



# Illinois 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	Grade 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	Grade 7:1c  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	Grade 7:1d  Acknowledge new information expressed by others and, when warranted, modify their own views.	✓	✓	✓

<p><b>Grade 7</b> Speaking and Listening</p>	<p>Grade 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><b>Grade 7</b> Speaking and Listening</p>	<p>Grade 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><b>Grade 8</b> Speaking and Listening</p>	<p>Grade 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><b>Grade 8</b> Speaking and Listening</p>	<p>Grade 8:1c</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><b>Grade 8</b> Speaking and Listening</p>	<p style="text-align: center;">Grade 8:1d</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><b>Grade 8</b> Speaking and Listening</p>	<p style="text-align: center;">Grade 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><b>Grade 8</b> Speaking and Listening</p>	<p style="text-align: center;">Grade 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>	✓	✓	✓

<b>Physical Development and Health Grades 7-8</b>		<b>Environment and Modern Agriculture</b>	<b>Healthful Eating</b>	<b>Future of Food</b>
Health Promotion, Prevention and Treatment	22.A.3a Identify and describe ways to reduce health risks common to adolescents (e.g., exercise, diet, refusal of harmful substances).		✓	
Health Promotion, Prevention and Treatment	22.A.3b Identify how positive health practices and relevant health care can help reduce health risks (e.g., proper diet and exercise reduce risks of cancer and heart disease).		✓	
Health Promotion, Prevention and Treatment	22.C.3a Identify potential environmental conditions that may affect the health of the local community (e.g., pollution, landfill, lead-based paint).	✓		
Health Promotion, Prevention and Treatment	22.C.3b Develop potential solutions to address environmental problems that affect the local community's health.	✓		✓

Health Promotion, Prevention and Treatment	22.D.3a Identify and communicate with others within your school, family, and community regarding health issues.		✓	
Human Body Systems	23.B.3a Explain the effects of health-related actions upon body systems (e.g., fad diets, orthodontics, avoiding smoking, alcohol use, and other drug use).		✓	
Communication and Decision-Making	24.B.3a Apply a decision-making process to an individual health concern.		✓	✓

<b>Science Grades 7-8</b>		<b>Environment and Modern Agriculture</b>	<b>Healthful Eating</b>	<b>Future of Food</b>
Life Science	MS-LS2-1 Analyze and interpret data to provide evidence for the effects of resource availability on organisms and populations of organisms in an ecosystem.	✓		✓

Life Science	MS-LS2-4 Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations.	✓		
Life Science	MS-LS2-5 Evaluate competing design solutions for maintaining biodiversity and ecosystem services.			✓
Earth and Space Sciences	MS-ESS3-3 Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.	✓		✓
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	<p style="text-align: center;">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>	✓	✓	✓
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<b>Social/Emotional Learning Grades 7-8</b>		<b>Environment and Modern Agriculture</b>	<b>Healthful Eating</b>	<b>Future of Food</b>
Goal 2	<p style="text-align: center;">2A.3a</p> <p>Predict others' feelings and perspectives in a variety of situations.</p>	✓	✓	✓
Goal 2	<p style="text-align: center;">2A.3b</p> <p>Analyze how one's behavior may affect others.</p>	✓	✓	✓
Goal 3	<p style="text-align: center;">3B.3a</p> <p>Evaluate how honesty, respect, fairness, and compassion enable one to take the needs of others into account when making decisions.</p>	✓	✓	✓

Goal 3	3B.3b Evaluate strategies for resisting pressures to engage in unsafe or unethical activities.	✓	✓	✓
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<b>Social Science Grades 7-8</b>		<b>Environment and Modern Agriculture</b>	<b>Healthful Eating</b>	<b>Future of Food</b>
Inquiry Skills	SS.6-8.IS.7.LC. Critique the structure and credibility of arguments and explanations (self and others).	✓	✓	✓
Inquiry Skills	SS.6-8.IS.8.LC. Analyze how a problem can manifest itself, identify the individuals and communities impacted by a problem, and address the challenges and opportunities faced by those trying to take action toward solutions.	✓	✓	✓
Inquiry Skills	SS.6-8.IS.8.MdC. Assess individual and collective capacities to take action to address problems and identify potential outcomes.	✓	✓	✓



Geography	SS.6-8.G.4. Explain how humans and their environment affect one another.	✓		✓
Geography	SS.6-8.G.6. Evaluate how cultural and economic decisions influence environments and the daily lives of people in both nearby and distant places.	✓		
Geography	SS.6-8.G.9. Evaluate the influences of long-term, human-induced environmental change on spatial patterns of conflict and cooperation.	✓	✓	✓
Economics and Financial Literacy	SS.6-8.EC.2. Explain how external benefits and costs influence choices.	✓	✓	✓
Economics and Financial Literacy	SS.6-8.EC.3. Evaluate alternative approaches or solutions to current economic issues in terms of benefits and costs for different groups and society as a whole.		✓	✓
History	SS.6-8.H.2.LC. Explain how and why perspectives of people have changed over time.	✓	✓	✓



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