



Idaho Standards Alignment

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

English Language Arts Grades 7-8		Environment and Modern Agriculture	Healthful Eating	Future of Food
Grade 7 Speaking and Listening	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	SL.7.1.A Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.	✓	✓	✓
Grade 7 Speaking and Listening	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>SL.7.2</p> <p>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.</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>
<p>Grade 7 Speaking and Listening</p>	<p>SL.7.3</p> <p>Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>
<p>Grade 8 Speaking and Listening</p>	<p>SL.8.1</p> <p>Engage effectively in a range of collaborative discussions (one–on–one, in groups, and teacher–led) with diverse partners on <i>grade 8 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly.</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>
<p>Grade 8 Speaking and Listening</p>	<p>SL.8.1.A</p> <p>Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>

<p>Grade 8 Speaking and Listening</p>	<p>SL.8.1.C</p> <p>Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>
<p>Grade 8 Speaking and Listening</p>	<p>SL.8.D</p> <p>Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>
<p>Grade 8 Speaking and Listening</p>	<p>SL.8.2</p> <p>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.</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>
<p>Grade 8 Speaking and Listening</p>	<p>SL.8.3</p> <p>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>	<p>✓</p>	<p>✓</p>	<p>✓</p>

<p>Health Education Grades 7-8</p>	<p>Environment and Modern Agriculture</p>	<p>Healthful Eating</p>	<p>Future of Food</p>
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Standard 1: Comprehend Core Concepts	6-8.H.1.1.1 Analyze the relationship between behaviors, body systems, and wellness.		✓	
Standard 1: Comprehend Core Concepts	6-8.H.1.1.3 Analyze how the environment, environmental exposure (e.g., second hand smoke/vapors) and personal health are related.	✓		
Standard 1: Comprehend Core Concepts	6-8.H.1.1.5 Describe ways to reduce or prevent injuries and adolescent health problems.		✓	
Standard 1: Comprehend Core Concepts	6-8.H.1.1.7 Describe the benefits of and barriers to practicing healthy behaviors.	✓	✓	✓
Standard 1: Comprehend Core Concepts	6-8.H.1.1.8 Examine the consequences and the likelihood of injury or illness if engaging in unhealthy behaviors.		✓	
Standard 2: Analyzing Influences	6-8.H.2.1.1 Examine how family, culture, peers, school, and community influence healthy and unhealthy behaviors (e.g., social norms).	✓	✓	✓

Standard 2: Analyzing Influences	6-8.H.2.1.2 Analyze the influence of media and technology on personal and family health (e.g., social media and internet safety and responsibility).		✓	
Standard 2: Analyzing Influences	6-8.H.2.1.3 Explain the influence of personal values and beliefs on individual health practices and behaviors.	✓	✓	✓
Standard 3: Accessing Information	6-8.H.3.1.1 Analyze the validity of healthy information, products, and services.		✓	
Standard 3: Accessing Information	6-8.H.3.1.2 Access valid health information from home, school, and community.		✓	
Standard 5: Decision Making	6-8.H.5.1.1 Identify circumstances that can help or hinder healthy decision-making.	✓	✓	✓
Standard 5: Decision Making	6-8.H.5.1.2 Determine when health-related situations require the application of a thoughtful decision-making process (e.g.,		✓	

	alcohol, tobacco and other drug use and consequences of a criminal record, recreational safety, texting, social media and general online presence, physical activity, nutritional choices).			
Standard 5: Decision Making	6-8.H.5.1.4 Distinguish between healthy and unhealthy alternatives to health-related issues or problems.	✓	✓	✓
Standard 5: Decision Making	6-8.H.5.1.5 Predict the potential short-term and long-term impact of each alternative on self, others, and the environment.	✓	✓	✓
Standard 5: Decision Making	6-8.H.5.1.7 Analyze the outcomes of a health-related decision.	✓	✓	✓
Standard 7: Practice Healthy Behavior	6-8.H.7.1.1 Explain the importance of assuming responsibility for personal health behaviors.	✓	✓	✓
Standard 7: Practice Healthy Behavior	6-8.H.7.1.2 Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.	✓	✓	✓

Standard 7: Practice Healthy Behavior	6-8.H.7.1.3 Demonstrate behaviors that avoid or reduce health risks to self and others.	✓	✓	✓
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SCIENCE grades 7-8		Environment and Modern Agriculture	Healthful Eating	Future of Food
Physical Science	LS2-MS-5. Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations.	✓		
Physical Science	LS2-MS-6. Evaluate competing design solutions for maintaining biodiversity and ecosystem services.	✓		✓
Earth and Space Sciences	ESS3-MS-3. Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.	✓		✓
Earth and Space Sciences	ESS3-MS-4.	✓		✓

	Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems.			
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Social Studies Grades 7-8		Environment and Modern Agriculture	Healthful Eating	Future of Food
GWH Standard 2: Geography	6-9.GWH.2.2.4 Analyze and give examples of the consequences of human impact on the physical environment.	✓		
GWH Standard 2: Geography	6-9.GWH.2.2.5 Evaluate ways in which technology influences human capacity to modify the physical environment.	✓		✓
GWH Standard 2: Geography	6-9.GWH.2.2.4 Analyze and give examples of the consequences of human impact on the physical environment.	✓		
GWH Standard 2: Geography	6-9.GWH.2.2.5 Evaluate ways in which technology influences human capacity to modify the physical environment.	✓		✓

GWH Standard 2: Geography	6-9.GWH.2.5.4 Identify contrasting perspectives of environmental issues that affect the Eastern Hemisphere.	✓		
GWH Standard 2: Geography	6-9.GEH.2.5.5 Explain how human-induced changes in the physical environment in one place can cause changes in another place, such as acid rain, air pollution, water pollution, and deforestation.	✓		
GEH Standard 3: Economics	6-9.GEH.3.2.6 Investigate how physical geography, productive resources, specialization, and trade have influenced the way people earn income.	✓		
GEH Standard 3: Economics	6-9.GEH.5.1.6 Give examples of the causes and consequences of current global issues, such as the expansion of global markets, the urbanization of the developing world, the consumption of natural resources, and the extinction of species, and speculate possible responses by various individuals, groups, and nations.	✓		✓