



# Wyoming 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
<b>Grade 7</b> Speaking and Listening	1.  Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.	✓	✓	✓
<b>Grade 7</b> Speaking and Listening	1.b.  Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.	✓	✓	✓

<p><b>Grade 7</b> Speaking and Listening</p>	<p>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.</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>
<p><b>Grade 7</b> Speaking and Listening</p>	<p>1.d.  Acknowledge new information expressed by others and, when warranted, modify their own views.</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>
<p><b>Grade 7</b> Speaking and Listening</p>	<p>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.</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>
<p><b>Grade 7</b> Speaking and Listening</p>	<p>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>✓</p>	<p>✓</p>	<p>✓</p>
<p><b>Grade 8</b> Speaking and Listening</p>	<p>1.  Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>

<p><b>Grade 8</b> Speaking and Listening</p>	<p>1.b.  Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>
<p><b>Grade 8</b> Speaking and Listening</p>	<p>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>✓</p>	<p>✓</p>	<p>✓</p>
<p><b>Grade 8</b> Speaking and Listening</p>	<p>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.</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>
<p><b>Grade 8</b> Speaking and Listening</p>	<p>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>	<p>✓</p>	<p>✓</p>	<p>✓</p>

Health Education Grades 7-8		Environment and Modern Agriculture	Healthful Eating	Future of Food
Nutrition	HE8.1.1 Demonstrate the ability to locate appropriate health resources at school or in the community that help enhance health.		✓	
Nutrition	HE8.1.4 Explain criteria for determining validity of health information.		✓	
Nutrition	HE8.1.6 Analyze characteristics of products and how they enhance health or reduce health risks.		✓	
Nutrition	HE8.4.1 Differentiate between appropriate and inappropriate behaviors for improving or maintaining personal health.		✓	

Science Grades 7-8		Environment and Modern Agriculture	Healthful Eating	Future of Food
Earth and Human Activity	<p>MS-ESS3-3</p> <p>Human Impacts on Earth Systems: Human activities have altered the biosphere, sometimes damaging or destroying natural habitats and causing the extinction of other species. But changes to Earth’s environments can have different impacts for different living things.</p>	✓		✓
Earth and Human Activity	<p>MS-ESS3-3</p> <p>Human Impacts on Earth Systems: Typically as human populations and per-capita consumption of natural resources increase, so do the negative impacts on Earth unless the activities and technologies involved are engineered otherwise.</p>	✓		✓

<p>Earth and Human Activity</p>	<p>MS-ESS3-5</p> <p>Global Climate Change: Human activities, such as the release of greenhouse gasses from burning fossil fuels, are major factors in the current rise in Earth’s mean surface temperature (global warming). Reducing the level of climate change and reducing human vulnerability to whatever climate changes do occur depend on the understanding of climate science, engineering capabilities, and other kinds of knowledge, such as understanding of human behavior and on applying that knowledge wisely in decisions and activities.</p>	<p>✓</p>		
<p>Engineering, Technology, Science and Society</p>	<p>MS-ETS2-2</p> <p>Develop a model defining and prioritizing the impacts of human activity on a particular aspect of the environment, identifying positive and negative consequences of the activity, both short and long-term, and investigate and explain how the ethics and integrity of scientists and engineers and respect for individual property rights might constrain future development.</p>	<p>✓</p>		

Social Studies Grades 7-8		Environment and Modern Agriculture	Healthful Eating	Future of Food
People, Places and Environments	SS8.5.4  Analyze the changes to and consequences of human, natural, and technological impacts on the physical environment.	✓	✓	✓
Technology, Literacy and Global Connections	SS8.6.1  Use and evaluate multiple sources of information in diverse formats and media in order to address a question or solve a problem.	✓	✓	✓