



Kansas 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, 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	SL.9-10.1c 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>Grade 9-10 Speaking and Listening</p>	<p>SL.9-10.1d</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 presented in diverse media or formats (e.g., visually, quantitatively, orally) 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 point of view, 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, 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>✓</p>	<p>✓</p>	<p>✓</p>

<p>Grade 11-12 Speaking and Listening</p>	<p>SL.11-12.1c</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.11-12.1d</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>
<p>Grade 11-12 Speaking and Listening</p>	<p>SL.11-12.2</p> <p>Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>
<p>Grade 11-12 Speaking and Listening</p>	<p>SL.11-12.3</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>	<p>✓</p>	<p>✓</p>	<p>✓</p>

Health Education Grades 9-12		Environment and Modern Agriculture	Healthful Eating	Future of Food
Health Promotion and Disease Prevention	<p>Standard 1.</p> <p>The student will comprehend concepts related to health promotion and disease prevention as related to the ten content areas of health: (a) nutrition, (b) prevention and control of disease, (d) personal health, (g) environmental health, (i) consumer health, (j) community health.</p>	✓	✓	✓
Health Promotion and Disease Prevention	<p>Standard 1, Benchmark 1</p> <p>The student will analyze how behavior can impact health maintenance and disease prevention.</p>		✓	✓
Health Promotion and Disease Prevention	<p>Standard 1, Benchmark 2</p> <p>The student will describe the interrelationships of mental, emotional, social, and physical health throughout adulthood.</p>		✓	
Health Promotion and Disease Prevention	<p>Standard 1, Benchmark 3</p> <p>The student will analyze how their family, peers, and community influence the health of individuals.</p>		✓	

Health Promotion and Disease Prevention	Standard 1, Benchmark 4 The student will describe how to delay the onset of and reduce risk for potential health problems across their lifespan.		✓	✓
Health Promotion and Disease Prevention	Standard 1, Benchmark 5 The student will analyze how public health policies and government regulations influence health promotion and disease prevention.	✓	✓	✓
Access Health Information, Products and Services	Standard 2, Benchmark 1 The student will demonstrate the ability to evaluate health information, products, and services for validity, reliability, and effectiveness as they relate to personal selection.		✓	✓
Self-management	Standard 3 The student will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.		✓	
Self-management	Standard 3, Benchmark 1 The student will analyze the short-term and long-term consequences of safe, risky, and harmful behaviors and recognize their responsibility for self-management.		✓	✓

Influence of Culture, Media and Technology	Standard 4 The student will analyze the influence of culture, media, technology, and other factors on health.		✓	✓
Goal-Setting and Decision-Making Skills	Standard 6, Benchmark 1 The student will demonstrate the ability to utilize various strategies when making decisions related to health needs and risks of young adults.		✓	
Goal-Setting and Decision-Making Skills	Standard 6, Benchmark 2 The student will demonstrate the ability to create short-term and long-term health goals and the ability to predict the immediate and long-term impact of these goals on the individual, family, and community.		✓	
Advocating for Health	Standard 7, Benchmark 1 The student will evaluate and express the effectiveness of communicating accurate health information and ideas.		✓	
Advocating for Health	Standard 7, Benchmark 2 The student will demonstrate the ability to work cooperatively when advocating for health.		✓	

Science Grades 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>	✓	✓	✓

History, Government, and Social Studies Grades 9-12		Environment and Modern Agriculture	Healthful Eating	Future of Food
Psychology, Government, History, Economics, Modern World History, World Geography	Standard 1 Choices Have Consequences.	✓	✓	✓
Psychology, Government, History, Economics, Modern World History, World Geography	Standard 2 Individuals have rights and responsibilities.	✓	✓	✓
Psychology, Government, History, Economics, Modern World History, World Geography	Standard 3 Societies are shaped by the identities, beliefs, and practices of individuals and groups.	✓	✓	✓

Psychology, Government, History, Economics, Modern World History, World Geography	<p style="text-align: center;">Standard 4</p> Societies experience continuity and change over time.	✓	✓	✓
Psychology, Government, History, Economics, Modern World History, World Geography	<p style="text-align: center;">Standard 5</p> Relationships among people, places, ideas, and environments are dynamic.	✓	✓	✓