



New Hampshire 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 9-10 Speaking and Listening	Comprehension and Collaboration 1 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.	✓	✓	✓
Grade 9-10 Speaking and Listening	Comprehension and Collaboration 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.	✓	✓	✓

<p>Grade 9-10 Speaking and Listening</p>	<p>Comprehension and Collaboration 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>Grade 11-12 Speaking and Listening</p>	<p>Comprehension and Collaboration 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>Grade 11-12 Speaking and Listening</p>	<p>Comprehension and Collaboration 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>Comprehension and Collaboration 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>	✓	✓	✓

Health Grades 9-12		Environment and Modern Agriculture	Healthful Eating	Future of Food
Nutrition	Healthful Eating 1.1 Benefits of healthful eating (short-term and long-term benefits and risks).		✓	
Nutrition	Healthful Eating 1.3 Benefits of consuming more water, fruits, vegetables, grains and calcium-rich foods.		✓	
Nutrition	Assessing Nutrition Information and Products 2.2 How to use the Food Guide Pyramid.		✓	
Nutrition	Influences on Food Choices 3.2 Family influences.		✓	
Nutrition	Influences on Food Choices 3.3 Peer influences.		✓	
Nutrition	Influences on Food Choices 3.5 How marketing, packaging and advertising influence food choices.		✓	✓

SCIENCE 9-12		Environment and Modern Agriculture	Healthful Eating	Future of Food
Life Science	<p>HS-LS2-2</p> <p>Use mathematical representations to support and revise explanations based on evidence about factors affecting biodiversity and populations in ecosystems of different scales.</p>	✓		✓
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>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>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>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
Civics and Government	<p>SS:CV:12:3.1</p> <p>Discuss the impact on world affairs and the United States' response to environmental, economic, and technological issues, e.g., intellectual property rights or global warming.</p>	✓		✓
Economics	<p>SS:EC:12:1.1</p> <p>Examine the roles of workers and consumers in factor and product markets, e.g., how labor or private property can be used as a productive resource.</p>	✓		
Geography	<p>SS:GE:12:3.5</p> <p>Recognize the importance of ecosystems in people's understanding of environmental issues, e.g., the long-term effects of acid rain on water bodies or forest fires and management.</p>	✓		✓
Geography	<p>SS:GE:12:5.1</p> <p>Appraise the significance of the global impact of human modification of the physical environment, e.g., the dispersal of animal and plant species worldwide or soil degradation.</p>	✓		✓

<p>Geography</p>	<p>SS:GE:12:5.2</p> <p>Explain how changes in the physical environment can diminish its capacity to support human activity, e.g., the rainforests in central Africa or the Great Plains Dust Bowl.</p>	<p>✓</p>		
<p>Geography</p>	<p>SS:GE:12:5.6</p> <p>Evaluate the management and use of renewable, non-renewable, flow and potential resources, e.g., overfishing or recycling.</p>	<p>✓</p>		<p>✓</p>