



# Rhode Island 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	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.	✓	✓	✓
<b>Grade 7</b> Speaking and Listening	Comprehension and Collaboration 1.d.  Acknowledge new information expressed by others and, when warranted, modify their own views.	✓	✓	✓

<p><b>Grade 7</b> Speaking and Listening</p>	<p>Comprehension and Collaboration 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><b>Grade 7</b> Speaking and Listening</p>	<p>Comprehension and Collaboration 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><b>Grade 8</b> Speaking and Listening</p>	<p>Comprehension and Collaboration 1</p> <p>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><b>Grade 8</b> Speaking and Listening</p>	<p>Comprehension and Collaboration 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><b>Grade 8</b> Speaking and Listening</p>	<p>Comprehension and Collaboration 1.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><b>Grade 8</b> Speaking and Listening</p>	<p>Comprehension and Collaboration 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><b>Grade 8</b> Speaking and Listening</p>	<p>Comprehension and Collaboration 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>

Health Education Grades 7-8		Environment and Modern Agriculture	Healthful Eating	Future of Food
Personal Health	<p>1.4b.</p> <p>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)</p>	✓	✓	
Personal Health	<p>2.2</p> <p>utilize resources from home, school and community that provide valid personal health information. (REQUIRED TOPICS: sources of products and services.)</p>		✓	
Personal Health	<p>6.5</p> <p>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.)</p>		✓	

Personal Health	7.4 influence and support others in making positive choices affecting environmental and personal health, (including physical activity).	✓	✓	✓
Nutrition	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).		✓	
Nutrition	1.3 explain how proper nutrition affects the interaction of body systems.		✓	
Nutrition	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		✓	

Nutrition	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)		✓	
Nutrition	2.2 Access resources from home, school and community that provide valid nutrition information (REQUIRED TOPICS: reliable sources of information).		✓	
Nutrition	3.1 Explain the importance of assuming responsibility for eating behaviors		✓	
Nutrition	4.1 Describe the influence of cultural beliefs and cultural diversity with respect to nutritional differences and behaviors	✓	✓	✓
Nutrition	7.1 Discuss accurate nutrition information and express opinions about nutrition issues	✓	✓	✓

Disease Prevention and Control	<p style="text-align: center;">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>		✓	
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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	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.	✓		
Earth and Space Sciences	MS-ESS3-5 Ask questions to clarify evidence of the factors that have caused the rise in global temperatures over the past century.	✓		✓
Engineering, Technology and Applications of Science	MS-ETS1-1 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.	✓	✓	✓

<b>Social Studies Grades 7-8</b>		<b>Environment and Modern Agriculture</b>	<b>Healthful Eating</b>	<b>Future of Food</b>
Civics and Government	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)	✓	✓	✓

Civics and Government	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).	✓	✓	✓
Civics and Government	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).	✓	✓	✓
Historical Perspectives	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).	✓		✓
Geography	G 4 (7-8) -2.a. analyzing the impact of human reactions to environmental changes and identifying and providing alternate solutions with supporting evidence.	✓		✓
Geography	G 4 (7-8) -3.a. making predictions and drawing conclusions about the impact that human actions have on the physical environment.	✓		✓

Economics	E 1 (7-8) -2.a. explaining the pros and cons of consumer and producer choices.	✓	✓	✓
Economics	E 2 (7-8) -2.b. explaining how innovations and technology positively or negatively impact industries, economies, cultures, and innovations.	✓		✓