



Maryland Standards Alignment

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

English Language Arts and Literacy Grades 7-8		Environment and Modern Agriculture	Healthful Eating	Future of Food
Grade 7 Speaking and Listening	Comprehension and Collaboration 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.	✓	✓	✓
Grade 7 Speaking and Listening	Comprehension and Collaboration 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.	✓	✓	✓
Grade 7 Speaking and Listening	Comprehension and Collaboration SL.7.1.d Acknowledge new information expressed by others and, when warranted, modify their own views.	✓	✓	✓

<p>Grade 7 Speaking and Listening</p>	<p>Comprehension and Collaboration 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.</p>	✓	✓	✓
<p>Grade 8 Speaking and Listening</p>	<p>Comprehension and Collaboration 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.</p>	✓	✓	✓
<p>Grade 8 Speaking and Listening</p>	<p>Comprehension and Collaboration 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.</p>	✓	✓	✓
<p>Grade 8 Speaking and Listening</p>	<p>Comprehension and Collaboration 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.</p>	✓	✓	✓
<p>Grade 8 Speaking and Listening</p>	<p>Comprehension and Collaboration 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.</p>	✓	✓	✓

Health Education Grades 7-8		Environment and Modern Agriculture	Healthful Eating	Future of Food
Grade 7 Nutritious Foods and Beverages	1e.7.2 Summarize a variety of nutritious food choices for each food group.		✓	✓
Grade 7 Nutritious Foods and Beverages	1e.7.6 Summarize the benefits of limiting the consumption of trans fat, saturated fat, added sugar, and sodium.		✓	✓
Grade 8 Nutritious Foods and Beverages	1e.8.1 Identify every individual has unique nutrition needs and identify strategies to maximize nutrition.		✓	✓
Grade 8 Food Choices	1e.8.5 Identify food preparation and production methods and their impact on nutrients in foods.		✓	✓
Grade 7-8 Nutrition and Facts Label	1e.8.8 Describe the benefits of limiting the consumption of added sugar, sodium, and processed food.		✓	

Science Grades 7-8		Environment and Modern Agriculture	Healthful Eating	Future of Food
Life Science	<p>MS-LS2-1</p> <p>Analyze and interpret data to provide evidence for the effects of resource availability on organisms and populations of organisms in an ecosystem.</p>	✓		✓
Life Science	<p>MS-LS2-4</p> <p>Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations.</p>	✓		
Life Science	<p>MS-LS2-5</p> <p>Evaluate competing design solutions for maintaining biodiversity and ecosystem services.</p>			✓

Earth and Space Sciences	<p>MS-ESS3-3</p> <p>Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.</p>	✓		✓
Earth and Space Sciences	<p>MS-ESS3-4</p> <p>Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems.</p>	✓		
Earth and Space Sciences	<p>MS-ESS3-5</p>	✓	✓	✓
Engineering, Technology and Applications of Science	<p>MS-ETS1-1</p> <p>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>	✓	✓	✓

Science Core Learning Goals Grades 7-8		Environment and Modern Agriculture	Healthful Eating	Future of Food
Biology	<p>3.6.1</p> <p>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</p>			✓
Biology	<p>3.6.2</p> <p>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.</p>	✓		✓
Environmental Science	<p>6.3.1</p> <p>The student will evaluate the interrelationship between humans and air quality.</p>	✓		
Environmental Science	<p>6.3.2</p> <p>The student will evaluate the interrelationship between humans and water quality and quantity</p>	✓		✓

Environmental Science	6.3.3 The student will evaluate the interrelationship between humans and land resources	✓		✓
Environmental Science	6.3.4 The student will evaluate the interrelationship between humans and biological resources	✓	✓	✓

Social Studies Grades 7-8		Environment and Modern Agriculture	Healthful Eating	Future of Food
Grade 7 Civics	B.2.b Analyze the concept of a global citizen and how the awareness and responsibilities have changed during the information age.	✓		✓
Grade 7 Civics	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.	✓		✓

<p>Grade 7 Geography</p>	<p>D.1.a.</p> <p>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.</p>	<p>✓</p>		<p>✓</p>
<p>Grade 7 Geography</p>	<p>D.1.b.</p> <p>Evaluate the consequences of modifying the natural environment, such as desertification, air pollution, and climate change.</p>	<p>✓</p>		
<p>Grade 7 Economics</p>	<p>A.1.</p> <p>Analyze the decisions that people made because resources were limited relative to economic wants for goods and services in contemporary world regions.</p>	<p>✓</p>		
<p>Grade 7 Economics</p>	<p>A.2.b.</p> <p>Identify trade offs made in economic decisions by producers and consumers.</p>	<p>✓</p>		<p>✓</p>
<p>Grade 8 Geography</p>	<p>D.1.a.</p> <p>Analyze the tradeoffs of using resources to pursue economic opportunities v. preserving the environment, such as westward movement.</p>	<p>✓</p>		<p>✓</p>

<p>Grade 8 Geography</p>	<p>D.1.b.</p> <p>Explain the consequences of modifying the natural environment, such as soil erosion, loss of soil fertility and over-fishing</p>	<p>✓</p>		
<p>Grade 8 Geography</p>	<p>D.1.c.</p> <p>Identify and explain land use issues that illustrate the conflict between economic growth and using the environment.</p>	<p>✓</p>		
<p>Grade 8 Economics</p>	<p>A.1.</p> <p>Analyze the decisions that people made because resources were limited relative to economic wants for goods and services in America.</p>	<p>✓</p>		