Utah Standards Alignment

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

Utah Core Standards – Career and Technical Education **BUSINESS AND MARKETING EDUCATION 8-12**			ECP Presentations				
			Environment and Modern Agriculture	Healthful Eating	Modern Animal Agriculture	The Ethics of Eating	Plant-Based / Cell-Based Technologies
Economics	Strand 1, Standard 2	Compare and contrast the concepts of opportunity cost and trade-offs using production possibilities curves.	✓		✓	✓	✓
	Strand 2, Standard 3	Discuss the laws of supply and demand and explain price determination.			✓	✓	✓
	Strand 4, Standard 3	Discuss the role of ethics in choices made by individuals, businesses, societies, governments, and nations.	✓	✓	✓	✓	✓

Utah Core Standards ENGLISH LANGUAGE ARTS 7-8			ECP Presentations				
			Environment and Modern Agriculture	Healthful Eating	Modern Animal Agriculture	The Ethics of Eating	Plant-Based / Cell-Based Technologies
Speaking and Listening Grade 7	**Speaking and Listening Standard 1**	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.	✓	✓	✓	✓	✓
	Speaking and Listening Standard 1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.	✓	✓	✓	✓	✓
	Speaking and Listening Standard 1.c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.	✓	✓	✓	✓	✓
	Speaking and Listening Standard 1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.	✓	✓	✓	✓	✓
	Speaking and Listening Standard 2	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.	✓	✓	✓	✓	✓

Speaking and Listening Grade 7	**Speaking and Listening Standard 3**	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.	✓	✓	✓	✓	✓
Speaking and Listening Grade 8	**Speaking and Listening Standard 1**	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.	✓	✓	✓	✓	✓
	Speaking and Listening Standard 1.a	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.	✓	✓	✓	✓	✓
	Speaking and Listening Standard 1.c	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.	✓	✓	✓	✓	✓
	Speaking and Listening Standard 1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.	✓	✓	✓	✓	✓
	Speaking and Listening Standard 2	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.	✓	✓	✓	✓	✓
	Speaking and Listening Standard 3	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.	✓	✓	✓	✓	✓

Utah Core Standards – Career and Technical Education FAMILY & CONSUMER SCIENCES EDUCATION 8-12			ECP Presentations				
			Environment and Modern Agriculture	Healthful Eating	Modern Animal Agriculture	The Ethics of Eating	Plant-Based / Cell-Based Technologies
Adult Roles and Responsbilities	Strand 1, Standard 4	Describe the decision-making process, including acceptance of personal responsibility for the consequences of the decision.	✓	✓	✓	✓	✓
Child Development	Strand 7, Standard 1	Identify health and wellness considerations for infants through preschoolers.		✓		✓	
Culinary Arts	Strand 3, Standard 1.d.	Identify current trends and their influence on the food service industry, including government regulations and safety, cycles and popularity, media, and current events.	✓	✓	✓	✓	✓
	Strand 3, Standard 1.e.	Explore cultural influences on the food service industry: Religion/culture, Health limitations (diabetes, heart disease, celiac disease, lactose intolerance, nut allergies), Personal factor (social class, mood/personality), Geographical, Age	✓	✓	✓	✓	✓
	Strand 3, Standard 3.a.	Supply chain: Agriculture: grow the produce	✓		✓	✓	

Culinary Arts	Strand 5, Standard 1.a.	Food guidance systems (i.e., MyPlate, U.S. Dietary Guidelines)		✓		✓	
	Strand 10, Standard 1.c.	Understand customer needs, age, families with children, first timers, special occasions, dietary needs, language barriers, dining alone	✓	✓	✓	✓	✓
Culinary Management	Strand 4, Standard 1	Students will apply nutritional guidelines to menu development. (STEM: Science, Math).		✓		✓	
	Strand 4, Standard 1.a.	Consider the nutritional needs of individuals, including the following: Food guidance systems (i.e., MyPlate, U.S. Dietary Guidelines)		✓		✓	
FACS Exploration	Strand 6, Standard 3	Discuss the current USDA Dietary Guidelines and MyPlate.		✓		✓	
Food and Nutrition I	Strand 3, Standard 2.a.	Identify the functions and food sources of fiber.		✓		✓	
	Strand 3, Standard 2.e.	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.		✓		✓	

Food and Nutrition I	Strand 4, Standard 1.c.	Identify food examples of complete, incomplete and complementary proteins.		✓		✓	
	Strand 4, Standard 4.a.	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.		✓		✓	
	Strand 4, Standard 6	Discuss farm-to-table process.			✓	✓	
	Strand 6, Standard 1.a.	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.		✓		✓	
	Strand 6, Standard 1.d.	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.		✓		✓	
	Strand 6, Standard 1.e.	Support healthy eating patterns for all.		✓		✓	
	Strand 6, Standard 2	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)		✓		✓	
	Strand 1, Standard 1.d	Recognize the factors affecting longevity (include diet, exercise, and other lifestyle choices)		✓		✓	
	Strand 1, Standard 1.e	Evaluate the factors affecting food choices (include hunger, appetite, satiety, personal preferences, availability, economics and social factors)	✓	✓	✓	✓	✓
	Strand 2, Standard 3	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)		✓		✓	
	Strand 2, Standard 4	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.		✓		✓	

Foundations of Nutrition	Strand 4, Standard 3	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		✓		✓	
	Strand 6, Standard 1.b.	Analyze credibility of nutritional information by consider 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).		✓		✓	
Life Management	Strand 1, Standard 1	Examine the effect of values and goals on choices.	✓	✓	✓	✓	✓
	Strand 1, Standard 3	Analyze various life roles.	✓	✓	✓	✓	✓
	Strand 3, Standard 5	Students will plan food for optimum health.		✓		✓	

Utah Core Standards HEALTH EDUCATION 7-8			ECP Presentations				
			Environment and Modern Agriculture	Healthful Eating	Modern Animal Agriculture	The Ethics of Eating	Plant-Based / Cell-Based Technologies
Standard 2: Nutrition and Fitness	Objective 1.c.	Recognize ways to make healthy food choices (e.g., reading food labels, calculating calorie intake).		✓		✓	
	Objective 3.b.	Explore the short and long term effects of poor nutrition and inactivity (e.g., obesity, chronic diseases).		✓		✓	
	Objective 3.c.	Describe the strengths and weaknesses of various body-weight indicators (e.g., Body Mass Index [B.M.I.], waist circumference, body fat percentage calculators).		✓		✓	
	Objective 3.d.	Examine the causes, symptoms, and the short and long-term consequences of eating disorders.		✓		✓	
Standard 5: Health Promotion and Prevention of Diseases	Objective 2.a.	Recognize common non-communicable diseases (e.g., arthritis, cancer, cardiovascular disease, diabetes, asthma, allergies).		✓		✓	

Standard 5: Health Promotion and Prevention of Diseases	Objective 2.b.	Identify risk factors for common non-communicable diseases (e.g., environment, age, gender, family history, diet, body mass, risky behaviors).		✓		✓	
	Objective 2.d.	Describe risk reduction and prevention methods, including breast and testicular self exams, for common non-communicable diseases.		✓		✓	

Utah Core Standards SCIENCE 7-8			ECP Presentations				
			Environment and Modern Agriculture	Healthful Eating	Modern Animal Agriculture	The Ethics of Eating	Plant-Based / Cell-Based Technologies
Grade 7	7.4.4	**Obtain, evaluate, and communicate** information about the technologies that have changed the way humans affect the inheritance of desired traits in organisms. *Analyze data from tests or simulations to determine the best solution to achieve success* in cultivating selected desired traits in organisms. Examples could include artificial selection, genetic modification, animal husbandry, and gene therapy.			✓	✓	✓
Grade 8	8.4.2	**Engage in argument supported by evidence** about the effect of per-capita consumption of natural resources on Earth's systems. Emphasize that these resources are limited and may be non-renewable. Examples of evidence include rates of consumption of food and natural resources such as freshwater, minerals, and energy sources.	✓			✓	✓
	8.4.3	**Design a solution** to monitor or mitigate the potential effects of the use of natural resources. **Evaluate** competing design solutions *using a systematic process to determine how well each solution meets the criteria and constraints of the problem.* Examples of uses of the natural environment could include agriculture, conservation efforts, recreation, solar energy, and water management.	✓			✓	✓
	8.4.4	**Analyze and interpret data** on the factors that change global temperatures and their effects on regional climates. Examples of factors could include agricultural activity, changes in solar radiation, fossil fuel use, and volcanic activity. Examples of data could include graphs of the atmospheric levels of gases, seawater levels, ice cap coverage, human activities, and maps of global and regional temperatures.	✓			✓	

Utah Core Standards SOCIAL STUDIES 7-8			ECP Presentations				
			Environment and Modern Agriculture	Healthful Eating	Modern Animal Agriculture	The Ethics of Eating	Plant-Based / Cell-Based Technologies
Grade 7	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. (geography)	✓		✓	✓	✓
	UT Standard 5.2	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)	✓	✓	✓	✓	✓
	UT Standard 5.3	Students will use data regarding the key components of Utah's economy to make recommendations for sustainable development. (economics)	✓	✓	✓	✓	✓
	UT Standard 5.5	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)	✓	✓	✓	✓	✓