# Maryland 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** |
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| **Grade 9-10** Speaking and Listening | SL.9-10.1 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. | ✔ | ✔ | ✔ |
| **Grade 9-10** Speaking and Listening | SL.9-10.1d 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. | ✔ | ✔ | ✔ |
| **Grade 9-10** Speaking and Listening | SL.9-10.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. | ✔ | ✔ | ✔ |

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| **Grade 11-12**<br>Speaking and Listening | SL.11-12.1<br>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. | ✔ | ✔ | ✔ |
| **Grade 11-12**<br>Speaking and Listening | SL.11-12.1.D<br>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. | ✔ | ✔ | ✔ |
| **Grade 11-12**<br>Speaking and Listening | SL.11-12.3<br>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. | ✔ | ✔ | ✔ |

| **Health Education**<br>**Grades 9-12** | | **Environment and Modern Agriculture** | **Healthful Eating** | **Future of Food** |
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| Healthy Eating | 1e.HS1.1<br>Distinguish between foods and beverages that provide key nutrients versus those that contain few essential nutrients. | | ✔ | |

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| Healthy Eating | 1e.HS1.3<br><br>Describe the relationship between personal eating behaviors and overall personal health. | | ✔ | |
| Healthy Eating | 1e.HS1.4<br><br>Summarize how to make balanced food selections when dining out. 1e.HS1.4 | | ✔ | |
| Healthy Eating | 1e.HS1.5<br><br>Analyze various eating patterns and their impact on personal health. | | ✔ | |
| Healthy Eating | 1e.HS1.8<br><br>Investigate how food access impacts food choices and health outcomes | | ✔ | |
| Healthy Eating | 1e.HS2.1<br><br>Utilize the U.S. Dietary Guidelines for Americans to plan a balanced eating routine. | | ✔ | |
| Healthy Eating | 1e.HS2.3<br><br>Describe the impact of food production and preparation methods on food nutrient value. 1e.HS2.3 | | ✔ | |

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| Healthy Eating | 1e.HS2.4<br><br>Explain how to incorporate eating a variety of nutrient-dense foods to meet daily nutrient requirements. | | ✔ | |
| Healthy Eating | 1e.HS2.6<br><br>Analyze how food choices impact the environment. | ✔ | | |
| Disease Prevention and Control | 1f.HS1.1<br><br>Analyze the factors that contribute to the major chronic diseases such as heart disease, cancer, diabetes, hypertension, osteoporosis, and skin cancer. | | ✔ | |
| Disease Prevention and Control | 1f.HS1.8<br><br>Examine the impact of human-induced environmental change on health and wellbeing. | ✔ | | |
| Disease Prevention and Control | 1f.HS2.4<br><br>Evaluate the roles of the individual and society in disease prevention. | ✔ | ✔ | |
| Disease Prevention and Control | 1f.HS2.9<br><br>Analyze the disproportionate health impact of human-induced environmental change in communities. | ✔ | | |

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| Analyzing Influences | 2.HS.h<br><br>Analyze the influence of personal values and beliefs on individual health practices and behaviors. | ✔ | ✔ | ✔ |
| Accessing Information | 3.HS.a<br><br>Evaluate the validity of health information, products, and services. | ✔ | ✔ | ✔ |
| Interpersonal Communication | 4.HS.a<br><br>Utilize skills for communicating effectively with family, peers, and others to enhance health. | | ✔ | |
| Decision Making | 5.HS.e<br><br>Predict the potential short and long-term impact of each alternative on self and others. | | ✔ | |
| Decision Making | 5.HS.f<br><br>Defend the healthy choice when making decisions. | | ✔ | |
| Goal Setting | 6.HS.a<br><br>Assess personal health practices and overall health status. | | ✔ | |

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| Goal Setting | 6.HS.b<br><br>Develop a plan to attain a personal health goal that addresses strengths, needs, and risks. | ✔ | ✔ | |
| Self-Management | 7.HS.b<br><br>Demonstrate a variety of healthy practices and behaviors that will maintain or improve the health of self and others. | ✔ | ✔ | |

| **Next Generation Science Grades 9-12** | | **Environment and Modern Agriculture** | **Healthful Eating** | **Future of Food** |
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| Life Science | HS–LS2–2<br><br>Use mathematical representations to support and revise explanations based on evidence about factors affecting biodiversity and populations in ecosystems of different scales. | ✔ | | ✔ |
| Life Science | HS–LS2–7<br><br>Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity. | ✔ | | ✔ |
| Life Science | HS-LS2-8<br><br>Evaluate evidence for the role of group behavior on individual and species' chances to survive and reproduce. | ✔ | | ✔ |

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| Life Science | HS-LS4-5<br>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. | ✔ | | |
| Life Science | HS–LS4–6<br>Create or revise a simulation to test a solution to mitigate adverse impacts of human activity on biodiversity. | ✔ | | ✔ |
| Earth and Space Sciences | HS–ESS3–3<br>Create a computational simulation to illustrate the relationships among management of natural resources, the sustainability of human populations, and biodiversity. | ✔ | | ✔ |
| Earth and Space Sciences | HS–ESS3–4<br>Evaluate or refine a technological solution that reduces impacts of human activities on natural systems. | ✔ | | ✔ |
| Earth and Space Sciences | HS–ESS3–5<br>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. | ✔ | | |

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| Engineering, Technology and Applications of Science | HS–ETS1–1<br>Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants. | ✔ | ✔ | ✔ |
| Engineering, Technology and Applications of Science | HS–ETS1–3<br>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. | ✔ | ✔ | ✔ |

| **Science**<br>**Grades 9-12** | | **Environment and Modern Agriculture** | **Healthful Eating** | **Future of Food** |
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| Biology | 3.5.3<br>The student will investigate how natural and man-made changes in environmental conditions will affect individual organisms and the dynamics of population (depletion of food, destruction of habitats, disease, natural disasters, pollution, population increase, urbanization). | ✔ | | |

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| Biology | 3.6.1<br>The student will analyze the consequences and/or trade-offs between technological changes and their effect on the individual society, and the environment. They may select topics such as bioethics, genetic engineering, endangered species, or food supply | ✔ | ✔ | ✔ |
| Biology | 3.6.2<br>The student will investigate a biological issue and be able to defend their position on topics such as animal rights, drug and alcohol abuse, viral diseases (e.g., AIDS), genetic engineering, bioethics, biodiversity, population growth, global sustainability, or origin of life. | ✔ | | ✔ |
| Earth and Space Sciences | 2.3.2<br>The student will explain how global conditions are affected when natural and human-induced change alter the transfer of energy and matter. | ✔ | | |
| Environmental Science | 6.3.1<br>The student will evaluate the interrelationship between humans and air quality. | ✔ | | |
| Environmental Science | 6.3.2<br>The student will evaluate the interrelationship between humans and water quality and quantity. | ✔ | | |

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| Environmental Science | 6.3.3<br>The student will evaluate the interrelationship between humans and land resources. | ✔ | | |
| Environmental Science | 6.3.4<br>The student will evaluate the interrelationship between humans and biological resources (food production/agriculture, forest and wildlife resources, human health) | ✔ | ✔ | ✔ |
| Environmental Science | 6.4.1<br>Identify an environmental issue and formulate related research questions. | ✔ | | ✔ |

| **Social Studies Grades 9-12** | | **Environment and Modern Agriculture** | **Healthful Eating** | **Future of Food** |
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| Modern World History | Global Economic Interdependence<br><br>Students will analyze the relationship between globalization, human migration, and the environment by:<br>● Comparing regional, interregional, and global efforts to address resource scarcity, access to clean water, deforestation, global warming, and sustainable sources of energy (1, 4). | ✔ | | ✔ |