



New Jersey 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
Grade 9-12 Anchor Standards	NJSLSA.SL1. 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.	✓	✓	✓
Grade 9-12 Anchor Standards	NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	✓	✓	✓
Grade 9-12 Anchor Standards	NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	✓	✓	✓

<p>Grade 9-10 Speaking and Listening Progress indicators</p>	<p>SL.9-10.1.</p> <p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers 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 Progress indicators</p>	<p>SL.9-10.1.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>Grade 9-10 Speaking and Listening Progress indicators</p>	<p>SL.9-10.1.D.</p> <p>Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.</p>	✓	✓	✓
<p>Grade 9-10 Speaking and Listening Progress indicators</p>	<p>SL.9-10.2.</p> <p>Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.</p>	✓	✓	✓

<p>Grade 9-10 Speaking and Listening Progress indicators</p>	<p>SL.9-10.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence.</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>
<p>Grade 11-12 Speaking and Listening Progress indicators</p>	<p>SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with peers 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>SL.11-12.1.C. 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>SL.11-12.1.D. 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. SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>

	informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.			
Grade 11-12 Speaking and Listening	SL.11-12.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.	✓	✓	✓
Grade 11-12 Speaking and Listening	SL.11-12.3. 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.	✓	✓	✓

Comprehensive Health and Physical Education Grades 9-12		Environment and Modern Agriculture	Healthful Eating	Future of Food
Disciplinary Concepts and Core Ideas	Personal Growth and Development The decisions one makes can influence an individual’s growth and development in all dimensions of wellness.		✓	

Personal Growth and Development	2.1.12.PGD.1: Develop a health care plan that includes practices and strategies designed to support an active lifestyle, attend to mental health, and foster a healthy, social and emotional life.		✓	
Disciplinary Concepts and Core Ideas	Nutrition The balance of food intake and exercise is a vitally important component of nutritional wellness, and is tempered by factors like age, lifestyle, and family history.		✓	
Nutrition	2.2.12.N.1: Compare and contrast the nutritional trends, eating habits, and the impact of marketing foods on adolescents and young adults nationally and worldwide.		✓	
Nutrition	2.2.12.N.2: Determine the relationship of nutrition and physical activity to weight loss, gain, and maintenance.		✓	
Nutrition	2.2.12.N.3: Analyze the unique contributions of each nutrient class (e.g., fats, carbohydrates, protein, water, vitamins, minerals) to one's health and fitness.		✓	

Nutrition	2.2.12.N.4: Implement strategies and monitor progress in achieving a personal nutritional health plan.		✓	
Nutrition	2.2.12.N.5: Research present trends in plant based and organic food choices and industries that have shown an impact on lowering heart, cancer, diabetes, and other diseases.		✓	
Disciplinary Concepts and Core Ideas	Health Conditions, Diseases and Medications (1) Health-enhancing behaviors can contribute to an individual reducing and avoiding health risks.		✓	
Disciplinary Concepts and Core Ideas	Health Conditions, Diseases and Medications (3) Public health policies are created to influence health promotion and disease prevention and can have global impact.		✓	
Health Conditions, Diseases and Medications	• 2.3.12.HCDM.1: Develop a health care plan to help prevent and treat diseases and health conditions one may encounter (e.g., breast/testicular exams, Pap smear, regular STIs testing, HPV vaccine).		✓	

Health Conditions, Diseases and Medications	<p style="text-align: center;">2.3.12.HCDM.6:</p> <p>Analyze and discuss the evidence of the emotional and social impact of mental health illness on families, communities, and states (e.g., depression, anxiety, Alzheimer’s, panic disorders, eating disorders, impulse disorders).</p>		✓	
Comprehensive Health and Physical Education Practices	<p style="text-align: center;">Making Decisions</p> <p>Individuals who possess health and physical literacy make informed, responsible decisions in order to lead a lifestyle that promotes wellness. Students examine their options and consider their values, their own beliefs, and consequences, that will impact their decisions. They develop, implement, and model effective critical thinking skills in their decisionmaking process. They consider the impacts of the decisions to self and others and evaluate whether the results of their decision promote one’s health or present a risk. They analyze if a decision can be made individually or collaboratively.</p>		✓	
Comprehensive Health and Physical Education Practices	<p style="text-align: center;">Setting goals</p> <p>Individuals who possess health and physical literacy are focused with a plan in mind and a task to complete. They set high but realistic standards, prioritize responsibilities, utilize time wisely and think short and long-term to achieve the intended results. Goal-setters are organized, self-directed, highly motivated, curious, and desirous of living healthy and productive lives.</p>		✓	

Science Grades 9-12		Environment and Modern Agriculture	Healthful Eating	Future of Food
Life Science Ecosystems: Interactions, Energy and Dynamics	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 Ecosystems: Interactions, Energy and Dynamics	HS-LS2-7 Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity.	✓		✓
Life Science Ecosystems: Interactions, Energy and Dynamics	HS-LS2-8 Evaluate evidence for the role of group behavior on individual and species' chances to survive and reproduce.	✓		✓
Life Science Biological Evolution: Unity and Diversity	HS-LS4-5 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 Biological Evolution: Unity and Diversity	HS-LS4-6 Create or revise a simulation to test a solution to mitigate adverse impacts of human activity on biodiversity.	✓		✓

Earth and Space Sciences: Earth and Human Activity	HS-ESS3-3 Create a computational simulation to illustrate the relationships among management of natural resources, the sustainability of human populations, and biodiversity.	✓		✓
Earth and Space Sciences: Earth and Human Activity	HS-ESS3-4 Evaluate or refine a technological solution that reduces impacts of human activities on natural systems.	✓		✓
Earth and Space Sciences: Earth and Human Activity	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.	✓		
Engineering, Technology and Applications of Science	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.	✓	✓	✓
Engineering, Technology and Applications of Science	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.	✓	✓	✓

Social Studies Grades 9-12		Environment and Modern Agriculture	Healthful Eating	Future of Food
U.S. History	<p>6.1.12.GeoHE.14.a:</p> <p>Evaluate the impact of individual, business, and government decisions and actions on the environment and climate change and assess the efficacy of government policies and agencies in New Jersey and the United States in addressing these decisions.</p>	✓		
U.S. History	<p>6.1.12.EconET.14.a:</p> <p>Use current events to judge what extent the government should intervene at the local, state, and national levels on issues related to the economy.</p>	✓		
U.S. History	<p>6.1.12.GeoHE.16.a:</p> <p>Explain why natural resources (i.e., fossil fuels, food, and water) continue to be a source of conflict and analyze how the United States and other nations have addressed issues concerning the distribution and sustainability of natural resources and climate change.</p>	✓		
World history	<p>6.2.12.EconGE.5.a</p> <p>Economic globalization affects economic growth, labor markets, human rights guarantees, the environment, resource allocation, income distribution, and culture.</p>	✓		