



# Educated Choices Program

## Rhode Island Standards Alignment

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

Rhode Island Common Core Standards  <b>ENGLISH LANGUAGE ARTS &amp; LITERACY 7-8</b>			ECP Presentations				
			Environment and Modern Agriculture	Healthful Eating	Modern Animal Agriculture	The Ethics of Eating	Cell-Based/Plant-Based Technologies
<b>Speaking and Listening Grade 7</b>	Comprehension and Collaboration 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.	✓	✓	✓	✓	✓
	Comprehension and Collaboration 1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.	✓	✓	✓	✓	✓

<b>Speaking and Listening Grade 7</b>	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.	✓	✓	✓	✓	✓
<b>Speaking and Listening Grade 8</b>	Comprehension and Collaboration 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.	✓	✓	✓	✓	✓
	Comprehension and Collaboration 1.c.	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 1.d.	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;"><b>Rhode Island Standards</b></p> <p style="text-align: center;"><b>HEALTH EDUCATION 7-8</b></p>			ECP Presentations				
			Environment and Modern Agriculture	Healthful Eating	Modern Animal Agriculture	The Ethics of Eating	Cell-Based/Plant-Based Technologies
<b>Personal Health</b>	1.4b.	describe how family, peers and environment are interrelated with the health of adolescents, including physical activity, nutrition and hygiene practices (REQUIRED TOPICS: family history; current statistics regarding physical activity among adolescents; food choices; availability of resources for engaging in healthy behaviors) how improvements in the environment improve personal health; how improvements in the environment enhance personal and community health)	✓	✓		✓	
	2.2	utilize resources from home, school and community that provide valid personal health information. (REQUIRED TOPICS: sources of products and services.)		✓		✓	
	6.5	develop a plan that addresses personal strengths, needs and health risks. (REQUIRED TOPICS: selecting appropriate physical activity levels; avoiding excessive physical activity to lose weight; decisions about eating patterns, care for body; integrating mental and emotional health into all areas of health.)		✓		✓	
	7.4	influence and support others in making positive choices affecting environmental and personal health, (including physical activity).	✓	✓	✓	✓	✓

<b>Nutrition</b>	1.1	Explain the relationship between good nutrition, prevention of disease and personal wellness (REQUIRED TOPICS: energy balance, healthy food choices, variety and moderation, major nutrients, where in food pyramid specific nutrients are found, food sources for nutrients, US Dietary guidelines)		✓		✓	
	1.3	explain how proper nutrition affects the interaction of body systems.		✓		✓	
	1.4	Describe how family, peers and environment influence nutritional status and nutrition behaviors (REQUIRED TOPICS: food choices; high fat/low fat foods; benefits of exercise)		✓		✓	
	1.7	Describe how lifestyle, family history, and pathogens are related to the cause or prevention of disease and other health problems. (REQUIRED TOPICS: relationship between chronic disease and nutrition; food handling and safety; personal wellness)		✓		✓	
	2.2	Access resources from home, school and community that provide valid nutrition information (REQUIRED TOPICS: reliable sources of information).		✓		✓	
	3.1	Explain the importance of assuming responsibility for eating behaviors		✓		✓	
	4.1	Describe the influence of cultural beliefs and cultural diversity with respect to nutritional differences and behaviors	✓	✓	✓	✓	✓

<p><b>Nutrition</b></p>	<p>7.1</p>	<p>Discuss accurate nutrition information and express opinions about nutrition issues</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>
<p><b>Disease Prevention and Control</b></p>	<p>1.1</p>	<p>describe relationships between personal health behaviors and individual well-being. (REQUIRED TOPICS: distinguish among illness, disease and health; relationship between positive feelings of self and taking care of one’s body; disease causing agents; factors which contribute to disease and infection; difference between communicable and non-communicable disease; how disease and disorders affect feelings and actions). Non-communicable diseases: (REQUIRED TOPICS: cardiovascular disease (heart attack, stroke, high blood pressure, hypertension); risk factors related to heart disease; effects of cigarette smoking on body systems; cancer; stress and its relationship to heart disease, ulcers, and other disorders; physically challenged individuals.</p>		<p>✓</p>		<p>✓</p>	

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.	✓			✓	

<b>Earth and Space Sciences</b>	<b>MS-ESS3-5</b>	Ask questions to clarify evidence of the factors that have caused the rise in global temperatures over the past century.	✓			✓	✓
<b>Engineering, Technology, and Applications of Science</b>	<b>MS-ETS1-1</b>	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.	✓	✓	✓	✓	✓

<p style="text-align: center;"><b>Rhode Island Content Standards</b></p> <p style="text-align: center;"><b>SOCIAL STUDIES 7-8</b></p>			ECP Presentations				
			Environment and Modern Agriculture	Healthful Eating	Modern Animal Agriculture	The Ethics of Eating	Cell-Based/Plant-Based Technologies
<b>Civics &amp; Government</b>	C&G 4 (7-8)-3.a.	demonstrating an understanding and empathy for the opinions of others (e.g., listening to and asking relevant questions, considering alternative perspectives, voicing alternative points of view, recognizing bias)	✓	✓	✓	✓	✓
	C&G 5 (7-8) - 3.a.	making predictions as to the effects of personal consumer, environmental, communication, and eventual political choices (e.g., hybrid cars, local v. imported)	✓	✓	✓	✓	✓
	C&G 5 (7-8) - 3.b.	summarizing a significant situation; proposing and defending actions to be taken or not taken (e.g., pollution, consumption, conservation)	✓	✓	✓	✓	✓
<b>Historical Perspectives</b>	HP 5 (7-8) - 2.c.	describing how environment (e.g., physical, cultural, etc.) or changes in that environment affects a civilization/country/nation (e.g., settlement, conflicts, transportation, climate change, commerce).	✓			✓	✓
<b>Geography</b>	G 4 (7-8) -2.a.	analyzing the impact of human reactions to environmental changes and identifying and providing alternate solutions with supporting evidence.	✓			✓	✓



<b>Geography</b>	G 4 (7-8) -3.a.	making predictions and drawing conclusions about the impact that human actions have on the physical environment.	✓			✓	✓
<b>Economics</b>	E 1 (7-8) -2.a.	explaining the pros and cons of consumer and producer choices.	✓	✓	✓	✓	✓
	E 2 (7-8) -2.b.	explaining how innovations and technology positively or negatively impact industries, economies, cultures, and innovations.	✓		✓	✓	✓