Maryland Content Standards Alignment

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

Maryland Academic 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**
Grades 9-10: Speaking and Listening	SL.9-10.1	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.	✓	✓	✓	✓	✓

Grades 9-10: Speaking and Listening	SL.9-10.1d	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.	✓	✓	✓	✓	✓
	SL.9-10.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.	✓	✓	✓	✓	✓
Grades 11-12: Speaking and Listening	SL.11-12.1	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.	✓	✓	✓	✓	✓
	SL.11-12.1.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.	✓	✓	✓	✓	✓
	SL.11-12.3	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.	✓	✓	✓	✓	✓

Maryland Academic Standards HEALTH 9-12			ECP Presentations				
			Environment and Modern Agriculture	Healthful Eating	Modern Animal Agriculture	The Ethics of Eating	Cell-Based/Plant-Based Technologies
Personal and Consumer Health	A.1.a	Evaluate how factors, such as culture, media, and peers, influence health information, perceptions, behaviors and reduce health risks.		✓		✓	
	D.1.a	Identify the role played by each of the following in causing illness: family history, lifestyle choices, environment, and genetics.		✓		✓	
	D.1.b.	Analyze influences that affect the cause and course of illness.		✓		✓	
	D.1.c.	Determine a plan of action to reduce personal health risks and/or improve personal health through regular medical/dental check-ups, immunizations and screening (vision, hearing), diet and weight management, exercise and rest, and environmental exposure (loud music).		✓		✓	
Nutrition and Fitness	E.1.a.	Analyze the benefits of maintaining a healthy weight. Discuss what constitutes a healthful weight based on the Body Mass Index (BMI).		✓		✓	

Nutrition and Fitness	E.2.a.	Investigate the influences on personal eating and activity behaviors.		✓		✓	
	E.3.a	Identify areas of personal eating behaviors that need improvement.		✓		✓	
Disease Prevention and Control	E.1.a	Evaluate the impact of communicable and non communicable disease on the individual, family, and society.		✓		✓	✓
	E.1.c.	Illustrate behaviors that may decrease the probability of developing 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.	✓	✓	✓	✓	✓

Maryland Academic Standards SCIENCE 9-12			ECP Presentations				
			Environment and Modern Agriculture	Healthful Eating	Modern Animal Agriculture	The Ethics of Eating	Cell-Based/Plant-Based Technologies
Biology	3.5.3	The student will investigate how natural and man-made changes in environmental conditions will affect individual organisms and the dynamics of population (depletion of food, destruction of habitats, disease, natural disasters, pollution, population increase, urbanization).	✓			✓	
	3.6.1	The student will analyze the consequences and/or trade-offs between technological changes and their effect on the individual society, and the environment. They may select topics such as bioethics, genetic engineering, endangered species, or food supply	✓	✓	✓	✓	✓
	3.6.2	The student will investigate a biological issue and be able to defend their position on topics such as animal rights, drug and alcohol abuse viral diseases (e.g., AIDS), genetic engineering, bioethics, biodiversity, population growth, global sustainability, or origin of life.	✓		✓	✓	✓
Earth and Space Sciences	2.3.2	The student will explain how global conditions are affected when natural and human-induced change alter the transfer of energy and matter.	✓			✓	
Environ-mental Science	6.3.1	The student will evaluate the interrelationship between humans and air quality.	✓			✓	

Environ-mental Science	6.3.2	The student will evaluate the interrelationship between humans and water quality and quantity.	✓			✓	
	6.3.3	The student will evaluate the interrelationship between humans and land resources.	✓			✓	
	6.3.4	The student will evaluate the interrelationship between humans and biological resources (food production/agriculture, forest and wildlife resources, human health)	✓	✓	✓	✓	✓
	6.4.1	Identify an environmental issue and formulate related research questions.	✓			✓	✓

Maryland Academic 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
Modern World History	Global Economic Interdependence	Students will analyze the relationship between globalization, human migration, and the environment by: • Comparing regional, interregional, and global efforts to address resource scarcity, access to clean water, deforestation, global warming, and sustainable sources of energy (1, 4).	✓			✓	✓