California Standards Alignment

1. California Standards ENGLISH LANGUAGE ARTS 9-12
    1.1. College and Career Readiness Standards
        1.1.1. Speaking and Listening
            1.1.1.1. 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.
            1.1.1.2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
            1.1.1.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
2. California Standards HEALTH EDUCATION 9-12
    2.1. Nutrition and Physical Activity
        2.1.1. Standard 1: Essential Concepts
            2.1.1.1. 1.1.N Distinguish between facts and myths regarding nutrition practices, products, and physical performance.
            2.1.1.2. 1.2.N Research and discuss the practical use of current research-based guidelines for a nutritionally balanced diet.
            2.1.1.3. 1.4.N Describe dietary guidelines, food groups, nutrients, and serving sizes for healthy eating habits.
            2.1.1.4. 1.5.N Describe the relationship between poor eating habits and chronic diseases such as heart disease, obesity, cancer, diabetes, hypertension, and osteoporosis.
            2.1.1.5. 1.8.N Describe the prevalence, causes, and long-term consequences of unhealthy eating.
        2.1.2. Standard 2: Analyzing Influences
            2.1.2.1. 2.1.N Evaluate internal and external influences that affect food choices.
            2.1.2.2. 2.2.N Assess personal barriers to healthy eating and physical activity.
        2.1.3. Standard 3: Accessing Valid Information
            2.1.3.1. 3.1.N Access sources of accurate information about safe and healthy weight management.
            2.1.3.2. 3.2.N Evaluate the accuracy of claims about food and dietary supplements.
        2.1.4. Standard 4: Interpersonal Communication
            2.1.4.1. 4.1.N Analyze positive strategies to communicate healthy eating and physical activity needs at home, at school, and in the community.

    2.1.4.2. 4.2.N Practice how to refuse less-nutritious foods in social settings.

   2.1.5. Standard 5: Decision Making

    2.1.5.1. 5.1.N Demonstrate how nutritional needs are affected by age, gender, activity level, pregnancy, and health status.

    2.1.5.2. 5.2.N Use a decision-making process to plan nutritionally adequate meals at home and away from home.

   2.1.6. Standard 6: Goal Setting

    2.1.6.1. 6.2.N Develop practical solutions for removing barriers to healthy eating and physical activity.

    2.1.6.2. 6.3.N Create a personal nutrition and physical activity plan based on current guidelines.

   2.1.7. Standard 7: Practicing Health- Enhancing Behaviors

    2.1.7.1. 7.1.N Select healthy foods and beverages in a variety of settings.

    2.1.7.2. 7.2.N Critique one's personal diet for overall balance of key nutrients.

    2.1.7.3. 7.3.N Identify strategies for eating more fruits and vegetables.

    2.1.7.4. 7.4.N Describe how to take more personal responsibility for eating healthy foods.

   2.1.8. Standard 8: Health Promotion

    2.1.8.1. 8.1.N Advocate enhanced nutritional options in the school and community.

    2.1.8.2. 8.2.N Educate family and peers about choosing healthy foods.

3. Next Generation Science Standards SCIENCE 9-12

  3.1. Life Science

   3.1.1. 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.

   3.1.2. HS–LS2–7 Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity.*

   3.1.3. HS-LS2-8 Evaluate evidence for the role of group behavior on individual and species' chances to survive and reproduce.

   3.1.4. 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.

   3.1.5. HS–LS4–6 Create or revise a simulation to test a solution to mitigate adverse impacts of human activity on biodiversity.*

  3.2. Earth and Space Sciences

3.2.1. HS–ESS3–4 Create a computational simulation to illustrate the relationships among management of natural resources, the sustainability of human populations, and biodiversity.

3.2.2. HS–ESS3–3 Evaluate or refine a technological solution that reduces impacts of human activities on natural systems.

3.2.3. 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.

3.3. Engineering, Technology, and Applications of Science

3.3.1. 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.

3.3.2. 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.

4. California Standards SOCIAL SCIENCE 9-12

4.1. Grade 11

4.1.1. 11.11.7 Explain how the federal, state, and local governments have responded to demographic and social changes such as population shifts to the suburbs, racial concentrations in the cities, Frostbelt-to-Sunbelt migration, international migration, decline of family farms, increases in out-of-wedlock births, and drug abuse.

4.2. Principles of Economics

4.2.1. 12.1.1 Examine the causal relationship between scarcity and the need for choices.

4.2.2. 12.1.3 Identify the difference between monetary and non monetary incentives and how changes in incentives cause changes in behavior.

4.2.3. 12.2.8 Explain the role of profit as the incentive to entrepreneurs in a market economy.

4.2.4. 12.2.10 Discuss the economic principles that guide the location of agricultural production and industry and the spatial distribution of transportation and retail facilities.