



Georgia 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
Grades 9-10 Speaking and Listening	ELAGSEL9-10SL1 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	ELAGSEL9-10SL1.c 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>Grades 9-10 Speaking and Listening</p>	<p>ELAGSEL9-10SL1.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>Grades 9-10 Speaking and Listening</p>	<p>ELAGSE9-10SL2</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>✓</p>	<p>✓</p>	<p>✓</p>
<p>Grades 9-10 Speaking and Listening</p>	<p>ELAGSE9-10SL3</p> <p>Evaluate and/or reflect on a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>
<p>Grades 11-12 Speaking and Listening</p>	<p>ELAGSEL11-12SL1</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>Grades 11-12 Speaking and Listening</p>	<p>ELAGSEL11-12SL1.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>Grades 11-12 Speaking and Listening</p>	<p>ELAGSEL11-12SL1.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>Grades 11-12 Speaking and Listening</p>	<p>ELAGSEL11-12SL2</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>

Grades 11-12 Speaking and Listening	ELAGSEL11-12SL3 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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Family and Consumer Science Grades 9-12		Environment and Modern Agriculture	Healthful Eating	Future of Food
Nutrition and Food Science	FCS-FNW-1 Students will discuss basic nutrient requirements and their use in dietary planning.		✓	
Nutrition and Food Science	FCS-FNW-3 Students will identify the factors that affect food choices and dietary quality.	✓	✓	✓
Nutrition and Food Science	FCS-FNW-7 Students will examine and discuss the health risks of an unhealthy lifestyle, dietary choices, and unbalanced nutritional intake.		✓	

Nutrition and Food Science	FCS-FNW-8 Students will demonstrate that wellness and fitness are results of a well balanced diet, knowledge of nutrition, and calorie burning.		✓	
Nutrition and Food Science	FCS-FNL-1 Students will design and demonstrate a nutritious diet.		✓	

Health Education Grades 9-12		Environment and Modern Agriculture	Healthful Eating	Future of Food
Health Promotion and Disease Prevention	HEHS.1.a Predict how health behaviors can affect health status.		✓	
Health Promotion and Disease Prevention	HEHS.1.c Analyze how the environment and personal health are interrelated.	✓	✓	
Health Promotion and Disease Prevention	HEHS.1.d Analyze how genetics and family history can affect personal health.		✓	

Health Promotion and Disease Prevention	HEHS.1.e Propose ways to reduce or prevent injuries and health problems.		✓	
Health Promotion and Disease Prevention	HEHS.1.g Compare and contrast the benefits of and barriers to practicing a variety of healthy behaviors.	✓	✓	✓
Health Promotion and Disease Prevention	HEHS.1.j Describe best practices for nutrition through the life cycle.		✓	
Health influences	HEHS.2.a Analyze how the family, culture, and environment influence the health of individuals.		✓	
Health influences	HEHS.2.c Analyze how peers influence healthy and unhealthy behaviors.		✓	
Health influences	HEHS.2.e Evaluate the effect of media on personal and family health.		✓	
Accessing Information	HEHS.3.b Investigate the accessibility of products and services that enhance health.		✓	

Decision-Making Skills	HEHS.5b Develop and apply a decision-making process to a health-related situation.		✓	
Decision-Making Skills	HEHS.5.d Describe evidence-based choices to health-related issues or problems.		✓	
Decision-Making Skills	HEHS.5.f Explain how decisions can negatively and positively impact personal health and well-being.		✓	
Goal-Setting	HEHS.6.b Develop a personal health action plan to address health goals.		✓	
Health Enhancing Behaviors	HEHS.7.b Choose and implement a variety of healthy practices and behaviors that will consistently maintain or improve health.		✓	
Health Enhancing Behaviors	HEHS.7.c Model behaviors to avoid or reduce health risks to self and/or others.		✓	

Science Page 9-12		Environment and Modern Agriculture	Healthful Eating	Future of Food
Biology	<p>SB5</p> <p>Obtain, evaluate, and communicate information to assess the interdependence of all organisms on one another and their environment</p>	✓		
Biology	<p>SB5a</p> <p>Plan and carry out investigations and analyze data to support explanations about factors affecting biodiversity and populations in ecosystems.</p>	✓		
Biology	<p>SB5c</p> <p>Construct an argument to predict the impact of environmental change on the stability of an ecosystem</p>	✓		

Biology	<p>SB5d</p> <p>Design a solution to reduce the impact of a human activity on the environment. (Clarification statement: Human activities may include chemical use, natural resources consumption, introduction of non-native species, greenhouse gas production.)</p>	✓		✓
Earth Systems	<p>SES6c</p> <p>Ask questions to investigate and communicate how humans depend on Earth's land and water resources, which are distributed unevenly around the planet as a result of past geological and environmental processes.</p>	✓		✓
Environmental Science	<p>SEV2b</p> <p>Analyze and interpret data to determine how changes in atmospheric chemistry (carbon dioxide and methane) impact the greenhouse effect.</p>	✓		
Environmental Science	<p>SEV4a</p> <p>Construct and revise a claim based on evidence on the effects of human activities on natural resources.</p>	✓		

Environmental Science	<p>SEV4b</p> <p>Design, evaluate, and refine solutions to reduce human impact on the environment including, but not limited to, smog, ozone depletion, urbanization, and ocean acidification.</p>	✓		✓
Environmental Science	<p>SEV4c</p> <p>Construct an argument to evaluate how human population growth affects food demand and food supply (GMOs, monocultures, desertification, Green Revolution).</p>	✓		✓
Environmental Science	<p>SEV5c</p> <p>Construct an argument from evidence regarding the ecological effects of human innovations (Agricultural, Industrial, Medical, and Technological Revolutions) on global ecosystems.</p>	✓		
Environmental Science	<p>SEV5d</p> <p>Design and defend a sustainability plan to reduce your individual contribution to environmental impacts, taking into account how market forces and societal demands (including political, legal, social, and economic) influence personal choices.</p>	✓		✓

Social Studies Grades 9-12		Environment and Modern Agriculture	Healthful Eating	Future of Food
Economics	SSEF1b Define and give examples of productive resources (i.e. factors of production): natural resources (i.e. land), human resources (i.e. labor and human capital), physical capital and entrepreneurship.			✓
Economics	SSEF1c Explain the motivations that influence entrepreneurs to take risks (e.g., profit, job creation, innovation, and improving society).			✓
Economics	SSEF2c Explain that people, businesses, and governments respond to positive and negative incentives in predictable ways.			✓
Economics	SSEF6d Analyze, by means of a production possibilities curve: trade-offs, opportunity cost, growth, and efficiency.	✓	✓	✓

Psychology	SSPSP1a Explain phenomena that result from the influence of the social environment on the individual and vice versa: include obedience, social facilitation, social loafing, bystander apathy, conformity such as Asch's experiment, groupthink, group polarization, and deindividuation.	✓	✓	✓
Psychology	SSPSP1b Analyze attribution and cognitive dissonance theories pertaining to social judgments and attitudes.	✓	✓	✓
Sociology	SSSoc2a Explain cultural change and diversity include ethnocentrism, cultural relativism, folk culture, pop culture, counterculture, subculture, and culture shock.	✓	✓	✓
Sociology	SSSoc2d Analyze the components, varieties, and functions of group dynamics, include such factors as group size, leadership and authority, and such processes as bystander effect and groupthink.	✓	✓	✓

Sociology	SSSocC1a Identify and describe the roles and responsibilities of an individual in society.	✓	✓	✓
Sociology	SSSocC2a Describe the various forms of collective behavior as factors of social change.	✓	✓	✓
Sociology	SSSocC2c Evaluate the impact of technology on social change.			✓
World Geography	SSWG5a Describe how and why agricultural techniques and technology have changed over time (e.g., irrigation, crop rotation, green revolution, and GMO's).	✓	✓	✓
World Geography	SSWG5c Analyze the economic, political and environmental impacts associated with industrialization and natural resource management around the world (e.g., fracking, strip mining, building of dams and reservoirs, deforestation, sustainable development, and renewable vs. nonrenewable resources).	✓	✓	✓