



Arkansas 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	SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, 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	SL.9-10.1.A Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.	✓	✓	✓

<p>Grade 9-10 Speaking and Listening</p>	<p>SL.9-10.1.C</p> <p>Propel conversations by posing and responding to questions that relate the current discussion to broader <i>themes</i> or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>
<p>Grade 9-10 Speaking and Listening</p>	<p>SL.9-10.1.D</p> <p>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>	<p>✓</p>	<p>✓</p>	<p>✓</p>
<p>Grade 9-10 Speaking and Listening</p>	<p>SL.9-10.2</p> <p>Integrate multiple sources of information that is gained by means other than reading (e.g., texts read aloud; oral presentations of charts, graphs, diagrams; speeches), evaluating the credibility and accuracy of each source.</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>
<p>Grade 9-10 Speaking and Listening</p>	<p>SL.9-10.3</p> <p>Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>

<p>Grade 11-12 Speaking and Listening</p>	<p>SL.11-12.1</p> <p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, 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>✓</p>	<p>✓</p>	<p>✓</p>
<p>Grade 11-12 Speaking and Listening</p>	<p>SL.11-12.1.A</p> <p>Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>
<p>Grade 11-12 Speaking and Listening</p>	<p>SL.11-12.1.C</p> <p>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</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>✓</p>	<p>✓</p>	<p>✓</p>

Grade 11-12 Speaking and Listening	SL.11-12.2 Integrate multiple sources of information that is gained by means other than reading (e.g., texts read aloud; oral presentations of charts, graphs, diagrams; speeches) in order to make 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.11-12.3 Evaluate a speaker's perspective , reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.	✓	✓	✓

Health and Safety Grades 9-12		Environment and Modern Agriculture	Healthful Eating	Future of Food
Human Growth and Development	Level G I can analyze growth patterns and developmental changes and examine the factors that interfere with healthy development.		✓	

Nutrition	<p style="text-align: center;">Level G</p> <p>I can evaluate personal eating habits and patterns for the purpose of determining how I can live a healthy lifestyle as it relates to nutrition.</p>		✓	
Nutrition	<p style="text-align: center;">Level H</p> <p>I can identify unhealthy nutrition choices in self and others and determine the warning signs of unhealthy choices and disorders related to nutrition.</p>		✓	
Disease Prevention and Control	<p style="text-align: center;">Level H</p> <p>I can analyze the impact of different communicable and non-communicable diseases on the overall health of self and others.</p>		✓	

Science Grades 9-12		Environment and Modern Agriculture	Healthful Eating	Future of Food
Biology	<p style="text-align: center;">BI-LS2-1</p> <p>Use mathematical and/or computational representations to support explanations of factors that affect carrying capacity of ecosystems at different scales.</p>	✓		✓

Biology	<p>BI-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>	✓		✓
Biology	<p>BI-LS2-7</p> <p>Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity.</p>	✓		✓
Biology	<p>BI-LS4-6</p> <p>Create or revise a simulation to test a solution to mitigate adverse impacts of human activity on biodiversity.</p>	✓		✓
Biology	<p>BI3-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>	✓		✓
Biology	<p>BI-ESS2-2</p> <p>Analyze geoscience data to make the claim that one change to Earth's surface can create feedbacks that cause changes to other Earth systems.</p>	✓		

Biology	<p>BI6-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>	✓		✓
Biology	<p>BI-ESS3-4</p> <p>Evaluate or refine a technological solution that reduces impacts of human activities on natural systems.</p>	✓		✓
Biology	<p>BI7-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>	✓		✓
Physical Science	<p>PSI-LS2-7</p> <p>Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity.</p>	✓		✓
Physical Science	<p>PSI-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>	✓		

Physical Science	<p>PSI6-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>	✓		✓
Earth Science	<p>ES-ESS2-2</p> <p>Analyze geoscience data to make the claim that one change to Earth's surface can create feedbacks that cause changes to other Earth systems.</p>	✓		
Earth Science	<p>ES2-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>	✓		✓
Earth Science	<p>ES2-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>	✓		✓
Earth Science	<p>ES-ESS3-4</p> <p>Evaluate or refine a technological solution that reduces impacts of human activities on natural systems.</p>	✓		✓

Earth Science	<p style="text-align: center;">ES-ESS3-6</p> <p>Use a computational representation to illustrate the relationships among Earth systems and how those relationships are being modified due to human activity.</p>	✓		✓
Earth Science	<p style="text-align: center;">ES3-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>	✓		✓
Earth Science	<p style="text-align: center;">ES4-ETS1-3</p> <p>Evaluate a solution to a complex real-world problem based on prioritized criteria and tradeoffs that account for a range of constraints, including cost, safety, reliability, and aesthetics, as well as possible social, cultural, and environmental impacts.</p>	✓		✓
Environmental Science	<p style="text-align: center;">EVS-ESS2-2</p> <p>Analyze geoscience data to make the claim that one change to Earth's surface can create feedbacks that cause changes to other Earth systems.</p>	✓		✓
Environmental Science	<p style="text-align: center;">EVS1-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>	✓		✓

Environmental Science	<p style="text-align: center;">EVS2-ETS1-2</p> <p>Design a solution to a complex real-world problem by breaking it down into smaller, more manageable problems that can be solved through engineering.</p>	✓		✓
Environmental Science	<p style="text-align: center;">EVS-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>	✓		✓
Environmental Science	<p style="text-align: center;">EVS-LS2-6</p> <p>Evaluate claims, evidence, and reasoning that the complex interactions in ecosystems maintain relatively consistent numbers and types of organisms in stable conditions, but changing conditions may result in a new ecosystem.</p>	✓		✓
Environmental Science	<p style="text-align: center;">EVS3-ETS1-3</p> <p>Evaluate a solution to a complex real-world problem based on prioritized criteria and tradeoffs that account for a range of constraints, including cost, safety, reliability, and aesthetics as well as possible social, cultural, and environmental impacts.</p>	✓		✓
Environmental Science	<p style="text-align: center;">EVS-ESS3-4</p> <p>Evaluate or refine a technological solution that reduces impacts of human activities on natural systems.</p>	✓		✓

Environmental Science	EVS-LS2-7 Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity.	✓		✓
Environmental Science	EVS4-ETS1-3 Evaluate a solution to a complex real-world problem based on prioritized criteria and tradeoffs that account for a range of constraints, including cost, safety, reliability, and aesthetics, as well as possible social, cultural, and environmental impacts.	✓		✓
Human Anatomy and Physiology	HAP-LS5-1AR Argue from evidence the cause(s) for a dysfunction in a body system and the mechanisms by which it occurred.		✓	

Social Studies Grades 9-12		Environment and Modern Agriculture	Healthful Eating	Future of Food
Arkansas History	Era6.6.AH.9-12.1 Analyze the impact of Arkansas businesses and entrepreneurs locally, nationally, and globally.	✓	✓	✓

Arkansas History	Era6.6.AH.9-12.3 Analyze the effects of conflicts and their resolutions on the citizens of Arkansas (e.g., the draft, Cold War, defense industry, trade, agriculture, voluntary and involuntary immigration).	✓	✓	✓
Economics	EDM.1.E.1 Evaluate the roles of scarcity, incentives, trade-offs, and opportunity cost in decision making (e.g., PACED decision making model, cost/benefit analysis, employment choices).	✓		✓
Economics	EDM.1.E.2 Justify various economic solutions to problems affecting an individual or society using marginal costs and marginal benefit analysis.	✓		✓
Economics	EM.2.E.2 Demonstrate changes in supply and demand (e.g., shifts, shortages, surpluses, availability) that influence equilibrium price and quantity using a supply and demand model	✓		✓
Economics	EM.3.E.1 Analyze the role of consumers in a market economy.	✓	✓	✓

Sociology	SPMI.2.S.2 Collect and analyze data designed to answer a sociological question.	✓	✓	✓
Sociology	SS.3.S.1 Analyze ways culture influences individuals using a variety of sources.	✓	✓	✓
Sociology	SS.4.S.2 Compare and contrast how cultures change and resist change.	✓	✓	✓
Sociology	SS.4.S.3 Examine the importance of norms and values to a <i>culture</i> and the effects on social structure.	✓	✓	✓
Sociology	SR.5.S.2 Evaluate the role of norms and values in society.	✓	✓	✓
Sociology	SR.5.S.4 Examine societal changes over time and factors influencing those changes.	✓	✓	

World Geography	<p style="text-align: center;">PR.3.G.2</p> <p>Compare the changes over time on the boundaries and characteristics of regions caused by various factors using geographic representations and data</p>	✓		
World Geography	<p style="text-align: center;">ES.7.G.1</p> <p>Analyze effects of changes made by humans on the physical environment (e.g., industrialization, agricultural, rural land use, urban land use, mining, forestry).</p>	✓		