




Colorado Standards Alignment

The presentations offered by The Educated Choices Program provide support for teaching and learning of the following standards:







Health Education Grades 9-12		Environment and Modern Agriculture	Healthful Eating	Future of Food
Grade 9-12 Physical and Personal Wellness in Health	CH.HS.2.1a Use nutritional evidence to describe a healthy diet and an unhealthy diet.		✓	
Grade 9-12 Physical and Personal Wellness in Health	CH.HS.2.1b Analyze and describe the relationship among healthy eating, physical activity, and chronic diseases such as heart disease, cancer, type-2 diabetes, hypertension, and osteoporosis		✓	
Grade 9-12 Physical and Personal Wellness in Health	CH.HS.2.1c Describe the importance of eating a variety of foods to balance nutrient and caloric needs.		✓	

Grade 9-12 Physical and Personal Wellness in Health	CH.HS.2.1d Explain the effects of disordered eating and eating disorders on healthy growth and development.		✓	
Grade 9-12 Physical and Personal Wellness in Health	CH.HS.2.1, Inquiry Question 1 How do you define "healthy eating"?		✓	
Grade 9-12 Physical and Personal Wellness in Health	CH.HS.2.1, Inquiry Question 2 If everyone had a healthy diet, how would diseases be impacted?		✓	
Grade 9-12 Physical and Personal Wellness in Health	CH.HS.2.1, Inquiry Question 3 If everyone had a healthy diet, how would physical and mental health be impacted?		✓	
Grade 9-12 Physical and Personal Wellness in Health	CH.HS.2.1, Inquiry Question 4 Can frequent exercise make up for poor food habits (or vice versa)? Why or why not?		✓	
Grade 9-12 Physical and Personal Wellness in Health	CH.HS.2.2b Analyze how family, peers, and the media influence food choices.		✓	

<p>Grade 9-12 Physical and Personal Wellness in Health</p>	<p>CH.HS.2.2</p> <p>Examine the influence of family, peers, culture, and media on body image and the subsequent effects on eating behavior.</p>		<p>✓</p>	<p>✓</p>
<p>Grade 9-12 Physical and Personal Wellness in Health</p>	<p>CH.HS.2.2; Essential Skills and Real World Application 2</p> <p>Advocate for school and community policies such as replacing soda machines with water and high-quality juices that can influence healthy or unhealthy eating. (Civic/Interpersonal Skills: Civic Engagement) 3. Analyze how subsidies, farm policy, food advertising and cultural and media messages influence nutritional choices. (Entrepreneurial Skills: Critical Thinking/Problem Solving)</p>		<p>✓</p>	
<p>Grade 9-12 Physical and Personal Wellness in Health</p>	<p>CH.HS.2.2; Essential Skills and Real World Application 3</p> <p>Analyze how subsidies, farm policy, food advertising and cultural and media messages influence nutritional choices. (Entrepreneurial Skills: Critical Thinking/Problem Solving)</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>
<p>Grade 9-12 Physical and Personal Wellness in Health</p>	<p>CH.HS.2.3a</p> <p>Describe and explain how current federal nutrition standards and guidelines are useful in planning a healthy diet.</p>		<p>✓</p>	


Grade 9-12 Physical and Personal Wellness in Health	CH.HS.2.3, Inquiry Question 1 How do personal food and beverage choices (e.g., energy drinks, high-sugar beverages/food, processed foods) impact all areas of health and wellness?			
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Reading, Writing, and Communication Grades 9-12	Environment and Modern Agriculture	Healthful Eating	Future of Food
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Grade 9-10 Oral Expression and Listening	Standard 1: CCSS: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 Oral Expression and Listening	Standard 1: CCSS:SL.9-10.1B Work with peers to set rules for collegial discussions and decision making, clear goals and deadlines and individual roles as needed.			

<p>Grade 9-10 Oral Expression and Listening</p>	<p>Standard 1: CCSS: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 Oral Expression and Listening</p>	<p>Standard 1: CCSS:SL.9-10.3</p> <p>Evaluate 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 Oral Expression and Listening</p>	<p>Standard 1: CCSS:SL.11-12.1</p> <p>Initiate and participate effectively in a range of collaborative discussions 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 Oral Expression and Listening</p>	<p>Standard 1: CCSS:SL.11-12.1B</p> <p>Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed.</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>

<p>Grade 11-12 Oral Expression and Listening</p>	<p>Standard 1: CCSS: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 Oral Expression and Listening</p>	<p>Standard 1: CCSS: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 Oral Expression and Listening</p>	<p>Standard 1: CCSS:SL.11-12.2</p> <p>Integrate multiple sources of information presented in diverse formats and media 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 Oral Expression and Listening</p>	<p>Standard 1: CCSS: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>

Science Grades 9-12	Environment and Modern Agriculture	Healthful Eating	Future of Food
Life Science	<p style="text-align: center;">LS2:C2</p> <p>Ecosystem Dynamics, Functioning, and Resilience: Anthropogenic changes (induced by human activity) in the environment - including habitat destruction, pollution, introduction of invasive species, overexploitation, and climate change - can disrupt an ecosystem and threaten the survival of some species.</p>		

Life Science	<p style="text-align: center;">LS2:C4</p> <p>Biodiversity and Humans: Biodiversity is increased by the formation of new species (speciation) and decreased by the loss of species (extinction). Humans depend on the living world for the resources and other benefits provided by biodiversity. But human activity is also having adverse impacts on biodiversity through overpopulation, over-exploitation, habitat destruction, pollution, introduction of invasive species, and climate change. Thus sustaining biodiversity so that ecosystem functioning and productivity are maintained is essential to supporting and enhancing life on Earth. Sustaining biodiversity also aids humanity by preserving landscapes of recreational or inspirational value.</p>	✓		
Life Science	<p style="text-align: center;">SC.HS.2.12-LS2:C4-5</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. (HS-LS4-5) (Clarification Statement: Emphasis is on determining cause and effect relationships for how changes to the environment such as deforestation, fishing, application of fertilizers, drought, flood, and the rate of change of the environment affect distribution or disappearance of traits in species.)</p>	✓		

<p>Earth and Space Science</p>	<p style="text-align: center;">SC.HS.3.9-ESS3-1a</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. (HS-ESS3-1) (Clarification Statement: Examples of key natural resources include access to fresh water [such as rivers, lakes, and groundwater], regions of fertile soils such as river deltas, and high concentrations of minerals and fossil fuels. Examples of natural hazards can be from interior processes [such as volcanic eruptions and earthquakes], surface processes [such as tsunamis, mass wasting, and soil erosion], and severe weather [such as hurricanes, floods, and droughts]. Examples of the results of changes in climate that can affect populations or drive mass migrations include changes to sea level, regional patterns of temperature and precipitation, and the types of crops and livestock that can be raised.)</p>			
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Earth and Space Science	<p style="text-align: center;">SC.HS.3.11-ESS3-4b</p> <p>Evaluate or refine a technological solution that reduces impacts of human activities on natural systems. (HS-ESS3-4) (Clarification Statement: Examples of data on the impacts of human activities could include the quantities and types of pollutants released, changes to biomass and species diversity, or areal changes in land surface use [such as for urban development, agriculture, and livestock, or surface mining]. Examples for limiting future impacts could range from local efforts [such as reducing, reusing, and recycling resources] to large-scale geoengineering design solutions [such as altering global temperatures by making large changes to the atmosphere or ocean].)</p>	✓		
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Social Studies Grades 9-12	Environment and Modern Agriculture	Healthful Eating	Future of Food	
Geography	<p style="text-align: center;">SS.HS.2.2d</p> <p>Explain how altering the environment has brought prosperity to some places and created environmental dilemmas for others.</p>	✓		
Geography	<p style="text-align: center;">SS.HS.2.2 - Inquiry Question 2</p> <p>How might people and societies respond to changes in the physical environment?</p>	✓		

<p>Geography</p>	<p>SS.HS.2.2 - Inquiry Question 3</p> <p>What are the maximum limits of human activity the environment can withstand without deterioration?</p>	<p>✓</p>		
<p>Civics</p>	<p>SS.HS.4.1a</p> <p>Engage in civil discourse, including discussing current issues, advocating for individual or group rights, civic duty, and civic participation.</p>	<p>✓</p>		