Rhode Island Standards Alignment

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

Rhode Island Common Core Standards ENGLISH LANGUAGE ARTS & LITERACY 9-12			ECP Presentations				
			Environment and Modern Agriculture	Healthful Eating	Modern Animal Agriculture	The Ethics of Eating	Cell-Based/Plant-Based Technologies
Speaking and Listening Grades 9-10	Comprehension and Collaboration 1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.	✓	✓	✓	✓	✓
	Comprehension and Collaboration 1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.	✓	✓	✓	✓	✓

Speaking and Listening Grades 9-10	Comprehension and Collaboration 1.d	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.	✓	✓	✓	✓	✓
	Comprehension and Collaboration 2	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.	✓	✓	✓	✓	✓
	Comprehension and Collaboration 3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.	✓	✓	✓	✓	✓
Speaking and Listening Grades 11-12	Comprehension and Collaboration 1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.	✓	✓	✓	✓	✓
	Comprehension and Collaboration 1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.	✓	✓	✓	✓	✓
	Comprehension and Collaboration 1.d	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.	✓	✓	✓	✓	✓
	Comprehension and Collaboration 2	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.	✓	✓	✓	✓	✓
	Comprehension and Collaboration 3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.	✓	✓	✓	✓	✓

Rhode Island Standards HEALTH EDUCATION 9-12			ECP Presentations				
			Environment and Modern Agriculture	Healthful Eating	Modern Animal Agriculture	The Ethics of Eating	Cell-Based/Plant-Based Technologies
Personal Health 9-10	1.1	analyze how behavior can impact health maintenance and disease prevention. (REQUIRED TOPICS: health as a balance; interpretation of data relating to prevalence of physical activity among youth; relationship of gender, age, socioeconomic status, and other demographics to lifestyle; frequency, duration and intensity and their relationship to conditioning; dietary and nutritional supplements and fitness)		✓		✓	
	1.2	explain the interrelationships of mental, emotional, social and physical health throughout young adulthood. (REQUIRED TOPICS: benefits from physical activity; how rest improves fitness; facts and fallacies regarding exercise and diet; tailoring exercise to individual needs)		✓		✓	
	1.3	explain how to delay onset and reduce risks of potential life-long health problems relating to lifestyle. (REQUIRED TOPICS: preparation for engaging in physical activity to avoid injury and maximize benefits; caring for minor ailments associated with physical activity)		✓		✓	
	1.4	analyze how the family, peers, community and environment influence the lifestyle and quality of life of individuals. (REQUIRED TOPICS: activity level, food choices, littering, recycling)	✓	✓	✓	✓	✓

Personal Health 9-10	4.2	evaluate the effect of media and other factors on personal, family, community health and environmental. (REQUIRED TOPICS: impact of age, gender, race, ethnicity, socioeconomic status and culture on type and level of physical activity; use of dietary supplements and fitness; conditions which produce environmental pollution)	✓	✓	✓	✓	✓
	4.2	evaluate media influences on the selection of information and products impacting the environment. (REQUIRED TOPICS: worksite health issues. e.g. safety, exposure to environmental toxins, etc.; ozone depletion; global warming; technology which reduces pollution; preserves various species; improved agricultural practices)	✓			✓	✓
	6.3	predict immediate and long-term impact of lifestyle decisions on the individual, family and community and environment. (REQUIRED TOPICS: factors and steps in decision-making; ongoing nature of decision making throughout life; benefits of engaging in healthy lifestyle – social, emotional, physical, economic.)	✓	✓	✓	✓	✓
	7.1	evaluate information and express opinions about lifestyle and wellness.	✓	✓	✓	✓	✓
Personal Health 11-12	3.1	Evaluate the effect of responsible behaviors on self, others, and the community. (REQUIRED TOPICS: personal physical activity levels; short and long-term effects of personal health choices.)	✓	✓	✓	✓	✓
	7.1	discuss accurate information and express opinions about wellness.	✓	✓	✓	✓	✓
Nutrition 9-10	1.1	Analyze how nutrition behaviors can impact health maintenance and disease prevention. (REQUIRED TOPICS: weight management/fad diets; principal dietary factors associated with heart disease, cancer, diabetes, obesity, osteoporosis).		✓		✓	

Nutrition 9-10	1.3	Analyze the impact of personal nutrition behaviors on the functioning of body systems. (REQUIRED TOPIC: specific dietary needs of athletes).		✓		✓	
	1.4	Analyze how the family, peers, community and environment influence the nutritional health of individuals.		✓		✓	
	3.1	Analyze the role of individual responsibility for healthy nutrition behaviors.		✓		✓	
	3.2	Evaluate personal nutrition / eating habits to determine strategies for enhancing health and reducing risk.		✓		✓	
	3.3	Analyze the short-term and long-term consequences of proper and poor nutrition habits.		✓		✓	
	6.3	Predict immediate and long-term impact of nutrition-related decision on the individual, family and community.		✓		✓	
	7.1	Discuss accurate nutrition information and express opinions about health issues.	✓	✓	✓	✓	✓
Nutrition 11-12	1.3	Describe how to delay onset and reduce risks of potentially life-long health problems relating to nutrient excesses and deficiencies (REQUIRED TOPICS: fat and CHD; calcium and osteoporosis; facts and myths regarding nutrition and athletic performance.		✓		✓	

Nutrition 11-12	2.1	Evaluate resources from home, school and community that provide valuable nutrition information for self and others. (REQUIRED TOPICS: sound sources and nutrition information).		✓		✓	
	2.2	Evaluate all factors that influence personal selection of food, food products, food and nutrition services (REQUIRED TOPICS: safe weight management vs. fad diets).	✓	✓	✓	✓	✓
	6.1	Analyze different strategies when making decisions related to nutrition. (REQUIRED TOPICS: dietary analysis, tracking food intake).		✓		✓	
	7.1	discuss accurate information and express opinions about nutrition.	✓	✓	✓	✓	✓
Disease Prevention and Control 9-10	1.1	analyze how behavior can impact disease prevention. Communicable: (REQUIRED TOPICS: transmission of STD/STI; impact of ATOD use on risk-taking behavior.) Non-Communicable: risk factors associated with heart disease; relationship of lifestyle with cardiovascular disease and stroke, cancer; exposure to environmental hazards, etc. smoking, environmental tobacco smoke, industrial substances, occupational hazards) Overlaps: PSL, SFL, INJ		✓		✓	
	2.2	analyze resources from home, school and community that provide valid disease prevention and control information (REQUIRED TOPICS: community agencies with missions to address certain diseases and disorders; teachers; school nurse; family physician)		✓		✓	
	3.1	analyze the role of individual responsibility for preventing disease. Non-communicable: lifestyle choices regarding exercise, nutrition, smoking, etc.)		✓		✓	

Disease Prevention and Control 11-12	1.2	analyze how the family, peers, community and environment influence public health. REQUIRED TOPICS : incidence, prevalence and distribution of various diseases and disorders; environmental problems which directly and indirectly impact the health of individuals, communities and society; economic burden of poor environmental health; nuclear waste; toxic waste dumping; “Love Canal” historical issues) Overlaps: SFL, ENV, SAP2	✓	✓		✓	
	2.1	evaluate resources from home, school and community that provide valid information for self and others about communicable (including HIV) and noncommunicable disease.		✓		✓	

Next Generation Science Standards SCIENCE 9-12			ECP Presentations				
			Environment and Modern Agriculture	Healthful Eating	Modern Animal Agriculture	The Ethics of Eating	Cell-Based/Plant-Based Technologies
Life Science	HS–LS2–2	Use mathematical representations to support and revise explanations based on evidence about factors affecting biodiversity and populations in ecosystems of different scales.	✓			✓	✓
	HS–LS2–7	Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity.*	✓			✓	✓
	HS-LS2-8	Evaluate evidence for the role of group behavior on individual and species' chances to survive and reproduce.	✓			✓	✓
	HS-LS4-5	Evaluate the evidence supporting claims that changes in environmental conditions may result in: (1) increases in the of individuals of some species, (2) the emergence of new species over time, and (3) the extinction of other species.	✓			✓	
	HS–LS4–6	Create or revise a simulation to test a solution to mitigate adverse impacts of human activity on biodiversity.*	✓			✓	✓

Earth and Space Sciences	HS–ESS3–3	Create a computational simulation to illustrate the relationships among management of natural resources, the sustainability of human populations, and biodiversity.	✓			✓	✓
	HS–ESS3–4	Evaluate or refine a technological solution that reduces impacts of human activities on natural systems.	✓			✓	✓
	HS–ESS3–5	Analyze geoscience data and the results from global climate models to make an evidence-based forecast of the current rate of global or regional climate change and associated future impacts to Earth systems.	✓			✓	
Engineering, Technology, and Applications of Science	HS–ETS1–1	Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants.	✓	✓	✓	✓	✓
	HS–ETS1–3	Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics as well as possible social, cultural, and environmental impacts.	✓	✓	✓	✓	✓

Rhode Island Content Standards SOCIAL STUDIES 9-12			ECP Presentations				
			Environment and Modern Agriculture	Healthful Eating	Modern Animal Agriculture	The Ethics of Eating	Cell-Based/Plant-Based Technologies
Historical Perspective	HP 3 (9-12) - 1.b	formulating a position or course of action on a current issue from a choice of carefully evaluated options, taking into account the historical underpinnings (e.g., casino issue and American Indian sovereignty; current national border debate and RI historical perspective)	✓	✓	✓	✓	✓
Geography	G 3 (9-12) - 2.a	evaluating the environmental consequences of resource consumption.	✓			✓	✓
	G 4 (9-12) - 3.a	analyzing the relationship between human action and the environment over time, using researched evidence.	✓			✓	✓
Economics	E 1 (9-12) -1 a	applying the concept that choices involve trade-offs in real world situations or historical contexts.	✓	✓	✓	✓	✓
	E 1 (9-12) -1 b	applying the concept that economic choices often have long-run intended and unintended consequences in real world situations and historical contexts.	✓	✓	✓	✓	✓

Economics	E 1 (9-12) - 2.a	applying the concept that personal choices often have long-run intended and unintended consequences using historical examples.	✓	✓	✓	✓	✓
	E 2 (9-12) - 1.b	analyzing the roles of supply and demand in an economy	✓	✓	✓	✓	✓
	E 2 (9-12) - 2.a	investigating and synthesizing the role of technology in solving and/or creating economic issues of the past and present.	✓		✓	✓	✓