



Virginia Standards Alignment

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

Economic and Personal Finance Grades 9-12		Environment and Modern Agriculture	Healthful Eating	Future of Food
Economics and Personal Finance	EPF.1 b. Explaining that choices often have long-term unintended consequences.	✓	✓	
Economics and Personal Finance	EPF.1 c. Describing how effective decision making requires comparing the additional costs (marginal costs) and additional benefits (marginal benefits).	✓	✓	✓
Economics and Personal Finance	EPF.2 a. Describing how consumers, producers, workers, savers, investors, and citizens respond to incentives.	✓	✓	✓

Economics and Personal Finance	EPF.2 b. Explaining how businesses respond to consumer sovereignty.	✓	✓	✓
Economics and Personal Finance	EPF.10 e. Examining the impact of advertising and marketing on consumer demand and decision making in the global marketplace.	✓	✓	✓
Economics and Personal Finance	EPF.10 g. Explaining consumer rights, responsibilities, remedies, and the importance of consumer vigilance.	✓	✓	✓

English Language Arts Grades 9-12		Environment and Modern Agriculture	Healthful Eating	Future of Food
Communication and Multimodal Literacies	9.2.b Determine the purpose of the media message and its effect on the audience.	✓	✓	✓
Communication and Multimodal Literacies	9.2.d Evaluate the motives (e.g., social, commercial, political) behind media presentation(s).	✓	✓	✓

Communication and Multimodal Literacies	10.2.c Evaluate sources for relationships between intent, factual content, and opinion.	✓	✓	✓
Communication and Multimodal Literacies	10.2.e Analyze the purpose of information and persuasive techniques used in diverse media formats.	✓	✓	✓
Communication and Multimodal Literacies	10.2.f Evaluate the motives (e.g., social, commercial, political) behind media presentation(s).	✓	✓	✓
Communication and Multimodal Literacies	12.2.a Describe possible cause and effect relationships between mass media coverage and public opinion trends.	✓	✓	✓
Communication and Multimodal Literacies	12.2.c Evaluate the motives (e.g., social, commercial, political) behind media presentation(s).			✓

Health Education Grades 9-12		Environment and Modern Agriculture	Healthful Eating	Future of Food
Grade 9	9.1 b. Identify guidelines for sleep, rest, nutrition, and physical activity.		✓	
Grade 9	9.1 d. Explain the relationship between body composition and healthy body weight.		✓	
Grade 9	9.1 e. Analyze personal risk factors for diabetes, heart disease, and stroke.		✓	
Grade 9	9.1 g. Describe the importance of health habits that promote personal wellness.		✓	
Grade 9	9.1 p. Evaluate how social environments affect health and well-being.	✓	✓	



Grade 9	9.1 r. Examine the impact of global health issues on local communities.	✓	✓	✓
Grade 9	9.2 c. Analyze current research and scientific studies to interpret nutritional principles, research the accuracy of health claims for a variety of processed foods and/or dietary supplements, and analyze personal daily diet to determine if meeting daily values for amino acids, vitamins, and minerals.		✓	✓
Grade 9	9.2 d. Identify health-related decisions that contribute to heart disease, stroke, diabetes, and other chronic diseases and conditions.		✓	
Grade 9	9.2 e. Describe the prevalence, causes, and long-term consequences of unhealthy eating, sleep deprivation, and sedentary lifestyle.		✓	
Grade 9	9.2 v. Evaluate strategies for improving the societal and environmental conditions that contribute to health.	✓	✓	✓




Grade 10	10.1 b Recognize the physical, emotional, and social causes and impact of healthy and poor nutritional choices.		✓	
Grade 10	10.2 b. Justify promoting healthy decisions for proper nutrition, sleep and rest, and physical activity.		✓	
Grade 10	10.2 c. Explain the role of the environment, individual behavior, social norms, legislation, and policies in preventing chronic diseases.		✓	
Grade 10	10.2 f. Identify family health habits and behaviors as they relate to promotion of health and wellness.		✓	
Grade 10	10.2 u. Investigate the influence of the environment on the individual.		✓	


History and Social Science 9-12		Environment and Modern Agriculture	Healthful Eating	Future of Food
Civics and Economics	<p>CE.1</p> <p>The student will develop the social studies skills responsible citizenship requires, including the ability to f) identify a problem, weigh the expected costs and benefits and possible consequences of proposed solutions, and recommend solutions, using a decision-making model; g) formulate an informed, carefully reasoned position on a community issue; h) select and defend positions in writing, discussion, and debate.</p>	✓	✓	✓
Civics and Economics	<p>CE.4</p> <p>The student will demonstrate knowledge of personal character traits that facilitate thoughtful and effective participation in civic life by b) practicing courtesy and respect for the rights of others; c) practicing responsibility, accountability, and self-reliance; f) practicing decision making;</p>	✓	✓	✓
Civics and Economics	<p>CE.11</p> <p>The student will demonstrate knowledge of how economic decisions are made in the marketplace by a) applying the concepts of scarcity, resources, choice, opportunity cost, price, incentives, supply and demand, production, and consumption;</p>	✓		✓


World History	<p>WHII.16</p> <p>The student will demonstrate knowledge of cultural, economic, and social conditions in developed and developing nations of the contemporary world by b) assessing the impact of economic development and global population growth on the environment and society.</p>	✓		✓
World Geography	<p>WG.2</p> <p>The student will analyze how selected physical and ecological processes shape the Earth's surface by b) describing how humans influence the environment and are influenced by it;</p>	✓		
World Geography	<p>WG.6</p> <p>The student will analyze past and present trends in human migration and cultural interaction as they are influenced by social, economic, political, and environmental factors.</p>	✓		
World Geography	<p>WG.7</p> <p>The student will identify types of natural, human, and capital resources and explain their significance by a) showing their influence on patterns of economic activity and land use; b) evaluating perspectives and consequences regarding the use of resources.</p>	✓		✓


Virginia and United States Government	GOVT.11 The student will demonstrate knowledge of civil liberties and civil rights by d) exploring the balance between individual liberties and the public interest.	✓		✓
Virginia and United States Government	GOVT.15 The student will demonstrate knowledge of the United States market economy by d) explaining the interaction of supply and demand;	✓		✓
Virginia and United States Government	GOVT.17 The student will demonstrate knowledge of personal character traits that facilitate thoughtful and effective participation in civic life by c) practicing responsibility, accountability, and self-reliance;	✓		✓
Virginia and United States Government	GOVT.18 The student will understand that thoughtful and effective participation in civic life is characterized by e) keeping informed about current issues; f) respecting differing opinions in a diverse society;	✓	✓	✓

Science Grades 9-12	Environment and Modern Agriculture	Healthful Eating	Future of Food
Life Science	<p style="text-align: center;">LS.8</p> <p>The student will investigate and understand that ecosystems, communities, populations, and organisms are dynamic and change over time.</p> <p>Key ideas include</p> <ul style="list-style-type: none"> a) Organisms respond to daily, seasonal, and long-term changes; b) Changes in the environment may increase or decrease population size; and c) Large-scale changes such as eutrophication, climate changes, and catastrophic disturbances affect ecosystems. 		
Life Science	<p style="text-align: center;">LS.9</p> <p>The student will investigate and understand that relationships exist between ecosystem dynamics and human activity.</p> <p>Key ideas include</p> <ul style="list-style-type: none"> a) Changes in habitat can disturb populations; b) Disruptions in ecosystems can change species competition; and c) Variations in biotic and abiotic factors can change ecosystems 		

<p>Biology</p>	<p style="text-align: center;">BIO.8</p> <p>The student will investigate and understand that there are dynamic equilibria within populations, communities, and ecosystems.</p> <p>Key ideas include</p> <ul style="list-style-type: none"> a) Interactions within and among populations include carrying capacities, limiting factors, and growth curves; b) Nutrients cycle with energy flow through ecosystems; c) Ecosystems have succession patterns; and d) Natural events and human activities influence local and global ecosystems and may affect the flora and fauna of Virginia. 			
<p>Earth Science</p>	<p style="text-align: center;">ES.6</p> <p>The student will investigate and understand that resource use is complex.</p> <p>Key ideas include</p> <ul style="list-style-type: none"> a) Global resource use has environmental liabilities and benefits; b) availability , renewal rates, and economic effects are considerations when using resources; c) Use of Virginia resources has an effect on the environment and the economy; and d) All energy sources have environmental and economic effects 			

<p>Earth Science</p>	<p style="text-align: center;">ES.10</p> <p>The student will investigate and understand that oceans are complex, dynamic systems and are subject to long- and short-term variations.</p> <p>Keys ideas include</p> <ul style="list-style-type: none"> a) chemical , biological, and physical changes affect the oceans; b) Environmental and geological occurrences affect ocean dynamics; c) Unevenly distributes heat in the oceans drives much of Earth’s weather; d) Features of the sea floor reflect tectonic and other geological processes; and e) Human actions, including economic and public policy issues, affect oceans and the coastal zone including the Chesapeake Bay 			
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<p>Earth Science</p>	<p style="text-align: center;">ES.11</p> <p>The student will investigate and understand that the atmosphere is a complex, dynamic system and is subject to long-and short-term variations.</p> <p>Key ideas include</p> <ul style="list-style-type: none"> a) The composition of the atmosphere is critical to most forms of life; b) Biological and geological interactions over long and short time spans change the atmospheric composition; c) Natural events and human actions may stress atmospheric regulation mechanisms; and d) Human actions, including economic and policy decisions, affect the atmosphere. 			
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<p>Earth Science</p>	<p style="text-align: center;">ES.12</p> <p>The student will investigate and understand that Earth’s weather and climate are the result of the interaction of the sun’s energy with the atmosphere, oceans, and the land.</p> <p>Key ideas include</p> <ul style="list-style-type: none"> a) Weather involves the reflection, absorption, storage, and redistribution of energy over short to medium time spans; b) Weather patterns can be predicted based on changes in current conditions; c) Extreme imbalances in energy distribution in the oceans, atmosphere, and the land may lead to severe weather conditions; d) Models based on current conditions are used to predict weather phenomena; and e) Changes in the atmosphere and the oceans due to natural and human activity affect global climate. 			
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