



## Maryland 7-8 Standards Alignment

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

Maryland Academic Standards <b>ENGLISH LANGUAGE ARTS 7-8</b>			ECP Presentations				
			Environment and Modern	Healthful Eating	Modern Animal Agriculture	The Ethics of Eating	Plant-Based / Cell-Based Technologies
<b>Grade 7: Speaking and Listening</b>	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.	✓	✓	✓	✓	✓
	<u>CCSS.ELA-LITERACY.SL.7.1.C</u>	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.	✓	✓	✓	✓	✓

<b>Grade 7: Speaking and Listening</b>	<a href="#">CCSS.ELA-LITERACY.SL.7.1.D</a>	Acknowledge new information expressed by others and, when warranted, modify their own views.	✓	✓	✓	✓	✓
	<a href="#">CCSS.ELA-LITERACY.SL.7.3</a>	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.	✓	✓	✓	✓	✓
<b>Grade 8: Speaking and Listening</b>	<a href="#">CCSS.ELA-LITERACY.SL.8.1</a>	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.	✓	✓	✓	✓	✓
	<a href="#">CCSS.ELA-LITERACY.SL.8.1.C</a>	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.	✓	✓	✓	✓	✓
	<a href="#">CCSS.ELA-LITERACY.SL.8.1.D</a>	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.	✓	✓	✓	✓	✓
	<a href="#">CCSS.ELA-LITERACY.SL.8.3</a>	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.	✓	✓	✓	✓	✓

**Maryland Academic Standards**  
**HEALTH EDUCATION 7-8**

**ECP Presentations**

			ECP Presentations				
			Environment and Modern Agriculture	Healthful Eating	Modern Animal Agriculture	The Ethics of Eating	Plant-Based / Cell-Based Technologies
<b>Grade 7: Nutrition and Fitness</b>	D.1.b.	List and explain how nutrients affect the risk factors for common chronic diseases, including cancer, cardiovascular disease, osteoporosis, and Type II Diabetes.		✓		✓	
	D.1.d.	Investigate food sources/groups for nutrients that have a positive and negative effect on the four common chronic diseases and being overweight or obese.		✓		✓	
<b>Grade 7: Disease Prevention and Control</b>	D.1.	Describe behaviors to reduce the risk of developing cardiovascular disease.		✓		✓	
<b>Grade 8: Disease Prevention and Control</b>	D.2.a.	Identify risk factors that impact non communicable diseases, such as family history, lifestyle choices, and environment.		✓		✓	
	D.2.b.	Categorize risk factors into those that are controllable or uncontrollable.		✓		✓	
	D.2.c.	Identify protective factors that decrease occurrence of non communicable diseases including regular medical check-ups, immunizations and screening, diet and weight management, exercise and rest, and environmental exposure.		✓		✓	

Next Generation Science Standards  <b>SCIENCE 7-8</b>			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.	✓	✓	✓	✓	✓

**Maryland Academic Standards**  
**SCIENCE CORE LEARNING GOALS 7-8**

**ECP Presentations**

			ECP Presentations				
			Environment and Modern Agriculture	Healthful Eating	Modern Animal Agriculture	The Ethics of Eating	Plant-Based / Cell-Based Technologies
<b>Biology</b>	3.6.1	The student will analyze the consequences and/or trade-offs between technological changes and their effect on the individual, society, and the environment. They may select topics such as bioethics, genetic engineering, endangered species, or food supply					✓
	3.6.2	The student will investigate a biological issue and be able to defend their position on topics such as animal rights, drug and alcohol abuse, viral diseases (e.g., AIDS), genetic engineering, bioethics, biodiversity, population growth, global sustainability, or origin of life.	✓		✓	✓	✓
<b>Environmental Science</b>	6.3.1	The student will evaluate the interrelationship between humans and air quality.	✓			✓	
	6.3.2	The student will evaluate the interrelationship between humans and water quality and quantity	✓			✓	✓
	6.3.3	The student will evaluate the interrelationship between humans and land resources	✓			✓	✓
	6.3.4	The student will evaluate the interrelationship between humans and biological resources	✓		✓	✓	✓

<p style="text-align: center;"><b>Maryland Academic 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	Plant-Based / Cell-Based Technologies
<b>Civics: Grade 7</b>	B.2.b	Analyze the concept of a global citizen and how the awareness and responsibilities have changed during the information age.	✓			✓	✓
	C.1.a	Justify the responsibilities associated with certain human rights in a global society such as a commitment to world peace and the elimination of poverty.	✓			✓	✓
<b>Geography Grade 7</b>	D.1.a.	Identify tradeoffs of using resources to pursue economic opportunities v. preserving the environment, such as water use, the burning of fossil fuels, deforestation, and strip mining.	✓		✓	✓	✓
	D.1.b.	Evaluate the consequences of modifying the natural environment, such as desertification, air pollution, and climate change.	✓			✓	
<b>Geography Grade 8</b>	D.1.a.	Analyze the tradeoffs of using resources to pursue economic opportunities v. preserving the environment, such as westward movement.	✓			✓	✓
	D.1.b.	Explain the consequences of modifying the natural environment, such as soil erosion, loss of soil fertility and over-fishing	✓			✓	

<b>Geography Grade 8</b>	D.1.c.	Identify and explain land use issues that illustrate the conflict between economic growth and using the environment.	✓			✓	
<b>Economics: Grade 7</b>	A.1.	Analyze the decisions that people made because resources were limited relative to economic wants for goods and services in contemporary world regions.	✓		✓	✓	
	A.2.b.	Identify tradeoffs made in economic decisions by producers and consumers.	✓		✓	✓	✓
<b>Economics: Grade 8</b>	A.1.	Analyze the decisions that people made because resources were limited relative to economic wants for goods and services in America.	✓			✓	