



West Virginia Standards Alignment

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

College- and Career-Readiness Standards ENGLISH LANGUAGE ARTS 9-12			ECP Presentations				
			Environment and Modern Agriculture	Healthful Eating	Modern Animal Agriculture	The Ethics of Eating	Cell-Based/Plant-Based Technologies
Grade 9: Speaking and Listening	ELA.9.30	Initiate and effectively participate in a range of collaborative discussions (one-on-one, in groups, teacher-led) with diverse partners on grade 9 topics, texts, and issues, building on others' ideas and expressing ideas clearly and persuasively.	✓	✓	✓	✓	✓
	ELA.9.30.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.	✓	✓	✓	✓	✓

Grade 9: Speaking and Listening	ELA.9.30.d.	Respond thoughtfully to diverse perspectives; summarize points of agreement and disagreement and, when warranted, qualify or justify views and understanding and make new connections in light of the evidence and reasoning presented.	✓	✓	✓	✓	✓
	ELA.9.31	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, and/or orally), evaluating the credibility and accuracy of each source.	✓	✓	✓	✓	✓
	ELA.9.32	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.	✓	✓	✓	✓	✓
Grade 10: Speaking and Listening	ELA.10.30	Initiate and effectively participate in a range of collaborative discussions (one-on-one, in groups, teacher-led) with diverse partners on grade 10 topics, texts, and issues, building on others' ideas and expressing ideas clearly and persuasively.	✓	✓	✓	✓	✓
	ELA.10.30.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.	✓	✓	✓	✓	✓
	ELA.10.30.d	Respond thoughtfully to diverse perspectives; summarize points of agreement and disagreement and, when warranted, qualify or justify views and understanding and make new connections in light of the evidence and reasoning presented.	✓	✓	✓	✓	✓
	ELA.10.31	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, and/or orally), evaluating the credibility and accuracy of each source in order to make decisions and solve problems.	✓	✓	✓	✓	✓
	ELA.10.32	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.	✓	✓	✓	✓	✓

Grade 11: Speaking and Listening	ELA.11.30	Initiate and effectively participate in a range of collaborative discussions (one-on-one, in groups, teacher-led) with diverse partners on grade 11 topics, texts, and issues, building on others' ideas and expressing ideas clearly and persuasively.	✓	✓	✓	✓	✓
	ELA.11.30.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.	✓	✓	✓	✓	✓
	ELA.11.30.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.	✓	✓	✓	✓	✓
	ELA.11.31	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, and/or 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.	✓	✓	✓	✓	✓
	ELA.11.32	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.	✓	✓	✓	✓	✓
Grade 12: Speaking and Listening	ELA.12.30	Initiate and effectively participate in a range of collaborative discussions (one-on-one, in groups, teacher-led) with diverse partners on grade 12 topics, texts, and issues, building on others' ideas and expressing ideas clearly and persuasively.	✓	✓	✓	✓	✓
	ELA.12.30.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.	✓	✓	✓	✓	✓

Grade 12: Speaking and Listening	ELA.12.30.d	Respond thoughtfully to diverse perspectives; synthesize and evaluate 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.	✓	✓	✓	✓	✓
	ELA.12.31	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, and/or orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and analyzing any discrepancies among the data.	✓	✓	✓	✓	✓
	ELA.12.32	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, in order to assess the stance, premises, links among ideas, word choice, points of emphasis, and tone used among multiple speakers.	✓	✓	✓	✓	✓
Transition ELA for Seniors: Speaking and Listening	ELA.T.24	Initiate and effectively participate in a range of collaborative discussions (one-on-one, in groups, teacher-led) with diverse partners on grade 12 topics, texts, and issues, building on others' ideas and expressing ideas clearly and persuasively.	✓	✓	✓	✓	✓
	ELA.T.24.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.	✓	✓	✓	✓	✓
	ELA.T.24.d	Respond thoughtfully to diverse perspectives; synthesize and evaluate 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.	✓	✓	✓	✓	✓
	ELA.T.25	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.	✓	✓	✓	✓	✓

Transition ELA for Seniors: Speaking and Listening	ELA.T.26	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.	✓	✓	✓	✓	✓
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West Virginia Standards SCIENCE 9-12			ECP Presentations				
			Environment and Modern Agriculture	Healthful Eating	Modern Animal Agriculture	The Ethics of Eating	Cell-Based/Plant- Based Technologies
Earth and Space Science: Grade 9	S.9.ESS.8	Students will analyze geoscience data to make the claim that one change to Earth's surface can create feedbacks that cause changes to other Earth systems.	✓			✓	✓
	S.9.ESS.14	Students will analyze geoscience data and the results from the 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.	✓			✓	✓
	S.9.ESS.18	Students will evaluate or refine a technological solution that reduces impacts of human activities on natural systems.	✓			✓	✓
	S.9.ESS.19	Students will use a computational representation to illustrate the relationships among Earth systems and how those relationships are being modified due to human activity.*	✓			✓	
Life Science: Grade 10	S.10.LS.10	Students will use mathematical and/or computational representations to support explanations of factors that affect carrying capacity of ecosystems at different scales.	✓			✓	✓
	S.10.LS.11	Students will use mathematical representations to support and revise explanations based on evidence about factors affecting biodiversity and populations in ecosystems of different scales.	✓			✓	✓

Life Science: Grade 10	S.10.LS.13	Students will design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity.*	✓			✓	✓
	S.10.LS.15	Students will create or revise a simulation to test a solution to mitigate adverse impacts of human activity on biodiversity.*	✓			✓	✓
Environmental Science	S.HS.ENV.6	Students will explain how technology has influenced the sustainability of natural resources over time: <ul style="list-style-type: none"> • forestry practices • fossil fuels • farming 	✓		✓	✓	✓
	S.HS.ENV.9	Students will evaluate the leading causes of species decline and premature extinction: <ul style="list-style-type: none"> • habitat destruction and degradation • invasive species • pollution • human population growth • over exploitation 	✓			✓	✓
	S.HS.ENV.14	Students will identify natural and anthropogenic sources of primary, secondary, and indoor air pollutants and the resulting environmental and health effects.	✓			✓	
	S.HS.ENV.17	Students will debate climate change as it relates to natural forces, greenhouse gases, human changes in atmospheric concentrations of greenhouse gases, and relevant laws and treaties.	✓			✓	✓
	S.HS.ENV.18	Students will identify sources, uses, quality, conservation, and global distribution of water.	✓			✓	

Environmental Science	S.HS.ENV.25	<p>Students will analyze best management practices of the agriculture business:</p> <ul style="list-style-type: none"> • fertilizers • integrated pest management • associated water pollution • irrigation practices 	✓		✓	✓	
Human Anatomy and Physiology	S.HS.HAP.24	Students will research disease causative factors, symptoms, prevention and treatment.		✓		✓	
Engineering Design	S.HS.ETS.1	Students will analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants.	✓	✓	✓	✓	✓
	S.HS.ETS.2	Students will design a solution to a complex real-world problem by breaking it down into smaller, more manageable problems that can be solved through engineering.					✓
	S.HS.ETS.3	Students will 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.	✓	✓	✓	✓	✓

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.	✓	✓	✓	✓	✓

West Virginia 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
Economics	SS.E.1	Analyze the role of economic choices in scarcity, supply and demand, resource allocation, decision-making, voluntary exchange and trade-offs (Choices).	✓	✓	✓	✓	✓
	SS.E.8	Analyze how the scarcity of natural, technological, capital and human resources requires economic systems to make choices about the distribution of goods and services	✓			✓	✓
	SS.E.9	Explain the role that supply and demand, prices, incentives and profits play in determining what is produced and distributed in a free enterprise system.	✓	✓	✓	✓	✓
	SS.E.16	Compare and analyze how values and beliefs influence economic decisions in different economic systems.	✓	✓	✓	✓	✓
	SS.E.18	Evaluate historical and current social developments and issues from an economic perspective.	✓	✓	✓	✓	✓
	SS.E.19	Explain historical and current developments and issues in local, national and global contexts from an economic perspective.	✓	✓	✓	✓	✓

Economics	SS.E.24	Analyze a public issue from an economic perspective and propose a socially desirable solution.	✓	✓	✓	✓	✓
	SS.E.34	Evaluate long term and short term costs in relationship to long and short-term benefits.	✓	✓	✓	✓	✓
Geography	SS.G.5	Analyze the interaction of society with the environment (Environment and Society).	✓			✓	✓
	SS.G.7	Analyze the world and account for consequences of human/environment interactions depicting the geographic implications of world events (e.g. catastrophic environmental and climatic events, wars and conflicts, ethnic cleansing and genocide).	✓			✓	✓
	SS.G.14	Compare and contrast the impact of competition for limited resources on an interdependent global economy (e.g. distribution, sustainability, conflict and resolution).	✓			✓	✓
	SS.G.15	Examine global social and political factors and their implications (e.g., climate change, endangered species, terrorism, air pollution, habitat destruction, floods and universal human rights).	✓			✓	✓
	SS.G.18	Analyze the impact of technology or its lack on environments and societies over time.	✓		✓	✓	✓

West Virginia Standards WELLNESS 9-12			ECP Presentations				
			Environment and Modern Agriculture	Healthful Eating	Modern Animal Agriculture	The Ethics of Eating	Cell-Based/Plant- Based Technologies
Health Promotion and Disease Prevention	HE.2	Differentiate between the positive and potentially negative effects of local and global environmental health problems (e.g. pollution/hazards, food production, energy, disease, public health issues).	✓	✓	✓	✓	✓
	HE.7	Analyze how personal health behaviors/choices affect the function of body systems in preventing premature death (e.g. lifestyle choices, chronic disease).		✓		✓	
Culture, Media, and Technology	HE.10	Identify factors in the community that influence health (e.g. such as schools, resources, socioeconomic factors, geography, values, culture).		✓		✓	
	HE.11	Analyze the impact peer influences have on healthy and unhealthy behaviors.		✓		✓	
Health Information and Services	HE.13	Analyze and interpret health information/data to promote healthy decision making (e.g. quackery, food labels, websites, media).		✓		✓	

Goal Setting	HE.25	Assess personal health practices and overall health status.		✓		✓	
Health Behaviors	HE.29	Recognize and demonstrate the positive effects of nutrition and physical activity on health.		✓		✓	
	HE.30	List examples and explain short and long-term impacts of health decisions on the individual, family and community.		✓		✓	