



# Educated Choices Program

## New York Standards Alignment

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

New York Standards  <b>CAREER DEVELOPMENT AND OCCUPATIONAL STUDIES 9-12</b>			ECP Presentations				
			Environment and Modern Agriculture	Healthful Eating	Modern Animal Agriculture	The Ethics of Eating	Cell-Based/Plant-Based Technologies
<b>Basic Skills</b>	Commencement Standard 3a Performance Indicator 1c	1. Adjust and expand ideas and opinions by listening to others.	✓	✓	✓	✓	✓
		2. Seek out, incorporate, and synthesize new information.	✓	✓	✓	✓	✓

<b>Thinking Skills</b>	Commencement Standard 3a Performance Indicator 1a	Apply decision-making and problem-solving processes that affect groups or work procedures.	✓	✓	✓	✓	✓
	Commencement Standard 3a Performance Indicators 1b and 1g	Assimilate a variety of information and draw conclusions. Apply past knowledge about rules and/or principles to solve everyday problems.	✓	✓	✓	✓	✓
<b>Personal Qualities</b>	Commencement Standard 3a Performance Indicators 1f and 1g	Show awareness of impact of decisions on others. Promote ethical behaviors in others.	✓	✓	✓	✓	✓
<b>Interpersonal Qualities</b>	Commencement Standard 3a Performance Indicators 1k and 1l	Responsibly challenge existing rules and guidelines. Understand others' perspectives and see situations through others' eyes.	✓	✓	✓	✓	✓
<b>Managing Resources</b>	Commencement Standard 3a Performance Indicators 1f	Make decisions depending on present and future resources.	✓	✓	✓	✓	✓

<p style="text-align: center;"><b>New York State Next Generation Standards</b></p> <p style="text-align: center;"><b>ENGLISH LANGUAGE ARTS AND LITERACY 9-12</b></p>			ECP Presentations				
			Environment and Modern Agriculture	Healthful Eating	Modern Animal Agriculture	The Ethics of Eating	Cell-Based/Plant-Based Technologies
<b>Grades 9-10: Speaking and Listening</b>	9-10SL1	Initiate and participate effectively in a range of collaborative discussions with diverse partners on complex topics, texts, and issues; express ideas clearly and persuasively, and build on those of others.	✓	✓	✓	✓	✓
	9-10SL1c	Pose and respond to questions that relate the discussion to broader themes or ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.	✓	✓	✓	✓	✓
	9-10SL1d	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify personal views and understanding and make new connections in light of the evidence and reasoning presented.	✓	✓	✓	✓	✓
	9-10SL2	Integrate multiple sources of information presented in diverse formats (e.g., including visual, quantitative, and oral) evaluating the credibility, accuracy, and relevance of each source.	✓	✓	✓	✓	✓

<b>Grades 9-10: Speaking and Listening</b>	9-10SL3	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric; identify any fallacious reasoning or exaggerated or distorted evidence.	✓	✓	✓	✓	✓
<b>Grades 11-12: Speaking and Listening</b>	11-12SL1	Initiate and participate effectively in a range of collaborative discussions with diverse partners on complex topics, texts, and issues; express ideas clearly and persuasively, and build on those of others.	✓	✓	✓	✓	✓
	11-12SL1c	Pose and respond to questions that probe reasoning and evidence; address a full range of positions; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.	✓	✓	✓	✓	✓
	11-12SL1d	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.	✓	✓	✓	✓	✓
	11-12SL2	Integrate multiple sources of information presented in diverse formats (e.g., including visual, quantitative, and oral). Evaluate the credibility and accuracy of each source, and note any discrepancies among the data to make informed decisions and solve problems.	✓	✓	✓	✓	✓
	11-12SL3	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assess the premises and connections among ideas, diction, and tone.	✓	✓	✓	✓	✓

<p style="text-align: center;"><b>New York Standards</b></p> <p style="text-align: center;"><b>FAMILY AND CONSUMER SCIENCE 9-12</b></p>			ECP Presentations				
			Environment and Modern Agriculture	Healthful Eating	Modern Animal Agriculture	The Ethics of Eating	Cell-Based/Plant-Based Technologies
<b>Personal Health and Fitness</b>	Standard 1	Students will use an understanding of the elements of good nutrition to plan appropriate diets for themselves and others. They will know and use the appropriate tools and technologies for safe and healthy food preparation.		✓		✓	
<b>Resource Management</b>	Standard 3	Students will understand and be able to manage personal resources of talent, time, energy, and money and make effective decisions in order to balance their obligations to work, family, and self. They will nurture and support positive relationships in their homes, workplaces, and communities. They will develop and use their abilities to contribute to society through pursuit of a career and commitment to long-range planning for their personal, professional, and academic futures. They will know and access community resources.	✓	✓	✓	✓	✓

New York Standards  <b>HEALTH AND PHYSICAL EDUCATION 9-12</b>			ECP Presentations				
			Environment and Modern Agriculture	Healthful Eating	Modern Animal Agriculture	The Ethics of Eating	Cell-Based/Plant-Based Technologies
<b>Health Education</b>	Personal Health and Fitness	1. Students will understand human growth and development and recognize the relationship between behaviors and healthy development. They will understand ways to promote health and prevent disease and will demonstrate and practice positive health behaviors.	✓	✓	✓	✓	✓
		Demonstrate the necessary knowledge and skills to promote healthy development into adulthood.		✓		✓	
		Evaluate how the multiple influences which affect health decisions and behaviors can be altered.	✓	✓	✓	✓	✓
<b>Physical Education</b>	Personal Health and Fitness	Know the components of personal wellness (nutrition and weight control, disease prevention, stress management, safety, and physical fitness).		✓		✓	
<b>Health Education</b>	A Safe and Healthy Environment	1. Students will demonstrate personally and socially responsible behaviors. They will care for and respect themselves and others. They will recognize threats to the environment and offer appropriate strategies to minimize them.	✓	✓	✓	✓	✓

<b>Health Education</b>	A Safe and Healthy Environment	Evaluate personal and social skills which contribute to health and safety of self and others.		✓		✓	
		Recognize how individual behavior affects the quality of the environment.	✓	✓	✓	✓	✓
	Resource Management	1. Students will understand the influence of culture, media, and technology in making decisions about personal and community health issues. They will know about and use valid health information, products, and services. Students will advocate for healthy families and communities.	✓	✓	✓	✓	✓
		Demonstrate how to evaluate health information, products, and services for validity and reliability.	✓	✓	✓	✓	✓
		Analyze how cultural beliefs influence health behaviors and the use of health products and services.	✓	✓	✓	✓	✓

Next Generation Science Standards  SCIENCE 9-12			ECP Presentations				
			Environment and Modern Agriculture	Healthful Eating	Modern Animal Agriculture	The Ethics of Eating	Cell-Based/Plant-Based Technologies
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.	✓			✓	✓
	HS-LS2-7	Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity.*	✓			✓	✓
	HS-LS2-8	Evaluate evidence for the role of group behavior on individual and species' chances to survive and reproduce.	✓			✓	✓
	HS-LS4-5	Evaluate the evidence supporting claims that changes in environmental conditions may result in: (1) increases in the of individuals of some species, (2) the emergence of new species over time, and (3) the extinction of other species.	✓			✓	
	HS-LS4-6	Create or revise a simulation to test a solution to mitigate adverse impacts of human activity on biodiversity.*	✓			✓	✓



<b>Earth and Space Sciences</b>	HS-ESS3-3	Create a computational simulation to illustrate the relationships among management of natural resources, the sustainability of human populations, and biodiversity.	✓			✓	✓
	HS-ESS3-4	Evaluate or refine a technological solution that reduces impacts of human activities on natural systems.	✓			✓	✓
	HS-ESS3-5	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.	✓			✓	
<b>Engineering, Technology, and Applications of Science</b>	HS-ETS1-1	Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants.	✓	✓	✓	✓	✓
	HS-ETS1-3	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.	✓	✓	✓	✓	✓

New York Standards  <b>SOCIAL STUDIES 9-12</b>			ECP Presentations				
			Environment and Modern Agriculture	Healthful Eating	Modern Animal Agriculture	The Ethics of Eating	Cell-Based/Plant-Based Technologies
<b>Geographic Reasoning</b>	SS Practices Grades 9-12D	3. Identify, analyze, and evaluate the relationship between the environment and human activities, how the physical environment is modified by human activities, and how human activities are also influenced by Earth’s physical features and processes.	✓		✓	✓	
<b>Civic Participation</b>	SS Practices Grades 9-12F	1. Demonstrate respect for the rights of others in discussions and classroom debates.	✓	✓	✓	✓	✓
		2. Participate in activities that focus on a classroom, school, community, state, or national issue or problem.	✓	✓	✓	✓	✓
		6. Identify situations in which social actions are required and determine an appropriate course of action.	✓	✓	✓	✓	✓

<b>Common Core Speaking and Listening Standards</b>	Comprehension and Collaboration Grades 9-10	1.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; clarify, verify, or challenge ideas and conclusions.	✓	✓	✓	✓	✓
		1.d. 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.	✓	✓	✓	✓	✓
		1.e. Seek to understand other perspectives and cultures and communicate effectively with audiences of individuals from varied backgrounds.	✓	✓	✓	✓	✓
		2. Integrate multiple sources of information presented in diverse media or formats (e.g. visually, quantitatively, orally), evaluating the credibility and accuracy of each source.	✓	✓	✓	✓	✓
		3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.	✓	✓	✓	✓	✓
<b>Global History and Geography</b>	Grade 10 10.9b	Students will compare and contrast arguments supporting and criticizing globalization by examining concerns including: multinational corporations, economic development and inequality (e.g. access to water, food, education, health care, energy), ethnic diversity vs. homogenization (e.g. fast food franchises, culture).	✓	✓	✓	✓	✓
	Grade 10 10.9c	Students will explore efforts to increase and intensify food production through industrial agriculture and examine strains on the environment, such as threats to wildlife and degradation of the physical environment (i.e. desertification, deforestation and pollution) due to population growth, industrialization, and urbanization.	✓		✓	✓	✓

<b>Participation in Government and Civics</b>	Grade 12 12.G3a	Citizens should be informed about rights and freedoms, and committed to balancing personal liberties with a social responsibility to others.	✓	✓	✓	✓	✓
	Grade 12 12.G4e	Citizens participate in civic life through volunteerism and advocacy, including efforts such as contacting elected officials, signing/organizing petitions, protesting, canvassing, and participating in/organizing boycotts.	✓	✓	✓	✓	✓
	Grade 12 12.G5d	Active and engaged citizens must be effective media consumers. Knowing how to critically evaluate a media source is fundamental to being an informed citizen.	✓	✓	✓	✓	✓
<b>Economics, the Enterprise System, and Finance</b>	Grade 12 12.E1a	In making economic decision in any role, individuals should consider the set of opportunities that they have, their resources (e.g. income and wealth), their preferences, and their ethics.	✓	✓	✓	✓	✓
	Grade 12 12.E3c	The freedom of the United States economy encourages entrepreneurialism. This is an important factor behind economic growth that can lead to intended consequences (e.g. growth, competition, innovation, improved standard of living) and unintended consequences.	✓	✓	✓	✓	✓
	Grade 1 12.E3d	A degree of regulation, oversight, or government control is necessary in some markets to ensure free and fair competition and to limit unintended consequences of American capitalism. Government attempts to protect the worker, ensure property rights, and to regulate the marketplace, as well as to promote income equality and social mobility, have had varied results.	✓		✓	✓	