



Educated Choices Program

Maine Standards Alignment

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

Common Core Standards ENGLISH LANGUAGE ARTS 7-8			ECP Presentations				
			Environment and Modern Agriculture	Healthful Eating	Modern Animal Agriculture	The Ethics of Eating	Cell-Based/Plant-Based Technologies
Speaking and Listening Grade 7	CCSS.ELA-LITERACY.SL.7.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.	✓	✓	✓	✓	✓
	CCSS.ELA-LITERACY.SL.7.1.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.	✓	✓	✓	✓	✓

Speaking and Listening Grade 7	CCSS.ELA-LITERACY.SL.7.1.D	Acknowledge new information expressed by others and, when warranted, modify their own views.	✓	✓	✓	✓	✓
	CCSS.ELA-LITERACY.SL.7.2	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.	✓	✓	✓	✓	✓
	CCSS.ELA-LITERACY.SL.7.3	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.	✓	✓	✓	✓	✓
Speaking and Listening Grade 8	CCSS.ELA-LITERACY.SL.8.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.	✓	✓	✓	✓	✓
	CCSS.ELA-LITERACY.SL.8.1.C	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.	✓	✓	✓	✓	✓
	CCSS.ELA-LITERACY.SL.8.1.D	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.	✓	✓	✓	✓	✓
	CCSS.ELA-LITERACY.SL.8.2	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.	✓	✓	✓	✓	✓
	CCSS.ELA-LITERACY.SL.8.3	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.	✓	✓	✓	✓	✓

Maine Standards
HEALTH EDUCATION 7-8

ECP Presentations

Maine Standards HEALTH EDUCATION 7-8			ECP Presentations				
			Environment and Modern Agriculture	Healthful Eating	Modern Animal Agriculture	The Ethics of Eating	Cell-Based/Plant- Based Technologies
Health Concepts	A1	Students examine the relationship between behaviors and personal health. a. Explain the importance of assuming responsibility for personal health. b. Examine the relationship between healthy and unhealthy behaviors and personal health. c. Identify the possible barriers to practicing healthy behaviors.		✓		✓	
	A3	Students identify causes of common adolescent diseases and other health problems and describe ways to reduce, prevent, or treat them.		✓		✓	
	A4	Students determine how environment and other factors impact personal health. a. Analyze how environment impacts personal health. b. Describe how family history can impact personal health. c. Explain how appropriate health care can promote personal health.	✓	✓		✓	
	A6	Students explain essential health concepts related to family life; nutrition; personal health; safety and injury prevention; and tobacco, alcohol, and other drug use prevention.		✓		✓	

Influences on Health	D1	Students explain and analyze influences on adolescent health behaviors. a. Examine how the family, school, and community influence the health behaviors of adolescents. b. Describe how peers influence healthy and unhealthy behaviors. c. Analyze how messages from media influence health behaviors. d. Explain how the perceptions of norms influence healthy and unhealthy behaviors. e. Explain how culture and personal values and beliefs influence individual health behaviors.	✓	✓		✓	
Communication and Advocacy Skills	E2	Students describe ways to influence and support others in making positive health choices. a. Develop a health-enhancing position on a topic and support it with information. b. Develop health-enhancing messages using communication techniques that target a specific audience. c. Demonstrate an ability to work cooperatively as an advocate for healthy individuals, families, and schools.		✓		✓	
Decision-Making and Goal-Setting Skills	F1	Students apply decision-making skills to enhance health. a. Determine when health-related situations require the application of a thoughtful decision-making process. b. Determine when individual or collaborative decision-making is appropriate. c. Distinguish between healthy and unhealthy alternatives to d. health-related issues or problems and predict the potential short-term impact of alternative decisions for themselves and others. e. Choose healthy alternatives over unhealthy alternatives when making a decision. f. Analyze the outcomes of a health-related decision	✓	✓		✓	✓

<p style="text-align: center;">Maine Standards</p> <p style="text-align: center;">SCIENCE & ENGINEERING 7-8</p>			ECP Presentations				
			Environment and Modern Agriculture	Healthful Eating	Modern Animal Agriculture	The Ethics of Eating	Cell-Based/Plant-Based Technologies
Life Science	MS-LS2-4	Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations. Explore the impacts of farming, urban sprawl and pollution.	✓		✓	✓	✓
	MS-LS2-5	Evaluate competing design solutions for maintaining biodiversity and ecosystem services.	✓			✓	✓
Earth and Space Science	MS-ESS3-2	Analyze and interpret data on natural hazards to forecast future catastrophic events and inform the development of technologies to mitigate their effects. Further explanation: Emphasis is on how some natural hazards, such as	✓			✓	✓
	MS-ESS3-4	Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems.	✓			✓	✓

Next Generation Science Standards SCIENCE 7-8			ECP Presentations				
			Environment and Modern	Healthful Eating	Modern Animal Agriculture	The Ethics of Eating	Plant-Based / Cell-Based Technologies
Life Science	MS-LS2-1	Analyze and interpret data to provide evidence for the effects of resource availability on organisms and populations of organisms in an ecosystem.	✓			✓	✓
	MS-LS2-4	Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations.	✓			✓	
	MS-LS2-5	Evaluate competing design solutions for maintaining biodiversity and ecosystem services.					✓
Earth and Space Sciences	MS-ESS3-3	Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.	✓			✓	✓
	MS-ESS3-4	Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems.	✓			✓	

Earth and Space Sciences	MS-ESS3-5	Ask questions to clarify evidence of the factors that have caused the rise in global temperatures over the past century.	✓			✓	✓
Engineering, Technology, and Applications of Science	MS-ETS1-1	Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions.	✓	✓	✓	✓	✓