



Utah Standards Alignment

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

Business and Marketing Education Grades 9-12		Environment and Modern Agriculture	Healthful Eating	Future of Food
Economics	Strand 1, Standard 2 Compare and contrast the concepts of opportunity cost and trade-offs using production possibilities curves.	✓		
Economics	Strand 4, Standard 2 Discuss the role of ethics in choices made by individuals, businesses, societies, governments and nations.	✓		✓
Marketing	Strand 2, Standard 1 Marketing Position - refers to the consumer's perception of a product in relation to competing products and how it is different.	✓	✓	✓

Marketing	<p>Strand 5, Standard 1</p> <p>Explain the role of a product / service management as a marketing function.</p> <p>-Understand that successful products need to fill a need / and or solve a problem.</p>			✓
Marketing	<p>Strand 6, Standard 1</p> <p>Explain the role of promotion as a marketing function.</p> <p>-Selling: is a process of persuasion to get potential customers to take action.</p>	✓	✓	✓

English Language Arts Grades 9-12		Environment and Modern Agriculture	Healthful Eating	Future of Food
Grade 9-10 Speaking and Listening	<p>Speaking and Listening Standard 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>	✓	✓	✓

<p>Grade 9-10 Speaking and Listening</p>	<p>Speaking and Listening Standard 1.a.</p> <p>Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>
<p>Grade 9-10 Speaking and Listening</p>	<p>Speaking and Listening Standard 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>✓</p>	<p>✓</p>	<p>✓</p>
<p>Grade 9-10 Speaking and Listening</p>	<p>Speaking and Listening Standard 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>Grade 9-10 Speaking and Listening</p>	<p>Speaking and Listening Standard 2</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>Grade 9-10 Speaking and Listening</p>	<p>Speaking and Listening Standard 3</p> <p>Evaluate 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>Grade 11-12 Speaking and Listening</p>	<p>Speaking and Listening Standard 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>Grade 11-12 Speaking and Listening</p>	<p>Speaking and Listening Standard 1.a</p> <p>Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>
<p>Grade 11-12 Speaking and Listening</p>	<p>Speaking and Listening Standard 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>Grade 11-12 Speaking and Listening</p>	<p>Speaking and Listening Standard 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>Grade 11-12 Speaking and Listening</p>	<p>Speaking and Listening Standard 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>Grade 11-12 Speaking and Listening</p>	<p>Speaking and Listening Standard 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>	✓	✓	✓

Family and Consumer Science Education Grades 9-12		Environment and Modern Agriculture	Healthful Eating	Future of Food
Adult Roles and Responsibilities	<p>Strand 1, Standard 4</p> <p>Describe the decision-making process, including acceptance of personal responsibility for the consequences of the decision.</p>	✓	✓	✓
Child Development	<p>Strand 7, Standard 1</p> <p>Identify health and wellness considerations for infants through preschoolers.</p>		✓	
Exploration	<p>Strand 6, Standard 3</p> <p>Plan and / or prepare a food experience that appeals to children, promotes healthy eating habits, and follows current USDA nutritional guidelines for preparing foods for children.</p>		✓	
Exploration	<p>Strand 7</p> <p>Students will determine the importance of proper nutrition and food preparation and techniques.</p>		✓	

Exploration	<p>Strand 7, Standard 2</p> <p>Students will analyze basic nutrition that is practiced in dietetic careers.</p> <ul style="list-style-type: none"> -Identify the 6 basic nutrients (carbohydrates, protein, lipids, vitamins, minerals and water) -Identify food sources for the 6 basic nutrients. 		✓	
Exploration	<p>Strand 7, Standard 3</p> <p>Discuss the current USDA Dietary Guidelines and MyPlate.</p>		✓	
Food and Nutrition I	<p>Strand 3, Standard 2.a.</p> <p>Identify the functions and food sources of fiber.</p>		✓	
Food and Nutrition I	<p>Strand 3, Standard 2.e.</p> <p>Identify foods high in natural fiber, and how to increase the bulk in low-fiber foods. Foods high in fiber: fruits and vegetables (especially the skins or peels), whole grains, legumes, bran cereals, dry beans, nuts, split peas and lentils.</p>		✓	
Food and Nutrition I	<p>Strand 4, Standard 1.c.</p> <p>Identify food examples of complete, incomplete and complementary proteins.</p>		✓	

Food and Nutrition I	<p>Strand 4, Standard 4.a.</p> <p>Identify the nutrients provided by fruits and vegetables. (i.e., vitamins, minerals, fiber, water). Vegetables contain no cholesterol and are low in calories, fat and sodium.</p>		✓	
Food and Nutrition I	<p>Strand 6, Standard 1.a.</p> <p>Follow a healthy eating pattern across the lifespan. All food and beverage choices matter. Choose a healthy eating pattern at an appropriate calorie level to help achieve and maintain a healthy body weight, support nutrient adequacy, and reduce the risk of chronic disease.</p>		✓	
Food and Nutrition I	<p>Strand 6, Standard 1.d.</p> <p>Shift to healthier food and beverage choices. Choose nutrient-dense foods and beverages across and within all food groups in place of less healthy choices. Consider cultural and personal preferences to make these shifts easier to accomplish and maintain.</p>		✓	
Food and Nutrition I	<p>Strand 6, Standard 1.e.</p> <p>Support healthy eating patterns for all.</p>		✓	

Food and Nutrition I	Demonstrate knowledge of healthy eating patterns, including MyPlate and Dietary Guidelines (see ChooseMyPlate.gov). STEM (Science/Biology)		✓	
Food and Nutrition II	Strand 2, Standard 2.b. Exploring common dietary needs related to health and lifestyle. Diet related health concerns: Diabetes, Heart Disease, Anemia, Colon Cancer, Osteoporosis, Obesity.		✓	
Food and Science	Strand 7, Standard 1 Identify nutrients and recommended daily allowances. Discuss the importance of fiber in the diet.		✓	
Foundations of Nutrition	Strand 1, Standard 1.a Identify nutrition terms (include diet, food, nourish, nutrition, nutritional sciences, metabolism, nutrients, energy producing, calorie, nutritious, nutrient density).		✓	
Foundations of Nutrition	Strand 1, Standard 1.d Recognize the factors affecting longevity (include diet, exercise, and other lifestyle choices).		✓	

Foundations of Nutrition	<p>Strand 1, Standard 1.e</p> <p>Evaluate the factors affecting food choices (include hunger, appetite, satiety, personal preferences, availability, economics and social factors)</p>	✓	✓	✓
Foundations of Nutrition	<p>Strand 2, Standard 3</p> <p>Demonstrate knowledge of the MyPlate Food Guidance System including food groups, food patterning, and recommended physical activity. Apply dietary patterning techniques to determine the nutritional adequacy of diets and make recommendations for improving dietary intake based on diet analysis results. (STEM)</p>		✓	
Foundations of Nutrition	<p>Strand 2, Standard 4</p> <p>Demonstrate knowledge of the similarities and differences among Dietary Guidelines and Recommendations including those established for Americans, by the American Heart Associations, and American Cancer Society, and included in Healthy People 2020.</p>		✓	
Foundations of Nutrition	<p>Strand 4, Standard 3</p> <p>Demonstrate knowledge of body composition and weight control, including types of body mass, body weight versus body fat, body mass index, combating obesity, and optimal dietary planning for adequacy. (STEM) *Biology/Chemistry/Technology</p>		✓	

Foundations of Nutrition	<p>Strand 6, Standard 1.b.</p> <p>Analyze credibility of nutritional information by considering author credentials and affiliation, sources, references used to support the information, purpose and scientific methodology involved in the research (include private and public sector, nutritionist, registered dietician, refereed journals, websites, and editorial board).</p>		✓	
Life Management	<p>Strand 1, Standard 1</p> <p>Examine the effect of values and goals on choices.</p>	✓	✓	✓
Life Management	<p>Strand 1, Standard 3</p> <p>Analyze various life roles.</p>	✓	✓	✓
Life Management	<p>Strand 3, Standard 5</p> <p>Students will plan food for optimum health.</p>		✓	

Health Education Grades 9-12		Environment and Modern Agriculture	Healthful Eating	Future of Food
Health II	<p>Standard HII.HF.1</p> <p>Use SMART goal criteria to design and implement a plan for positive lifelong healthy habits.</p>		✓	
Health II	<p>Standard HII.HF.3</p> <p>Apply decision-making strategies to a health-related choice and defend the decision. Discuss practicing self-control, such as delaying immediate gratification, resisting negative peer pressure, and avoiding risks of impulsive behavior.</p>		✓	
Health II	<p>Standard HII.N</p> <p>Students will develop lifelong strategies for healthy eating, body image, and understanding the food environment around them by locating and using accurate evidence-based nutrition information.</p>		✓	
Health II	<p>Standard HII.N.1</p> <p>Use accurate nutrition information and current research-based guidelines to describe the importance of drinking water and eating a variety of nutrient dense foods to balance nutritional needs in a variety of settings.</p>		✓	

Health II	<p>„ Standard HII.N.3</p> <p>Describe how family, peers, media, and day-to-day activities influence food choices.</p>		✓	
Health II	<p>Standard HII.N.4</p> <p>Develop lifelong strategies for maintaining nutrition and physical activity behaviors that improve mental, physical, and social health.</p>		✓	
Health II	<p>Standard HII.SDP.5</p> <p>Develop skills to determine the validity of current health resources, information and trends.</p>		✓	
Health II	<p>Standard HII.SDP.7</p> <p>Analyze and describe the relationships among healthy eating, physical activity, and chronic diseases (for example, heart disease, cancer, type-2 diabetes, hypertension, osteoporosis).</p>		✓	
Health II	<p>Standard HII.SDP.7</p> <p>Analyze and describe the relationships among healthy eating, physical activity, and chronic diseases (for example, heart disease, cancer, type-2 diabetes, hypertension, osteoporosis).</p>		✓	

Health II	<p style="text-align: center;">Standard HII.N</p> <p>Students will develop lifelong strategies for healthy eating, body image, and understanding the food environment around them by locating and using accurate evidence-based nutrition information.</p>		✓	
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Science Grades 9-12		Environment and Modern Agriculture	Healthful Eating	Future of Food
Earth Science	<p style="text-align: center;">Standard 3; Objective 3.c.</p> <p>Describe how human activity influences the carbon cycle and may contribute to climate change.</p>	✓		
Earth Science	<p style="text-align: center;">Standard 3; Objective 3.e.</p> <p>Investigate the current and potential consequences of climate change (e.g., ocean acidification, sea level rise, desertification, habitat loss) on ecosystems, including human communities.</p>	✓		
Earth Science	<p style="text-align: center;">Standard 4; Objective 3.e.</p> <p>Evaluate the impact of human activities (e.g., sediment, pollution, overfishing) on ocean systems.</p>	✓		







Earth Science	Standard 5; Objective 1.b. Explain how Earth's systems are dynamic and continually react to natural and human caused changes.	✓		
Earth Science	Standard 5; Objective 2.b. Research and report on how human populations depend on Earth resources for sustenance and how changing conditions over time have affected these resources (e.g., water pollution, air pollution, increases in population)	✓		
Earth Science	Standard 5; Objective 2.c. Predict how resource development and use alters Earth systems (e.g., water reservoirs, alternative energy sources, wildlife preserves).	✓		✓
Earth Science	Standard 5; Objective 2.d. Describe the role of scientists in providing data that informs the discussion of Earth resource use.			✓
Earth Science	Standard 5; Objective 3.b. Evaluate and give examples of human activities that can contribute to the frequency and intensity of some natural hazards (e.g., construction that may increase erosion, human causes of wildfires, climate change).	✓		

Earth Science	Standard 1; Objective 1.e. Research food production in various parts of the world (e.g., industrialized societies' greater use of fossil fuel in food production, human health related to food products).	✓	✓	
Biology	Standard 1; Objective 2.d. Evaluate the impact of personal choices in relation to the cycling of matter within an ecosystem (e.g., impact of automobiles on the carbon cycle, impact on landfills of processed and packaged foods).	✓		
Biology	Standard 1; Objective 3.e. Research and evaluate local and global practices that affect ecosystems.	✓		✓

Social Studies Grades 9-12		Environment and Modern Agriculture	Healthful Eating	Future of Food
Utah Studies	UT Standard 4.5 Students will describe the historic and present management of natural resources and make recommendations for natural resource management in the future.	✓		✓

Utah Studies	<p>UT Standard 5.2</p> <p>Students will use geographic tools and resources to investigate a current issue, challenge, or problem facing Utah or their community, and propose a viable solution. (geography)</p>	✓	✓	✓
Utah Studies	<p>UT Standard 5.3</p> <p>Students will use data regarding the key components of Utah’s economy to make recommendations for sustainable development. (economics)</p>	✓	✓	✓
Utah Studies	<p>UT Standard 5.5</p> <p>Students will research issues of civic importance in which city, county, tribal, or state governments have a role. Students will use their research to develop and write a policy proposal to the appropriate governmental entity, such as a board, commission, council, legislator, or agency. (civics)</p>	✓	✓	✓
World Geography	<p>WG Standard 1.2</p> <p>Students will identify patterns evident in the geographic distribution of ecosystems and biomes and explain how humans interact with them.</p>	✓		

World Geography	<p>WG Standard 1.4</p> <p>Students will use geographic reasoning to propose actions that mitigate or solve issues, such as natural disasters, pollution, climate change, and habitat loss.</p>	✓		✓
World History	<p>WH Standard 7.2</p> <p>Students will use a variety of evidence, including quantitative data, to evaluate the social and environmental impacts of modern demographic trends, particularly population changes, urbanization, and migration.</p>	✓		
World History	<p>WH Standard 7.3</p> <p>Students will identify international human rights issues, seek and evaluate solutions, and share their ideas with appropriate public and/or private stakeholders.</p>	✓		✓
World History	<p>WH Standard 7.4</p> <p>Students will identify a pressing global problem and select the most promising political, technological, medical, or scientific advances being created to address those problems.</p>	✓	✓	✓

<p>United States History II</p>	<p style="text-align: center;">U.S. II Standard 8.2</p> <p>Students will apply historical perspective and historical thinking skills to propose a viable solution to a pressing economic, environmental, or social issue, such as failing social security, economic inequalities, the national debt, oil dependence, water shortages, global climate change, pandemics, pollution, global terrorism, poverty, and immigration.</p>			
<p>United States Government and Citizenship</p>	<p style="text-align: center;">U.S. GOV Standard 2.2</p> <p>Students will examine various perspectives on a current rights-related issue; take a position; defend that position using the Constitution and Bill of Rights, historical precedents, Supreme Court decisions, and other relevant resources; and share that position, when possible, with relevant stakeholders.</p>			
<p>United States Government and Citizenship</p>	<p style="text-align: center;">U.S. GOV Standard 5.4</p> <p>Students will craft an argument for an appropriate role for the United States to take in addressing a global economic, environmental, or social issue such as humanitarian aid, migration, pandemics, or the loss of wildlife habitat.</p>	