



# Michigan Standards Alignment

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

English Language Arts Grades 9-12		Environment and Modern Agriculture	Healthful Eating	Future of Food
Grade 9-10 Speaking and Listening	<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 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>Comprehension and Collaboration 1.c.</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><b>Grade 9-10</b> Speaking and Listening</p>	<p>Comprehension and Collaboration 1.d.</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>✓</p>	<p>✓</p>	<p>✓</p>
<p><b>Grade 9-10</b> 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><b>Grade 9-10</b> 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><b>Grade 11-12</b> 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>✓</p>	<p>✓</p>	<p>✓</p>

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

<b>Grade 11-12</b> Speaking and Listening	Comprehension and Collaboration 3C  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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<b>Health Education</b> <b>Grades 9-12</b>	<b>Environment and Modern Agriculture</b>	<b>Healthful Eating</b>	<b>Future of Food</b>
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Nutrition and Physical Activity	Goal Setting: 1.5  Assess one’s personal nutrition needs and level of physical activity according to the federal dietary guidelines.		✓	
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Nutrition and Physical Activity	Goal Setting: 1.8  Develop a personal plan for improving one’s nutrition, incorporating physical activity into daily routines, and maintaining a healthy weight.		✓	
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Nutrition and Physical Activity	Decision Making: 1.9  Predict the health benefits of eating healthy and being physically active; and the potential health consequences of not doing so.		✓	
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Nutrition and Physical Activity	<p>Advocacy: 1.10</p> <p>Advocate for nutritional food choices and physical activity at school.</p>		✓	
Nutrition and Physical Activity	<p>Core Concepts: 1.11</p> <p>Distinguish between facts and myths regarding nutrition practices, products, and physical performance.</p>		✓	

<b>Science Grades 9-12</b>		<b>Environment and Modern Agriculture</b>	<b>Healthful Eating</b>	<b>Future of Food</b>
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>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>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>	✓	✓	✓

<b>Social Studies Grades 9-12</b>		<b>Environment and Modern Agriculture</b>	<b>Healthful Eating</b>	<b>Future of Food</b>
Inquiry, Research and Analysis	<p>P2.2</p> <p>Evaluate data presented in social science tables, graphs, graphics, maps, and texts for credibility, considering the origin, authority, structure, and context of the information.</p>	✓	✓	✓

<p>Inquiry, Research and Analysis</p>	<p>P2.4</p> <p>Use relevant information from multiple credible sources representing a wide range of views considering the origin, authority, structure, and context to answer a compelling or supporting question.</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>
<p>Public Discourse and Decision Making</p>	<p>P3.1</p> <p>Clearly state an issue as a question of public policy, gather and interpret information about that issue, analyze various perspectives, and generate and evaluate possible alternative resolutions.</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>
<p>Contemporary Global Issues</p>	<p>CG2 Resources</p> <p>Explain changes in the use, distribution, and importance of natural resources (including land, water, energy, food; and renewable, non-renewable, and flow resources) on human life, settlement, and interactions by describing and evaluating:</p> <ul style="list-style-type: none"> <li>• changes in spatial distribution and use of natural resources.</li> <li>• the differences in ways societies have been using and distributing natural resources.</li> <li>• social, political, economic, and environmental consequences of the development, distribution, and use of natural resources.</li> <li>• major changes in networks for the production, distribution, and consumption of natural resources, including the growth of multinational corporations and governmental and non-governmental organizations.</li> <li>• the impact of humans on the global environment.</li> </ul>	<p>✓</p>		<p>✓</p>



Civics	P3.1 Clearly state an issue as a question of public policy, gather and interpret information about that issue, analyze various perspectives, and generate and evaluate possible alternative resolutions.	✓	✓	✓
Economics	1.3.1 Supply And Demand – use the laws of supply and demand to explain household and business behavior.	✓	✓	✓
Economics	1.3.1 Supply And Demand – use the laws of supply and demand to explain household and business behavior.	✓	✓	✓