



California 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	
College and Career Readiness Standards	Speaking and Listening 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	✓	✓	✓
College and Career Readiness Standards	Speaking and Listening 2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	✓	✓	✓
College and Career Readiness Standards	Speaking and Listening 3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	✓	✓	✓

Health Education Grades 9-12		Environment and Modern Agriculture	Healthful Eating	Future of Food
Nutrition and Physical Activity	Standard 1: Essential Concepts, 1.1.N Distinguish between facts and myths regarding nutrition practices, products, and physical performance.		✓	✓
Nutrition and Physical Activity	Standard 1: Essential Concepts, 1.2.N Research and discuss the practical use of current research-based guidelines for a nutritionally balanced diet.		✓	✓
Nutrition and Physical Activity	Standard 1: Essential Concepts, 1.4.N Describe dietary guidelines, food groups, nutrients, and serving sizes for healthy eating habits.		✓	
Nutrition and Physical Activity	Standard 1: Essential Concepts, 1.5.N Describe the relationship between poor eating habits and chronic diseases such as heart disease, obesity, cancer, diabetes, hypertension, and osteoporosis.		✓	
Nutrition and Physical Activity	Standard 1: Essential Concepts, 1.8.N Describe the prevalence, causes, and long-term consequences of unhealthy eating.		✓	

Nutrition and Physical Activity	Standard 1: Essential Concepts, 1.10.N Evaluate various approaches to maintaining a healthy weight.		✓	
Nutrition and Physical Activity	Standard 2: Analyzing Influences, 2.1.N Evaluate internal and external influences that affect food choices.	✓	✓	✓
Nutrition and Physical Activity	Standard 2: Analyzing Influences, 2.2.N Assess personal barriers to healthy eating and physical activity.		✓	
Nutrition and Physical Activity	Standard 3: Accessing Valid Information, 3.1.N Access sources of accurate information about safe and healthy weight management.		✓	
Nutrition and Physical Activity	Standard 3: Accessing Valid Information, 3.2.N Evaluate the accuracy of claims about food and dietary supplements.		✓	✓
Nutrition and Physical Activity	Standard 4: Interpersonal Communication, 4.1.N Analyze positive strategies to communicate healthy eating and physical activity needs at home, at school, and in the community.		✓	

Nutrition and Physical Activity	Standard 5: Decision Making, 5.1.N Demonstrate how nutritional needs are affected by age, gender, activity level, pregnancy, and health status.		✓	
Nutrition and Physical Activity	Standard 5: Decision Making, 5.2.N Use a decision-making process to plan nutritionally adequate meals at home and away from home.		✓	
Nutrition and Physical Activity	Standard 6: Goal Setting, 6.1.N Assess one's personal nutrition needs and physical activity level.		✓	
Nutrition and Physical Activity	Standard 6: Goal Setting, 6.2.N Develop practical solutions for removing barriers to healthy eating and physical activity.		✓	
Nutrition and Physical Activity	Standard 6: Goal Setting, 6.3.N Create a personal nutrition and physical activity plan based on current guidelines.		✓	
Nutrition and Physical Activity	Standard 7: Practicing Health-Enhancing Behavior, 7.1.N Select healthy foods and beverages in a variety of settings.		✓	
Nutrition and Physical Activity	Standard 7: Practicing Health-Enhancing Behavior, 7.2.N Critique one's personal diet for overall balance of key nutrients.		✓	

Nutrition and Physical Activity	Standard 7: Practicing Health-Enhancing Behavior, 7.3.N Identify strategies for eating more fruits and vegetables.		✓	
Nutrition and Physical Activity	Standard 7: Practicing Health-Enhancing Behavior, 7.4.N Describe how to take more personal responsibility for eating healthy foods.		✓	✓
Nutrition and Physical Activity	Standard 8: Health Promotion, 8.1.N Advocate enhanced nutritional options in the school and community.		✓	
Nutrition and Physical Activity	Standard 8: Health Promotion, 8.2.N Educate family and peers about choosing healthy foods.		✓	

Science Grades 9-12		Environment and Modern Agriculture	Healthful Eating	Future of Food
Life Science	HS-LS2-2 Use mathematical representations to support and revise explanations based on evidence about factors affecting biodiversity and populations in ecosystems of different scales.	✓		✓

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 style="text-align: center;">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
Grade 11	<p style="text-align: center;">11.11.7</p> <p>Explain how the federal, state, and local governments have responded to demographic and social changes such as population shifts to the suburbs, racial concentrations in the cities, Frostbelt-to-Sunbelt migration, international migration,</p>	✓	✓	✓

	decline of family farms, increases in out-of-wedlock births, and drug abuse.			
Principles of Economics	12.1.1 Examine the causal relationship between scarcity and the need for choices.	✓		✓
Principles of Economics	12.1.3 Identify the difference between monetary and non monetary incentives and how changes in incentives cause changes in behavior.	✓	✓	✓
Principles of Economics	12.2.8 Explain the role of profit as the incentive to entrepreneurs in a market economy.	✓	✓	✓