



Washington 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	CCSS.ELA-LITERACY.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	CCSS.ELA-LITERACY.SL.9-10.1.C 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>CCSS.ELA-LITERACY.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>Grade 9-10 Speaking and Listening</p>	<p>CCSS.ELA-LITERACY.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>Grade 9-10 Speaking and Listening</p>	<p>CCSS.ELA-LITERACY.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>Grade 11-12 Speaking and Listening</p>	<p>CCSS.ELA-LITERACY.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>Grade 11-12 Speaking and Listening</p>	<p>CCSS.ELA-LITERACY.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>CCSS.ELA-LITERACY.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>
<p>Grade 11-12 Speaking and Listening</p>	<p>CCSS.ELA-LITERACY.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>CCSS.ELA-LITERACY.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>

Environmental and Sustainability Education Grades 9-12		Environment and Modern Agriculture	Healthful Eating	Future of Food
Integrated Standards	<p>Standard 1: Ecological, Social, and Economic Systems</p> <p>Students develop knowledge of the interconnections and interdependency of ecological, social, and economic systems. They demonstrate understanding of how the health of these systems determines the sustainability of natural and human communities at local, regional, national, and global levels.</p>	✓	✓	✓
Integrated Standards	<p>Standard 2: The Natural and Built Environment</p> <p>Students engage in inquiry and systems thinking and use information gained through learning experiences in, about, and for the environment to understand the structure, components, and processes of natural and human-built environments.</p>	✓		
Integrated Standards	<p>Standard 3: Sustainability and Civic Responsibility</p> <p>Students develop and apply the knowledge, perspective, vision, skills, and habits of mind necessary to make personal and collective decisions and take actions that promote sustainability.</p>	✓	✓	✓

Health and Physical Education Grades 9-12		Environment and Modern Agriculture	Healthful Eating	Future of Food
Health Education	H1.W1.HS Analyze personal dimensions of health and design a plan to balance health.		✓	
Health Education	H5.W6.HS Predict potential short- and long-term outcomes of a personal health-related decision.	✓	✓	✓
Health Education	H6.W7.HS Implement strategies to achieve a personal health goal.		✓	
Health Education	H1.N1.HS Predict impact of consuming adequate or inadequate amounts of nutrients.		✓	
Health Education	H3.N1.HS Evaluate resources for accessing valid and reliable information, products, and services for healthy eating.		✓	✓

Health Education	H8.N1.HS Collaborate with others to advocate for healthy eating at home, in school, or in the community.		✓	
Health Education	H5.N3.HS Cite evidence from Nutrition Facts labels useful for making informed and healthy choices.		✓	
Health Education	H1.N5.HS Analyze and describe the relationship between nutritional choices, physical activity, and chronic diseases.		✓	
Health Education	H7.N6.HS Design, monitor, and adjust a personal nutrition plan, considering cost, availability, access, nutritional value, balance, freshness, and culture.	✓	✓	✓
Health Education	H6.N6.HS Apply strategies to overcome barriers to achieving a personal goal to improve healthy eating behaviors.		✓	
Physical Education	Standard 3 PE3.1.HS1 Investigate relationships between physical activity, nutrition, and body composition.		✓	

Physical Education	Standard 3 PE3.8.HS1 Design and implement a personal fitness and nutrition plan (assessment scores, goals for improvement, plan of activities for improvement, log of activities to reach goals, timeline for improvement).		✓	
Physical Education	Standard 3 PE3.8.HS2 Design and implement a strength, conditioning, and nutrition plan that develops balance in opposing muscle groups (agonist and antagonist) and supports a healthy, active lifestyle to maintain or improve body composition.		✓	

Science Grades 9-12		Environment and Modern Agriculture	Healthful Eating	Future of Food
Life Science	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.	✓		✓
Life Science	HS-LS2-7 Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity.	✓		✓

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
Grades 9-12 Social Studies Skills	<p>SSS1.9-12.1</p> <p>Critique the precision of a claim about an issue or event.</p>	✓	✓	✓
Grades 9-12 Social Studies Skills	<p>SSS1.9-12.4</p> <p>Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.</p>	✓	✓	✓

Grades 9-12 Social Studies Skills	SSS2.9-12.2 Evaluate the validity, reliability, and credibility of sources when researching an issue or event.			
Grades 9-12 Social Studies Skills	SSS2.9-12.3 Determine the kinds of sources and relevant information that are helpful, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.			
Grades 9-12 Social Studies Skills	SSS3.9-12.6 Assess options for individual and collective action to address local, regional, or global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.			
Grades 11-12 Economics	E1.11-12.4 Use marginal benefits and marginal costs to construct an argument for or against an approach or solution to an economic issue.			
Grades 9-10 Economics	G3.9-10.3 Evaluate the consequences of human-made and natural catastrophes on global trade, politics, and human migration.			