Texas 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**
English I	§110.31.(b)(24) Listening and Speaking/Listening. Students will use comprehension skills to listen attentively to others in formal and informal settings. Students will continue to apply earlier standards with greater complexity. Students are expected to: (A) listen responsively to a speaker by taking notes that summarize, synthesize, or highlight the speaker's ideas for critical reflection and by asking questions related to the content for clarification and elaboration; (C) evaluate the effectiveness of a speaker's main and supporting ideas.	✔	✔	✔
English II	§110.32.(b)(24) Listening and Speaking/Listening. Students will use comprehension skills to listen attentively to others in formal and	✔	✔	✔

	informal settings. Students will continue to apply earlier standards with greater complexity. Students are expected to: (A) listen responsively to a speaker by taking notes that summarize, synthesize, or highlight the speaker's ideas for critical reflection and by asking questions related to the content for clarification and elaboration; (C) evaluate how the style and structure of a speech support or undermine its purpose or meaning.			
English III	§110.33.(b)(23) Listening and Speaking/Listening. Students will use comprehension skills to listen attentively to others in formal and informal settings. Students will continue to apply earlier standards with greater complexity. Students are expected to: (A) listen responsively to a speaker by framing inquiries that reflect an understanding of the content and by identifying the positions taken and the evidence in support of those positions; and (B) evaluate the clarity and coherence of a speaker's message and critique the impact of a speaker's diction and syntax on an audience.	✔	✔	✔

English IV	§110.34.(b)(24) Listening and Speaking/Listening. Students will use comprehension skills to listen attentively to others in formal and informal settings. Students will continue to apply earlier standards with greater complexity. Students are expected to: (A) listen responsively to a speaker by framing inquiries that reflect an understanding of the content and by identifying the positions taken and the evidence in support of those positions; and (B) assess the persuasiveness of a presentation based on content, diction, rhetorical strategies, and delivery.	✔	✔	✔

Health Education Grades 9-12	**Environment and Modern Agriculture**	**Healthful Eating**	**Future of Food**
Health I	§115.32(b)(1) Health information. The student analyzes health information and applies strategies for enhancing and maintaining personal health throughout the lifespan. Students are expected to: (B) examine the relationship among body composition, diet, and fitness; (C) explain the relationship between nutrition, quality of life, and disease;		✔	✔

Health I	§115.32(b)(2) Health information. The student is health literate in disease prevention and health promotion throughout the lifespan. Students are expected to: (A) analyze the relationship between health promotion and disease prevention;		✔	✔
Advanced Health	§115.33(b)(15) Personal/interpersonal skills. The student synthesizes information and applies strategies for making health-promoting decisions. Students are expected to: (A) apply decision-making skills to health-promoting decisions		✔	✔

Science Grades 9-12		**Environment and Modern Agriculture**	**Healthful Eating**	**Future of Food**
Across Subjects	Scientific Processes The student uses critical thinking, scientific reasoning, and problem solving to make informed decisions within and outside the classroom.	✔	✔	✔

Across Subjects	Science and Social Ethics Scientific decision making is a way of answering questions about the natural world. Students should be able to distinguish between scientific decision-making methods (scientific methods) and ethical and social decisions that involve science (the application of scientific information).	✔	✔	✔
Aquatic Science	§112.32(c)(12) Science concepts. The student understands how human activities impact aquatic environments.	✔		✔
Biology	§112.34(c)(12) Science concepts. The student knows that interdependence and interactions occur within an environmental system. Students are expected to: (E) describe how environmental change can impact ecosystem stability.	✔		✔

Earth and Space Science	§112.36(c)(11) Solid Earth. The student knows that the geosphere continuously changes over a range of time scales involving dynamic and complex interactions among Earth's subsystems. Students are expected to: (E) evaluate the impact of changes in Earth's subsystems on humans such as earthquakes, tsunamis, volcanic eruptions, hurricanes, flooding, and storm surges and the impact of humans on Earth's subsystems such as population growth, fossil fuel burning, and use of fresh water.	✔		✔
Environmental Science	§112.37(c)(4) Science concepts. The student knows the relationships of biotic and abiotic factors within habitats, ecosystems, and biomes. The student is expected to: (G) predict how species extinction may alter the food chain and affect existing populations in an ecosystem	✔		

Environmental Systems	§112.37(c)(5) Science concepts. The student knows the interrelationships among the resources within the local environmental system. The student is expected to: (A) summarize methods of land use and management and describe its effects on land fertility; (B) identify source, use, quality, management, and conservation of water; (C) document the use and conservation of both renewable and non-renewable resources as they pertain to sustainability; (D) identify renewable and non-renewable resources that must come from outside an ecosystem such as food, water, lumber, and energy; (E) analyze and evaluate the economic significance and interdependence of resources within the environmental system; and (F) evaluate the impact of waste management methods such as reduction, reuse, recycling, and composting on resource availability.	✔		✔
Environmental Systems	§112.37(c)(7) Science concepts. The student knows the relationship between carrying capacity and changes in populations and ecosystems.	✔		
Environmental Systems	§112.37(c)(9) Science concepts. The student knows the relationship between carrying capacity and changes in populations and ecosystems.	✔	✔	✔

Social Studies Grades 9-12		Environment and Modern Agriculture	Healthful Eating	Future of Food
Across Subjects	Social Studies Skills The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. Students are expected to: (A) use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution; (B) use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision; and (C) participate in conflict resolution using persuasion, compromise, debate, and negotiation.	✔	✔	✔

World Geography Studies	§113.43.(c)(19) Science, technology, and society. The student understands the impact of technology and human modifications on the physical environment. Students are expected to: (C) examine the environmental, economic, and social impacts of advances in technology on agriculture and natural resources.	✔		✔