





New York Standards Alignment

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

Career Development Grades 9-12	Environment and Modern Agriculture	Healthful Eating	Future of Food	
Standard 3b Career Majors	Health Services 3. Health Maintenance Students: Develop knowledge of the concept of optimal health and identify factors that affect health maintenance.			
Standard 3b Career Majors	Specialized Health Services 3. Health Maintenance Students: Develop knowledge of the concept of optimal health and identify factors that affect health maintenance.			

English Language Arts Grades 9-12		Environment and Modern Agriculture	Healthful Eating	Future of Food
Grade 9-10 Speaking and Listening	9-10SL1 Initiate and participate effectively in a range of collaborative discussions with diverse partners on complex topics, texts, and issues; express ideas clearly and persuasively, and build on those of others.	✓	✓	✓
Grade 9-10 Speaking and Listening	9-10SL1c Pose and respond to questions that relate the discussion to broader themes or ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.	✓	✓	✓
Grade 9-10 Speaking and Listening	9-10SL1d Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify personal views and understanding and make new connections in light of the evidence and reasoning presented.	✓	✓	✓

<p>Grade 9-10 Speaking and Listening</p>	<p>9-10SL2</p> <p>Integrate multiple sources of information presented in diverse formats (e.g., including visual, quantitative, and oral) evaluating the credibility, accuracy, and relevance of each source.</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>
<p>Grade 9-10 Speaking and Listening</p>	<p>9-10SL3</p> <p>Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric; identify any fallacious reasoning or exaggerated or distorted evidence.</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>
<p>Grade 11-12 Speaking and Listening</p>	<p>11-12SL1</p> <p>Initiate and participate effectively in a range of collaborative discussions with diverse partners on complex topics, texts, and issues; express ideas clearly and persuasively, and build on those of others.</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>
<p>Grade 11-12 Speaking and Listening</p>	<p>11-12SL1c</p> <p>Pose and respond to questions that probe reasoning and evidence; address a full range of positions; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>

<p>Grade 11-12 Speaking and Listening</p>	<p>11-12SL1d</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>✓</p>	<p>✓</p>	<p>✓</p>
<p>Grade 11-12 Speaking and Listening</p>	<p>11-12SL2</p> <p>Integrate multiple sources of information presented in diverse formats (e.g., including visual, quantitative, and oral). Evaluate the credibility and accuracy of each source, and note any discrepancies among the data to make informed decisions and solve problems.</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>
<p>Grade 11-12 Speaking and Listening</p>	<p>11-12SL3</p> <p>Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assess the premises and connections among ideas, diction, and tone.</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>

Family and Consumer Science Grades 9-12		Environment and Modern Agriculture	Healthful Eating	Future of Food
Personal Health and Fitness	<p>Standard 1</p> <p>Students will use an understanding of the elements of good nutrition to plan appropriate diets for themselves and others. They will know and use the appropriate tools and technologies for safe and healthy food preparation.</p>		✓	
Resource Management	<p>Standard 3</p> <p>Students will understand and be able to manage personal resources of talent, time, energy, and money and make effective decisions in order to balance their obligations to work, family, and self. They will nurture and support positive relationships in their homes, workplaces, and communities. They will develop and use their abilities to contribute to society through pursuit of a career and commitment to long-range planning for their personal, professional, and academic futures. They will know and access community resources.</p>	✓	✓	✓

Health Education Grades 9-12		Environment and Modern Agriculture	Healthful Eating	Future of Food
Health Education	<p>Personal Health and Fitness 1.</p> <p>Students will understand human growth and development and recognize the relationship between behaviors and healthy development. They will understand ways to promote health and prevent disease and will demonstrate and practice positive health behaviors.</p>	✓	✓	✓
Health Education	<p>Personal Health and Fitness</p> <p>Demonstrate the necessary knowledge and skills to promote healthy development into adulthood.</p>		✓	
Health Education	<p>Personal Health and Fitness</p> <p>Evaluate how the multiple influences which affect health decisions and behaviors can be altered.</p>	✓	✓	✓
Health Education	<p>A Safe and Healthy Environment 1.</p> <p>Students will demonstrate personally and socially responsible behaviors. They will care for and respect themselves and others. They will recognize threats to the environment and offer appropriate strategies to minimize them.</p>		✓	

Health Education	<p>A Safe and Healthy Environment</p> <p>Evaluate personal and social skills which contribute to health and safety of self and others.</p>	✓	✓	✓
Health Education	<p>A Safe and Healthy Environment</p> <p>Recognize how individual behavior affects the quality of the environment.</p>	✓	✓	✓
Health Education	<p>Resource Management 1.</p> <p>Students will understand the influence of culture, media, and technology in making decisions about personal and community health issues. They will know about and use valid health information, products, and services. Students will advocate for healthy families and communities.</p>	✓	✓	✓
Health Education	<p>Resource Management</p> <p>Demonstrate how to evaluate health information, products, and services for validity and reliability.</p>	✓	✓	✓
Health Education	<p>Resource Management</p> <p>Analyze how cultural beliefs influence health behaviors and the use of health products and services.</p>	✓	✓	✓

Physical Education	<p>Personal Health and Fitness</p> <p>Know the components of personal wellness (nutrition and weight control, disease prevention, stress management, safety, and physical fitness).</p>		✓	
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Science Grades 9-12		Environment and Modern Agriculture	Healthful Eating	Future of Food
Life Science	<p>HS-LS2-2</p> <p>Use mathematical representations to support and revise explanations based on evidence about factors affecting biodiversity and populations in ecosystems of different scales.</p>	✓		✓
Life Science	<p>HS-LS2-7</p> <p>Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity.</p>	✓		✓
Life Science	<p>HS-LS2-8</p> <p>Evaluate evidence for the role of group behavior on individual and species' chances to survive and reproduce.</p>	✓		✓

Life Science	<p>HS-LS4-5</p> <p>Evaluate the evidence supporting claims that changes in environmental conditions may result in: (1) increases in the number of individuals of some species, (2) the emergence of new species over time, and (3) the extinction of other species.</p>	✓		
Life Science	<p>HS-LS4-6</p> <p>Create or revise a simulation to test a solution to mitigate adverse impacts of human activity on biodiversity.</p>	✓		✓
Earth and Space Sciences	<p>HS-ESS3-3</p> <p>Create a computational simulation to illustrate the relationships among management of natural resources, the sustainability of human populations, and biodiversity.</p>	✓		✓
Earth and Space Sciences	<p>HS-ESS3-4</p> <p>Evaluate or refine a technological solution that reduces impacts of human activities on natural systems.</p>	✓		✓
Earth and Space Sciences	<p>HS-ESS3-5</p> <p>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.</p>	✓		

Engineering, Technology and Applications of Science	<p style="text-align: center;">HS-ETS1-1</p> <p>Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants.</p>	✓	✓	✓
Engineering, Technology and Applications of Science	<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, and aesthetics as well as possible social, cultural, and environmental impacts.</p>	✓	✓	✓

Social Studies Grades 9-12		Environment and Modern Agriculture	Healthful Eating	Future of Food
Geographic Reasoning	<p style="text-align: center;">SS Practices, Grades 9-12D, 3.</p> <p>Identify, analyze, and evaluate the relationship between the environment and human activities, how the physical environment is modified by human activities, and how human activities are also influenced by Earth’s physical features and processes.</p>	✓		

Civic Participation	<p>SS Practices Grades, 9-12F, 1.</p> <p>Demonstrate respect for the rights of others in discussions and classroom debates.</p>	✓	✓	✓
Civic Participation	<p>SS Practices Grades, 9-12F, 2.</p> <p>Participate in activities that focus on a classroom, school, community, state, or national issue or problem.</p>	✓	✓	✓
Civic Participation	<p>SS Practices Grades, 9-12F, 6.</p> <p>Identify situations in which social actions are required and determine an appropriate course of action.</p>	✓	✓	✓
Common Core Speaking and Listening Standards	<p>Comprehension and Collaboration, Grades 9-10, 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; clarify, verify, or challenge ideas and conclusions.</p>	✓	✓	✓

Common Core Speaking and Listening Standards	<p>Comprehension and Collaboration, Grades 9-10, 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>	✓	✓	✓
Common Core Speaking and Listening Standards	<p>Comprehension and Collaboration, Grades 9-10, 1e.</p> <p>Seek to understand other perspectives and cultures and communicate effectively with audiences of individuals from varied backgrounds.</p>	✓	✓	✓
Common Core Speaking and Listening Standards	<p>Comprehension and Collaboration, Grades 9-10, 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>	✓	✓	✓
Common Core Speaking and Listening Standards	<p>Comprehension and Collaboration, Grades 9-10, 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>	✓	✓	✓

Global History and Geography	<p style="text-align: center;">Grade 10, 10.9b</p> <p>Students will compare and contrast arguments supporting and criticizing globalization by examining concerns including: multinational corporations, economic development and inequality (e.g. access to water, food, education, health care, energy), ethnic diversity vs. homogenization (e.g. fast food franchises, culture).</p>	✓	✓	✓
Global History and Geography	<p style="text-align: center;">Grade 10, 10.9c</p> <p>Students will explore efforts to increase and intensify food production through industrial agriculture and examine strains on the environment, such as threats to wildlife and degradation of the physical environment (i.e. desertification, deforestation and pollution) due to population growth, industrialization, and urbanization.</p>	✓	✓	✓
Participation in Government and Civics	<p style="text-align: center;">Grade 12, 12.G3a</p> <p>Citizens should be informed about rights and freedoms, and committed to balancing personal liberties with a social responsibility to others.</p>	✓	✓	✓
Participation in Government and Civics	<p style="text-align: center;">Grade 12, 12.G4e</p> <p>Citizens participate in civic life through volunteerism and advocacy, including efforts such as contacting elected officials, signing/organizing petitions, protesting, canvassing, and participating in/organizing boycotts.</p>	✓	✓	✓

Participation in Government and Civics	Grade 12, 12.G5d Active and engaged citizens must be effective media consumers. Knowing how to critically evaluate a media source is fundamental to being an informed citizen.	✓	✓	✓
Economics, the Enterprise System and Finance	Grade 12, 12.E1a In making economic decisions, in any role, individuals should consider the set of opportunities that they have, their resources (e.g. income and wealth), their preferences, and their ethics.	✓	✓	✓
Economics, the Enterprise System and Finance	Grade 12, 12.E3c The freedom of the United States economy encourages entrepreneurialism. This is an important factor behind economic growth that can lead to intended consequences (e.g. growth, competition, innovation, improved standard of living) and unintended consequences.	✓	✓	✓
Economics, the Enterprise System and Finance	Grade 12, 12.E3d A degree of regulation, oversight, or government control is necessary in some markets to ensure free and fair competition and to limit unintended consequences of American capitalism. Government attempts to protect the worker, ensure property rights, and to regulate the marketplace, as well as to promote income equality and social mobility, have had varied results.	✓		