



Massachusetts Standards Alignment

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

Comprehensive Health Education 9-12		Environment and Modern Agriculture	Healthful Eating	Future of Food
Physical Health	<p>Growth and Development 1.11</p> <p>Describe the impact of behavior and environment on failure of body systems (nervous, muscular, skeletal, circulatory, respiratory, endocrine, and excretory systems).</p>		✓	
Physical Health	<p>Nutrition 3.14</p> <p>Describe how food choices are influenced by availability, individual and family preferences, media, and background, and identify healthy foods within various social groups.</p>	✓	✓	✓
Physical Health	<p>Nutrition 3.15</p> <p>Explain the relationships among dietary intake (including nutritional supplements), eating behaviors, physical activity, and emotional health.</p>		✓	

Physical Health	<p style="text-align: center;">Nutrition 3.21</p> <p>Identify positive health behaviors that reduce the risk of disease.</p>	✓	✓	✓
Safety and Prevention	<p style="text-align: center;">Disease Prevention and Control 8.14</p> <p>Identify positive health behaviors that reduce the risk of disease.</p>		✓	✓
Safety and Prevention	<p style="text-align: center;">Disease Prevention and Control 8.17</p> <p>Describe the leading causes of death for different age groups, symptoms of common diseases among youth, the importance of early diagnosis, and the need for active involvement in the treatment and management of disease and chronic health problems.</p>	✓	✓	
Safety and Prevention	<p style="text-align: center;">Violence Prevention 11.16</p> <p>Identify those character traits that are connected with peaceful living in society, such as respectfulness, tolerance, honesty, self-discipline, kindness, and empathy.</p>	✓	✓	✓
Personal and Community Health	<p style="text-align: center;">Consumer Health and Resource Management 12.15</p> <p>Explain criteria for making consumer decisions about various kinds of products.</p>	✓	✓	✓

Personal and Community Health	<p>Consumer Health and Resource Management 12.16</p> <p>Review the positive and negative influences of the media that impact on health.</p>		✓	
Personal and Community Health	<p>Consumer Health and Resource Management 12.17</p> <p>Describe the individual's responsibility to be a wise and informed consumer, including how to plan a budget that includes a spending and savings plan.</p>	✓	✓	✓
Personal and Community Health	<p>Ecological Health 13.a</p> <p>Identify the reciprocal relationships among social and economic factors and practices and ecological health.</p>	✓		✓
Personal and Community Health	<p>Ecological Health 13.b</p> <p>Research strategies for improving global ecological health and evaluate them for their sensitivity to social background issues.</p>	✓		✓
Personal and Community Health	<p>Ecological Health 13.c</p> <p>Analyze the influence and contribution of government legislation and individuals' actions on environmental health, particularly as related to disease and food production.</p>	✓		✓

Personal and Community Health	Community and Public Health 14.7 Analyze the effects of diseases on the community and society.		✓	
Personal and Community Health	Community and Public Health 14.10 Identify prevalent health concerns and health promotion initiatives in the United States and compare with other parts of the world.		✓	
Personal and Community Health	Community and Public Health 14.c Analyze the reciprocal relationships among social, economic, and environmental factors and community and public health.	✓		✓

English Language Arts Grades 9-12		Environment and Modern Agriculture	Healthful Eating	Future of Food
Grade 9-10 Speaking and Listening	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.	✓	✓	✓

<p>Grade 9-10 Speaking and Listening</p>	<p>Comprehension and Collaboration 1c</p> <p>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.</p>	✓	✓	✓
<p>Grade 9-10 Speaking and Listening</p>	<p>Comprehension and Collaboration 1d</p> <p>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.</p>	✓	✓	✓
<p>Grade 9-10 Speaking and Listening</p>	<p>Comprehension and Collaboration 2</p> <p>Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p>	✓	✓	✓
<p>Grade 9-10 Speaking and Listening</p>	<p>Comprehension and Collaboration 3</p> <p>Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p>	✓	✓	✓

<p>Grade 11-12 Speaking and Listening</p>	<p>Comprehension and Collaboration 1</p> <p>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.</p>	✓	✓	✓
<p>Grade 11-12 Speaking and Listening</p>	<p>Comprehension and Collaboration 1c</p> <p>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.</p>	✓	✓	✓
<p>Grade 11-12 Speaking and Listening</p>	<p>Comprehension and Collaboration 1d</p> <p>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.</p>	✓	✓	✓

<p>Grade 11-12 Speaking and Listening</p>	<p>Comprehension and Collaboration 2</p> <p>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.</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>
<p>Grade 11-12 Speaking and Listening</p>	<p>Comprehension and Collaboration 3</p> <p>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.</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>

<p>History and Social Science Grades 9-12</p>		<p>Environment and Modern Agriculture</p>	<p>Healthful Eating</p>	<p>Future of Food</p>
<p>United States history II</p>	<p>Topic 1: 3</p> <p>Define supply and demand and explain the role that supply and demand, prices, and profits play in determining production and distribution in a market economy.</p>			<p>✓</p>

United States history II	<p style="text-align: center;">Topic 5: 5</p> <p>Analyze some of the major technological and social trends and issues of the late 20th and early 21st centuries (e.g., the computer and technological revolution beginning in the 1980s, scientific and medical discoveries such as DNA research, major immigration and demographic changes such as the rise in Asian and Hispanic immigration).</p>	✓	✓	✓
United States Government and Politics	<p style="text-align: center;">Topic 1: 10</p> <p>Argue and defend positions on issues in which foundational ideas or values are in tension or conflict (e.g., liberty in conflict with equality or authority, individual rights in conflict with national or community interests or perceptions of the common good, or majority rule in conflict with minority rights).</p>	✓	✓	✓
Economics	<p style="text-align: center;">Topic 1: 2</p> <p>Explain how consumers and producers confront the condition of scarcity, by making choices that involve opportunity costs and tradeoffs</p>	✓		✓
Economics	<p style="text-align: center;">Topic 2: 3</p> <p>Describe how prices send signals to buyers and sellers.</p>	✓	✓	✓

Economics	<p>Topic 2: 4</p> <p>Recognize that consumers ultimately determine what is produced in a market economy (consumer sovereignty).</p>	✓	✓	✓
-----------	---	---	---	---

Science and Technology/Engineering Grades 9-12		Environment and Modern Agriculture	Healthful Eating	Future of Food
Earth and Space Science	<p>HS-ESS3-1</p> <p>Construct an explanation based on evidence for how the availability of key natural resources and changes due to variations in climate have influenced human activity.</p>	✓		
Earth and Space Science	<p>HS-ESS3-2</p> <p>Evaluate competing design solutions for minimizing impacts of developing and using energy and mineral resources, and conserving and recycling those resources, based on economic, social, and environmental cost-benefit ratios</p>	✓		✓

Earth and Space Science	<p>HS-ESS3-3</p> <p>Illustrate relationships among management of natural resources, the sustainability of human populations, and biodiversity.</p>	✓		✓
Earth and Space Science	<p>HS-ESS3-5</p> <p>Analyze results from global climate models to describe how forecasts are made of the current rate of global or regional climate change and associated future impacts to Earth systems.</p>	✓		
Biology	<p>HS-LS2-1</p> <p>Analyze data sets to support explanations that biotic and abiotic factors affect ecosystem carrying capacity.</p>	✓		
Biology	<p>HS-LS2-7</p> <p>Analyze direct and indirect effects of human activities on biodiversity and ecosystem health, specifically habitat fragmentation, introduction of non-native or invasive species, overharvesting, pollution, and climate change. Evaluate and refine a solution for reducing the impacts of human activities on biodiversity and ecosystem health.</p>	✓		✓

Technology / Engineering	<p style="text-align: center;">HS-ETS1-1</p> <p>Analyze a major global challenge to specify a design problem that can be improved. Determine necessary qualitative and quantitative criteria and constraints for solutions, including any requirements set by society</p>	✓	✓	✓
Technology / Engineering	<p style="text-align: center;">HS-ETS1-3</p> <p>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, aesthetics, and maintenance, as well as social, cultural, and environmental impacts</p>	✓	✓	✓