✓			✓	
	4.	Evaluate advances in technology that can improve environmental health.	✓			✓	✓
	5.	Describe the influence of family history, culture, and environment on the causes and prevention of disease and other health problems.		✓		✓	
	10.	Describe diseases of the nervous, reproductive, circulatory, and respiratory systems.		✓		✓	
Grade 8	4.	Recognize cultural influences that impact health behaviors.		✓		✓	
	7.	Identify barriers to communication regarding health-related issues.		✓		✓	
	10.	Identify possible consequences of poor nutrition. Example: increased risk for heart disease, obesity, cancer, fatigue, poor academic performance, osteoporosis		✓		✓	

Alabama Learning Exchange Standards SCIENCE 7-8			ECP Presentations				
			Environment and Modern Agriculture	Healthful Eating	Modern Animal Agriculture	The Ethics of Eating	Plant-Based / Cell-Based Technologies
Grade 7	6.	Analyze and interpret data to provide evidence regarding how resource availability impacts individual organisms as well as populations of organisms within an ecosystem.	✓			✓	
	7.	Use empirical evidence from patterns and data to demonstrate how changes to physical or biological components of an ecosystem (e.g., deforestation, succession, drought, fire, disease, human activities, invasive species) can lead to shifts in populations.	✓			✓	
	9.	Engage in argument to defend the effectiveness of a design solution that maintains biodiversity and ecosystem services (e.g., using scientific, economic, and social considerations regarding purifying water, recycling nutrients, preventing soil erosion).	✓			✓	✓

Alabama Learning Exchange Standards

SOCIAL STUDIES 7-8

ECP Presentations

**Environment and
Modern Agriculture**

Healthful Eating

**Modern Animal
Agriculture**

The Ethics of Eating

**Plant-Based / Cell-
Based Technologies**

Alabama Learning Exchange Standards SOCIAL STUDIES 7-8			ECP Presentations				
			Environment and Modern Agriculture	Healthful Eating	Modern Animal Agriculture	The Ethics of Eating	Plant-Based / Cell- Based Technologies
Grade 7: Civics	8.	Appraise the relationship between the consumer and the marketplace in the economy of the United States regarding scarcity, opportunity cost, trade-off decision making, and the stock market.			✓	✓	
	11.	Compare changes in social and economic conditions in the United States during the twentieth and twenty-first centuries.			✓	✓	
	12.	Describe how the United States can be improved by individual and group participation in civic and community activities.	✓			✓	✓
Grade 7: Geography	3.	<p>Compare geographic patterns in the environment that result from processes within the atmosphere, biosphere, lithosphere, and hydrosphere of Earth's physical systems.</p> <ul style="list-style-type: none"> • Describing characteristics and physical processes that influence the spatial distribution of ecosystems and biomes on Earth's surface • Comparing how ecosystems vary from place to place and over time <p>Examples: place to place—differences in soil, climate, and topography over time—alteration or destruction of natural habitats due to effects of floods and forest fires, reduction of species diversity due to loss of natural habitats, reduction of wetlands due to replacement by farms, reduction of forest and farmland due to replacement by housing developments, reduction of previously cleared land due to reforestation efforts</p> <ul style="list-style-type: none"> • Comparing geographic issues in different regions that result from human and natural processes <p>Examples: human—increase or decrease in population, land-use change in tropical forests</p>	✓			✓	

Grade 7: Geography	9.	<p>Explain how human actions modify the physical environment within and between places, including how human-induced changes affect the environment.</p> <p>Examples: within—construction of dams and downstream water availability for human consumption, agriculture, and aquatic ecosystems</p> <p>between—urban heat islands and global climate change, desertification and land degradation, pollution and ozone depletion</p>	✓			✓	
	11.	<p>Explain the cultural concept of natural resources and changes in spatial distribution, quantity, and quality through time and by location.</p> <ul style="list-style-type: none"> • Evaluating various cultural viewpoints regarding the use or value of natural resources <p>Examples: salt and gold as valued commodities, petroleum product use and the invention of the internal combustion engine</p> <ul style="list-style-type: none"> • Identifying issues regarding depletion of nonrenewable resources and the sustainability of renewable resources <p>Examples: ocean shelf and Arctic exploration for petroleum, hybrid engines in cars, wind-powered generators, solar collection panels</p>	✓		✓	✓	