



Louisiana 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	Comprehension and Collaboration 1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher- led) with diverse partners on <i>grades 9–10 topics, texts, and issues</i> , building on others’ ideas and expressing their own clearly and persuasively.	✓	✓	✓
Grade 9-10 Speaking and Listening	Comprehension and Collaboration 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>Comprehension and Collaboration 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>Comprehension and Collaboration 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>Comprehension and Collaboration 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>Comprehension and Collaboration 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>Comprehension and Collaboration 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>Grade 11-12 Speaking and Listening</p>	<p>Comprehension and Collaboration 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>Grade 11-12 Speaking and Listening</p>	<p>Comprehension and Collaboration 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>Grade 11-12 Speaking and Listening</p>	<p>Comprehension and Collaboration 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>	✓	✓	✓

Health Education Grades 9-12		Environment and Modern Agriculture	Healthful Eating	Future of Food
Standard 1	Standard 1. Students will comprehend concepts related to health promotion and disease prevention to enhance health.		✓	✓
Standard 1	Benchmark 1-H-1 Predict and analyze how healthy behaviors can affect health status, disease prevention, and potential severity of injury.		✓	✓
Standard 1	1-H-1.1 Explain the impact of personal health behavior on the function of body systems.		✓	
Standard 1	Benchmark 1-H-2 Analyze how genetics, family history, and environmental influences can impact personal health.	✓	✓	✓
Standard 1	1-H-2.3 Research environmental factors that impact health.	✓	✓	

Standard 1	1-H-2.4 Determine how the home and community environments affect health.	✓	✓	
Standard 1	Benchmark 1-H-4 Identify the causes, symptoms, treatment and prevention of various diseases and disorders.		✓	
Standard 1	1-H-4.2 Describe the relationship between poor eating habits and chronic diseases (e.g., heart disease, obesity, cancer, diabetes, hypertension, and osteoporosis).		✓	
Standard 2	Standard 2. Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.	✓	✓	✓
Standard 2	Benchmark 2-H-1 Analyze how family, peers, and the perception of norms influence healthy and unhealthy behaviors.	✓	✓	✓

Standard 2	2-H-1.2 Discuss the influences of healthy and unhealthy behavior of family and peers.		✓	
Standard 2	2-H-1.6 Describe the influences of family, peers, and community on personal health.		✓	
Standard 2	2-H-1.7 Identify factors that influence personal selection of health products and services.	✓	✓	✓
Standard 2	Benchmark 2-H-2 Investigate how personal values and the economy influence and challenge health behaviors.	✓	✓	✓
Standard 2	2-H-2.1 Report how personal values influence and challenge health behaviors.	✓	✓	✓
Standard 2	Benchmark 2-H-3 Analyze how public health policies and government can influence health promotion and disease prevention.	✓	✓	✓

Standard 2	Benchmark 2-H-4 Evaluate the impact of technology and media on personal, family, community, and world health.	✓	✓	✓
Standard 2	2-H-4.2 Use technology to compile a list of health statistics of other countries compared to the United States (e.g., infant mortality rate, obesity statistics, teen birth rates).		✓	
Standard 3	Standard 3. Students will demonstrate the ability to access valid information and products and services to enhance health.		✓	
Standard 3	Benchmark 3-H-1 Use resources from home, school and community that provide valid health information.		✓	
Standard 4	4-H-1.1 Describe a healthy life-style by comparing and contrasting healthy and unhealthy choices.		✓	

Standard 4	4-H-1.2 Explain the relationship between health choices and short- and long-term health goals and outcomes.		✓	
Standard 5	Standard 5 Students will demonstrate the ability to use decision-making skills to enhance health.		✓	✓
Standard 5	Benchmark 5-H-1 Describe the short- and long-term health impact of decision-making on health-related issues and problems.		✓	✓
Standard 5	5-H-2.2 Identify barriers (e.g., peer pressure, misinformation, desire for acceptance) that hinder health decision-making.	✓	✓	✓

Science Grades 9-12		Environment and Modern Agriculture	Healthful Eating	Future of Food
Earth Science	HS-ESS3-1 Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and changes in climate have influenced human activity.	✓		

Earth Science	<p>HS-ESS3-2</p> <p>Evaluate competing design solutions for developing, managing, and utilizing energy and mineral resources based on cost-benefit ratios.</p>	✓		✓
Earth Science	<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 Science	<p>HS-ESS3-4</p> <p>Evaluate or refine a technological solution that reduces impacts of human activities on natural systems.</p>	✓		✓
Earth Science	<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>	✓		

Earth Science	<p>HS-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>	✓		
Environmental Science	<p>HS-EVS1-1</p> <p>Analyze and interpret data to identify the factors that affect sustainable development and natural resource management in Louisiana.</p>	✓		✓
Environmental Science	<p>HS-EVS1-2</p> <p>Obtain, evaluate and communicate information on the effectiveness of management or conservation practices for one of Louisiana’s natural resources with respect to common considerations such as social, economic, technological, and influencing political factors over the past 50 years.</p>	✓		
Environmental Science	<p>HS-EVS1-3</p> <p>Analyze and interpret data about the consequences of environmental decisions to determine the risk-benefit values of actions and practices implemented for selected issues.</p>	✓		✓

Environmental Science	<p>HS-EVS3-1</p> <p>Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and changes in climate have influenced human activity.</p>	✓		✓
Environmental Science	<p>HS-EVS3-2</p> <p>Evaluate competing design solutions for developing, managing, and utilizing energy and mineral resources based on cost-benefit ratios.</p>	✓		✓
Environmental Science	<p>HS-EVS3-3</p> <p>Create a computational simulation to illustrate the relationships among management of natural resources, the sustainability of human populations, and biodiversity.</p>	✓		
Environmental Science	<p>HS-EVS3-4</p> <p>Evaluate or refine a technological solution that reduces impacts of human activities on natural systems.</p>	✓		✓

Environmental 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>	✓		✓
Environmental Science	<p>HS-LS4-5</p> <p>Evaluate evidence supporting claims that changes in environmental conditions can affect the distribution of traits in a population causing: (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>	✓		

Social Studies Grades 9-12		Environment and Modern Agriculture	Healthful Eating	Future of Food
U.S. History	<p>US.1.3</p> <p>Propose and defend a specific point of view on a contemporary or historical issue and provide supporting evidence to justify that position</p>	✓	✓	✓

World Geography	<p style="text-align: center;">WG.6.1</p> <p>Describe technological advances that have allowed humans to modify the environment and analyze the impact of these advances on the environment.</p>	✓		
World Geography	<p style="text-align: center;">WG.6.2</p> <p>Identify challenges posed by the physical environment and evaluate strategies that will allow humans to more effectively deal with these challenges.</p>	✓		✓