










Virginia 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, Listening And Media Literacy	7.1 The student will participate in and contribute to conversations, group discussions, and oral presentations.	✓	✓	✓
Grade 7 Speaking, Listening And Media Literacy	7.1.c Ask probing questions to seek elaboration and clarification of ideas.	✓	✓	✓
Grade 7 Speaking, Listening And Media Literacy	7.1.d Make statements to communicate agreement or tactful disagreement with others' ideas.	✓	✓	✓

Grade 8 Speaking, Listening And Media Literacy	8.3 The student will analyze, develop, and produce creative or informational media messages.	✓	✓	✓
Grade 8 Speaking, Listening And Media Literacy	8.3a Analyze the purpose of information and persuasive techniques used in diverse media formats.	✓	✓	✓
Grade 8 Speaking, Listening And Media Literacy	8.3b Examine how values and viewpoints are included or excluded and how the media can influence beliefs, behaviors, and interpretations.	✓	✓	✓
Grade 8 Speaking, Listening And Media Literacy	8.3d Evaluate sources for relationships between intent and factual content.	✓	✓	✓
Grade 8 Speaking, Listening And Media Literacy	8.3e Utilize multimedia to clarify information and emphasize differing points of view.	✓	✓	✓
Grade 8 Speaking, Listening And Media Literacy	8.3f Evaluate the motives (e.g., social, commercial, political) behind media presentation(s).	✓	✓	✓

Health Education Grades 7-8		Environment and Modern Agriculture	Healthful Eating	Future of Food
Grade 7 Essential Health Concepts	7.1c Describe the benefit of eating foods to meet the recommendations for iron, calcium, potassium, Vitamin D and dietary fiber.		✓	
Grade 7 Essential Health Concepts	7.1y Describe human behaviors that contribute to air, water, soil and noise pollution.	✓		
Grade 7 Healthy Decisions	7.2 a. Describe how healthy food choices and physical activity keep the circulatory system healthy.		✓	
Grade 7 Healthy Decisions	7.2 d. Use a decision-making process to evaluate daily food intake and nutritional requirements.	✓	✓	✓

Grade 7 Healthy Decisions	7.2 y. Use a decision-making process to evaluate daily food intake and nutritional requirements.			
Grade 7 Advocacy and Health Promotion	7.3 d. Explore opportunities to engage with local school wellness policy committees to advocate for nutritional food and beverage choices for all school-sponsored events.			
Grade 7 Advocacy and Health Promotion	7.3 y. Demonstrate ways to conserve and promote the conservation of natural resources.			
Grade 8 Essential Health Concepts	8.1 e. Compare health benefits and risks associated with trending diets, dietary supplements, and popular beverages, including sugar-sweetened and caffeinated beverages.			
Grade 8 Essential Health Concepts	8.1 h. Identify environmental and personal factors that influence the degree of risk of diabetes, heart disease, cancer, obesity, and stroke.			

Grade 8 Essential Health Concepts	8.1 v. Define and describe renewable resources and sustainable energy.			
Grade 8 Healthy Decisions	8.2 d. Analyze the impact of society (i.e., media, family, peers) on eating habits and attitudes toward weight and body size.			
Grade 8 Essential Health Concepts	8.2 e. Evaluate the accuracy of claims about trending diets, dietary supplements, and popular beverages.			
Grade 8 Essential Health Concepts	8.2 h. Describe preventative health measures, including immunizations, regular health and medical screenings, nutrition, physical activity, sleep, and limiting personal technology use, in preventing diabetes, heart disease, stroke, cancer, obesity, and other chronic diseases.			
Grade 8 Essential Health Concepts	8.2 v. Explain how humans and the environment are interdependent.			


<p>Grade 8 Advocacy and Health promotion</p>	<p>8.3 The student will undertake health promotion activities that demonstrate an understanding of the relationship between nutrition, physical activity, and emotional and physical health.</p>			
<p>Grade 8 Advocacy and Health promotion</p>	<p>8.3 b. Create a plan to make healthy food choices, including choosing fruits and vegetables and increasing water and healthy beverage choices in a variety of settings.</p>			
<p>Grade 8 Advocacy and Health promotion</p>	<p>8.3 e. Develop factual advertising to help family and peers evaluate healthy food and beverage choices.</p>			
<p>Grade 8 Advocacy and Health promotion</p>	<p>8.3 h. Design a plan of action with short- and long-term goals to prevent diabetes, heart disease, stroke , cancer, obesity, and other chronic diseases and conditions.</p>			
<p>Grade 8 Advocacy and Health promotion</p>	<p>8.3 v. Analyze opportunities for community service and advocacy for policies that promote environmental health.</p>			



History and Social Science Grades 7-8		Environment and Modern Agriculture	Healthful Eating	Future of Food
United States History	USIL.9 d. Examining American foreign policy, immigration, the global environment, and other emerging issues.	✓	✓	✓
Civics and Economics	CE.4 The student will demonstrate knowledge of personal character traits that facilitate thoughtful and effective participation in civic life by a) practicing trustworthiness and honesty; b) practicing courtesy and respect for the rights of others; c) practicing responsibility, accountability, and self-reliance; f) practicing decision making;	✓	✓	✓
Civics and Economics	CE.11 The student will demonstrate knowledge of how economic decisions are made in the marketplace by a) applying the concepts of scarcity, resources, choice, opportunity cost, price, incentives, supply and demand, production, and consumption;			✓


Civics and Economics	<p style="text-align: center;">CE.12</p> <p>The student will demonstrate knowledge of the structure and operation of the United States economy by b) explaining the circular flow that shows how consumers (households), businesses (producers), and markets interact;</p>			✓
World Geography	<p style="text-align: center;">WG.2</p> <p>The student will analyze how selected physical and ecological processes shape the Earth’s surface by b) describing how humans influence the environment and are influenced by it;</p>	✓		✓
World Geography	<p style="text-align: center;">WG.6</p> <p>The student will analyze past and present trends in human migration and cultural interaction as they are influenced by social, economic, political, and environmental factors.</p>	✓		✓
World Geography	<p style="text-align: center;">WG.7</p> <p>The student will identify types of natural, human, and capital resources and explain their significance by a) showing their influence on patterns of economic activity and land use; b) evaluating perspectives and consequences regarding the use of resources.</p>	✓		✓



Virginia and United States Government	GOVT.11 The student will demonstrate knowledge of civil liberties and civil rights by d) exploring the balance between individual liberties and the public interest.	✓		✓
Virginia and United States Government	GOVT.15 The student will demonstrate knowledge of the United States market economy by d) explaining the interaction of supply and demand;	✓		✓
Virginia and United States Government	GOVT.17 The student will demonstrate knowledge of personal character traits that facilitate thoughtful and effective participation in civic life by c) practicing responsibility, accountability, and self-reliance;	✓	✓	✓
Virginia and United States Government	GOVT.18 The student will understand that thoughtful and effective participation in civic life is characterized by e) keeping informed about current issues; f) respecting differing opinions in a diverse society;	✓	✓	✓

Science Grades 7-8	Environment and Modern Agriculture	Healthful Eating	Future of Food	
Life Science	<p style="text-align: center;">LS.8</p> <p>The student will investigate and understand that ecosystems, communities, populations, and organisms are dynamic and change over time. The key ideas include</p> <ul style="list-style-type: none"> a) Organisms respond to daily, seasonal, and long-term changes; b) Changes in the environment may increase or decrease population size; and c) Large-scale changes such as eutrophication, climate changes, and catastrophic disturbances affect ecosystems, 	✓		
Life Science	<p style="text-align: center;">LS.9</p> <p>The student will investigate and understand that relationships exist between ecosystem dynamics and human activity.</p> <p>Key ideas include</p> <ul style="list-style-type: none"> a) Changes in habitat can disturb populations; b) Disruptions in ecosystems can change species competition; and c) Variations in biotic and abiotic factors can changes ecosystems. 	✓		

<p>Biology</p>	<p style="text-align: center;">BIO.8</p> <p>The student will investigate and understand that there are dynamic equilibria within populations, communities, and ecosystems.</p> <p>Key ideas include</p> <ul style="list-style-type: none"> a) interactions within and among populations include carrying capacities, limiting factors, and growth curves; b) nutrients cycle with energy flow through ecosystems; c) ecosystems have succession patterns; and d) natural events and human activities influence local and global ecosystems and may affect the flora and fauna of Virginia. 			
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<p>Earth Science</p>	<p style="text-align: center;">ES.6</p> <p>The student will investigate and understand that resource use is complex.</p> <p>Key ideas include</p> <ul style="list-style-type: none"> a) global resource use has environmental liabilities and benefits; b) availability, renewal rates, and economic effects are considerations when using resources; c) use of Virginia resources has an effect on the environment and the economy; and d) all energy sources have environmental and economic effects. 			
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<p>Earth Science</p>	<p style="text-align: center;">ES.10</p> <p>The student will investigate and understand that oceans are complex, dynamic systems and are subject to long- and short-term variations.</p> <p>Key ideas include</p> <ul style="list-style-type: none"> a) chemical, biological, and physical changes affect the oceans; b) environmental and geologic occurrences affect ocean dynamics; c) unevenly distributed heat in the oceans drives much of Earth’s weather; d) features of the sea floor reflect tectonic and other geological processes; and e) human actions, including economic and public policy issues, affect oceans and the coastal zone including the Chesapeake Bay. 			
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<p>Earth Science</p>	<p style="text-align: center;">ES.11</p> <p>The student will investigate and understand that the atmosphere is a complex, dynamic system and is subject to long-and short-term variations.</p> <p>Key ideas include</p> <ul style="list-style-type: none"> a) the composition of the atmosphere is critical to most forms of life; b) biologic and geologic interactions over long and short time spans change the atmospheric composition; c) natural events and human actions may stress atmospheric regulation mechanisms; and d) human actions, including economic and policy decisions, affect the atmosphere. 			
<p>Earth Science</p>	<p style="text-align: center;">ES.12</p> <p>The student will investigate and understand that Earth’s weather and climate are the result of the interaction of the sun’s energy with the atmosphere, oceans, and the land.</p> <p>Key ideas include</p> <ul style="list-style-type: none"> a) weather involves the reflection, absorption, storage, and redistribution of energy over short to medium time spans; b) weather patterns can be predicted based on changes in current conditions; 			

	<ul style="list-style-type: none">c) extreme imbalances in energy distribution in the oceans, atmosphere, and the land may lead to severe weather conditions;d) models based on current conditions are used to predict weather phenomena; ande) changes in the atmosphere and the oceans due to natural and human activity affect global climate.			
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