



Educated Choices Program

Virginia 7th and 8th Grade Standards Alignment

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

Virginia Standards of Learning 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, Listening, Media Literacy	7.1	The student will participate in and contribute to conversations, group discussions, and oral presentations.	✓	✓	✓	✓	✓
	7.1.c	Ask probing questions to seek elaboration and clarification of ideas.	✓	✓	✓	✓	✓

Grade 7: Speaking, Listening, Media Literacy	7.1.d	Make statements to communicate agreement or tactful disagreement with others' ideas.	✓	✓	✓	✓	✓
	8.3	The student will analyze, develop, and produce creative or informational media messages.	✓	✓	✓	✓	✓
Grade 8: Speaking, Listening, Media Literacy	8.3.a	Analyze the purpose of information and persuasive techniques used in diverse media formats.	✓	✓	✓	✓	✓
	8.3.b	Examine how values and viewpoints are included or excluded and how the media can influence beliefs, behaviors, and interpretations.	✓	✓	✓	✓	✓
	8.3.d	Evaluate sources for relationships between intent and factual content.	✓	✓	✓	✓	✓
	8.3.e	Utilize multimedia to clarify information and emphasize differing points of view.	✓	✓	✓	✓	✓
	8.3.f	Evaluate the motives (e.g., social, commercial, political) behind media presentation(s).	✓	✓	✓	✓	✓

<p style="text-align: center;">Virginia Standards of Learning</p> <p style="text-align: center;">HEALTH EDUCATION 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: Essential Health Concepts	7.1 g.	Describe the benefit of eating foods to meet the recommendations for iron, calcium, and fiber.		✓		✓	
	7.1 w.	Describe human activities that contribute to air, water, soil, and noise pollution.	✓			✓	✓
Grade 7: Healthy Decisions	7.2 d.	Describe how healthy food choices and physical activity keep the circulatory system healthy.		✓		✓	
	7.2 e.	Analyze the effects of nutrition on daily performance.		✓		✓	
	7.2 n.	Explain the influence of personal and family values and beliefs on individual health practices and behaviors.	✓	✓	✓	✓	✓
	7.2 o.	Describe how peers influence healthy and unhealthy behaviors.		✓		✓	

Grade 7: Healthy Decisions	7.2 t.	Describe how a healthy environment is essential to personal and community health.	✓	✓		✓	✓
	7.2 u.	Evaluate the relationship of social and environmental factors to individual and community health.	✓	✓		✓	✓
Grade 7: Advocacy and Health Promotion	7.3 i.	Describe how family practices and customs promote positive health choices.		✓		✓	
	7.3 j.	Analyze the types of advertising techniques used to influence adolescent and family health practices and decisions.	✓	✓	✓	✓	✓
	7.3 k.	Evaluate the validity of information from different resources, and share findings with others.		✓		✓	✓
	7.3 u.	Demonstrate ways to conserve and promote the conservation of natural resources.	✓			✓	✓
Grade 8: Essential Health Concepts	8.1 f.	Explain the roles of preventive health measures, immunization, and treatment in disease prevention.		✓		✓	✓
	8.1 h.	Identify pathogenic, genetic, age, cultural, environmental, and behavioral factors that influence the degree of risk of diabetes, heart disease, and stroke.		✓		✓	
	8.1 v.	Describe pollutants found in water, soil, and air and their impact on body systems.	✓			✓	

Grade 8: Healthy Decisions	8.2 c.	Determine the benefits of developing and implementing short- and long-term personal and family health and fitness goals that are achievable and purposeful.		✓		✓	
	8.2 e.	Analyze the impact of family and personal influences on eating habits and attitudes toward weight management.		✓		✓	
	8.2 g.	Describe personal and family preventive health measures, including immunizations, nutrition, physical activity, and sleep, in preventing diabetes, heart disease, stroke, and other chronic diseases.		✓		✓	
	8.2 l.	Identify the benefits of using resistance, problem-solving, and decision-making skills for addressing health issues at home and at school.		✓		✓	✓
	8.2 r.	Explain how humans and the environment are interdependent.	✓			✓	✓
Grade 8: Advocacy and Health Promotion	8.3 e.	Create a plan to make healthy food choices, including choosing fruits and vegetables, in a variety of settings.		✓		✓	
	8.3 g.	Develop a strategy to prevent diabetes, heart disease, stroke, and other chronic diseases and conditions.		✓		✓	

<p style="text-align: center;">Virginia Standards of Learning</p> <p style="text-align: center;">HISTORY AND SOCIAL SCIENCE 7-8</p>			ECP Presentations				
			Environment and Modern Agriculture	Healthful Eating	Modern Animal Agriculture	The Ethics of Eating	Plant-Based / Cell-Based Technologies
United States History	USIL.9 d.	Examining American foreign policy, immigration, the global environment, and other emerging issues.	✓	✓	✓	✓	✓
Civics and Economics	CE.4	The student will demonstrate knowledge of personal character traits that facilitate thoughtful and effective participation in civic life by a) practicing trustworthiness and honesty; b) practicing courtesy and respect for the rights of others; c) practicing responsibility, accountability, and self-reliance; f) practicing decision making;	✓	✓	✓	✓	✓
	CE.11	The student will demonstrate knowledge of how economic decisions are made in the marketplace by a) applying the concepts of scarcity, resources, choice, opportunity cost, price, incentives, supply and demand, production, and consumption;			✓	✓	✓
	CE.12	The student will demonstrate knowledge of the structure and operation of the United States economy by b) explaining the circular flow that shows how consumers (households), businesses (producers), and markets interact;			✓	✓	✓

World Geography	WG.2	The student will analyze how selected physical and ecological processes shape the Earth's surface by b) describing how humans influence the environment and are influenced by it;	✓			✓	✓
	WG.6	The student will analyze past and present trends in human migration and cultural interaction as they are influenced by social, economic, political, and environmental factors.	✓			✓	✓
	WG.7	The student will identify types of natural, human, and capital resources and explain their significance by a) showing their influence on patterns of economic activity and land use; b) evaluating perspectives and consequences regarding the use of resources.	✓			✓	✓
Virginia and United States Government	GOVT.11	The student will demonstrate knowledge of civil liberties and civil rights by d) exploring the balance between individual liberties and the public interest	✓		✓	✓	✓
	GOVT.15	The student will demonstrate knowledge of the United States market economy by d) explaining the interaction of supply and demand;	✓		✓	✓	✓
	GOVT.17	The student will demonstrate knowledge of personal character traits that facilitate thoughtful and effective participation in civic life by c) practicing responsibility, accountability, and self-reliance;	✓	✓	✓	✓	✓
	GOVT.18	The student will understand that thoughtful and effective participation in civic life is characterized by e) keeping informed about current issues; f) respecting differing opinions in a diverse society;	✓	✓	✓	✓	✓

Science Standards of Learning SCIENCE 7-12			ECP Presentations				
			Environment and Modern Agriculture	Healthful Eating	Modern Animal Agriculture	The Ethics of Eating	Cell-Based / Plant-Based Technologies
Life Science	LS.8	The student will investigate and understand that ecosystems, communities, populations, and organisms are dynamic and change over time. Key ideas include a) organisms respond to daily, seasonal, and long-term changes; b) changes in the environment may increase or decrease population size; and c) large-scale changes such as eutrophication, climate changes, and catastrophic disturbances affect ecosystems.	✓			✓	
	LS.9	The student will investigate and understand that relationships exist between ecosystem dynamics and human activity. Key ideas include a) changes in habitat can disturb populations; b) disruptions in ecosystems can change species competition; and c) variations in biotic and abiotic factors can change ecosystems.	✓			✓	

<p>Biology</p>	<p>BIO.8</p>	<p>The student will investigate and understand that there are dynamic equilibria within populations, communities, and ecosystems. Key ideas include</p> <ul style="list-style-type: none"> a) interactions within and among populations include carrying capacities, limiting factors, and growth curves; b) nutrients cycle with energy flow through ecosystems; c) ecosystems have succession patterns; and d) natural events and human activities influence local and global ecosystems and may affect the flora and fauna of Virginia. 	<p>✓</p>		<p>✓</p>	<p>✓</p>	
<p>Earth Science</p>	<p>ES.6</p>	<p>The student will investigate and understand that resource use is complex. Key ideas include</p> <ul style="list-style-type: none"> a) global resource use has environmental liabilities and benefits; b) availability, renewal rates, and economic effects are considerations when using resources; c) use of Virginia resources has an effect on the environment and the economy; and d) all energy sources have environmental and economic effects. 	<p>✓</p>		<p>✓</p>	<p>✓</p>	<p>✓</p>
	<p>ES.10</p>	<p>The student will investigate and understand that oceans are complex, dynamic systems and are subject to long- and short-term variations. Key ideas include</p> <ul style="list-style-type: none"> a) chemical, biological, and physical changes affect the oceans; b) environmental and geologic occurrences affect ocean dynamics; c) unevenly distributed heat in the oceans drives much of Earth's weather; d) features of the sea floor reflect tectonic and other geological processes; and e) human actions, including economic and public policy issues, affect oceans and the coastal zone including the Chesapeake Bay. 	<p>✓</p>		<p>✓</p>		

Earth Science	ES.11	<p>The student will investigate and understand that the atmosphere is a complex, dynamic system and is subject to long-and short-term variations. Key ideas include</p> <ul style="list-style-type: none"> a) the composition of the atmosphere is critical to most forms of life; b) biologic and geologic interactions over long and short time spans change the atmospheric composition; c) natural events and human actions may stress atmospheric regulation mechanisms; and d) human actions, including economic and policy decisions, affect the atmosphere. 	✓			✓	
	ES.12	<p>The student will investigate and understand that Earth’s weather and climate are the result of the interaction of the sun’s energy with the atmosphere, oceans, and the land. Key ideas include</p> <ul style="list-style-type: none"> a) weather involves the reflection, absorption, storage, and redistribution of energy over short to medium time spans; b) weather patterns can be predicted based on changes in current conditions; c) extreme imbalances in energy distribution in the oceans, atmosphere, and the land may lead to severe weather conditions; d) models based on current conditions are used to predict weather phenomena; and e) changes in the atmosphere and the oceans due to natural and human activity affect global climate. 	✓			✓	