



Educated Choices Program

Washington Standards Alignment

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

| Washington Common Core Standards ENGLISH LANGUAGE ARTS 9-12 | | | ECP Presentations | | | | |
|--|-------------------------------|--|------------------------|------------------|---------------------------|----------------------|-------------------------------------|
| | | | Environment and Modern | Healthful Eating | Modern Animal Agriculture | The Ethics of Eating | Cell-Based/Plant-Based Technologies |
| Grades 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 <i>grades 9–10 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly and persuasively. | ✓ | ✓ | ✓ | ✓ | ✓ |
| | 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. | ✓ | ✓ | ✓ | ✓ | ✓ |

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| Grades 9-10: Speaking and Listening | CCSS.ELA-LITERACY.SL.9-10.1.D | 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. | ✓ | ✓ | ✓ | ✓ | ✓ |
| | CCSS.ELA-LITERACY.SL.9-10.2 | Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source. | ✓ | ✓ | ✓ | ✓ | ✓ |
| | CCSS.ELA-LITERACY.SL.9-10.3 | Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. | ✓ | ✓ | ✓ | ✓ | ✓ |
| Grades 11-12: Speaking and Listening | CCSS.ELA-LITERACY.SL.11-12.1 | Initiate and participate effectively in a range of collaborative discussions (one- on-one, in groups, and teacher-led) with diverse partners on <i>grades 11–12 topics, texts, and issues</i> , building on others’ ideas and expressing their own clearly and persuasively. | ✓ | ✓ | ✓ | ✓ | ✓ |
| | CCSS.ELA-LITERACY.SL.11-12.1.C | 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. | ✓ | ✓ | ✓ | ✓ | ✓ |
| | CCSS.ELA-LITERACY.SL.11-12.1.D | 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. | ✓ | ✓ | ✓ | ✓ | ✓ |

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| Grades 11-12: Speaking and Listening | <u>CCSS.ELA- LITERACY.SL.11- 12.2</u> | 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. | ✓ | ✓ | ✓ | ✓ | ✓ |
| | <u>CCSS.ELA- LITERACY.SL.11- 12.3</u> | 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 style="text-align: center;">Washington Standards</p> <p style="text-align: center;">ENVIRONMENTAL AND SUSTAINABILITY EDUCATION 9-12</p> | | | ECP Presentations | | | | |
|--|---|---|------------------------|------------------|---------------------------|----------------------|-------------------------------------|
| | | | Environment and Modern | Healthful Eating | Modern Animal Agriculture | The Ethics of Eating | Cell-Based/Plant-Based Technologies |
| Integrated Standards | Standard 1: Ecological, Social, and Economic Systems | 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. | ✓ | ✓ | ✓ | ✓ | ✓ |
| | Standard 2: The Natural and Built Environment | 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. | ✓ | | ✓ | ✓ | |
| | Standard 3: Sustainability and Civic Responsibility | 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. | ✓ | ✓ | ✓ | ✓ | ✓ |

Washington Standards
HEALTH and PHYSICAL EDUCATION 9-12

ECP Presentations

| Washington Standards HEALTH and PHYSICAL EDUCATION 9-12 | | | ECP Presentations | | | | |
|--|----------|---|------------------------------------|------------------|---------------------------|----------------------|-------------------------------------|
| | | | Environment and Modern Agriculture | Healthful Eating | Modern Animal Agriculture | The Ethics of Eating | Cell-Based/Plant-Based Technologies |
| Health Education | H1.W1.HS | Analyze personal dimensions of health and design a plan to balance health. | | ✓ | | ✓ | |
| | H5.W6.HS | Predict potential short- and long-term outcomes of a personal health-related decision. | ✓ | ✓ | ✓ | ✓ | ✓ |
| | H6.W7.HS | Implement strategies to achieve a personal health goal. | | ✓ | | ✓ | |
| | H1.N1.HS | Predict impact of consuming adequate or inadequate amounts of nutrients. | | ✓ | | ✓ | |
| | H3.N1.HS | Evaluate resources for accessing valid and reliable information, products, and services for healthy eating. | | ✓ | | ✓ | ✓ |

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| Health Education | H8.N1.HS | Collaborate with others to advocate for healthy eating at home, in school, or in the community. | | ✓ | | ✓ | |
| | H5.N3.HS | Cite evidence from Nutrition Facts labels useful for making informed and healthy choices. | | ✓ | | ✓ | |
| | H1.N5.HS | Analyze and describe the relationship between nutritional choices, physical activity, and chronic diseases. | | ✓ | | ✓ | |
| | H7.N6.HS | Design, monitor, and adjust a personal nutrition plan, considering cost, availability, access, nutritional value, balance, freshness, and culture. | ✓ | ✓ | ✓ | ✓ | ✓ |
| | 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 relationship between physical activity, nutrition, and body composition. | | ✓ | | ✓ | |
| | 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). | | ✓ | | ✓ | |
| | 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. | | ✓ | | ✓ | |

| <p style="text-align: center;">Next Generation Science Standards</p> <p style="text-align: center;">SCIENCE 9-12</p> | | | ECP Presentations | | | | |
|--|----------|---|------------------------------------|------------------|---------------------------|----------------------|-------------------------------------|
| | | | Environment and Modern Agriculture | Healthful Eating | Modern Animal Agriculture | The Ethics of Eating | Cell-Based/Plant-Based Technologies |
| 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. | ✓ | | | ✓ | ✓ |
| | HS-LS2-7 | Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity.* | ✓ | | | ✓ | ✓ |
| | HS-LS2-8 | Evaluate evidence for the role of group behavior on individual and species' chances to survive and reproduce. | ✓ | | | ✓ | ✓ |
| | HS-LS4-5 | Evaluate the evidence supporting claims that changes in environmental conditions may result in: (1) increases in the of individuals of some species, (2) the emergence of new species over time, and (3) the extinction of other species. | ✓ | | | ✓ | |
| | HS-LS4-6 | Create or revise a simulation to test a solution to mitigate adverse impacts of human activity on biodiversity.* | ✓ | | | ✓ | ✓ |

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| Earth and Space Sciences | HS-ESS3-3 | Create a computational simulation to illustrate the relationships among management of natural resources, the sustainability of human populations, and biodiversity. | ✓ | | | ✓ | ✓ |
| | HS-ESS3-4 | Evaluate or refine a technological solution that reduces impacts of human activities on natural systems. | ✓ | | | ✓ | ✓ |
| | HS-ESS3-5 | 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. | ✓ | | | ✓ | |
| Engineering, Technology, and Applications of Science | HS-ETS1-1 | Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants. | ✓ | ✓ | ✓ | ✓ | ✓ |
| | HS-ETS1-3 | 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. | ✓ | ✓ | ✓ | ✓ | ✓ |

| Washington Standards SOCIAL STUDIES 9-12 | | | ECP Presentations | | | | |
|--|----------------------|--|------------------------------------|------------------|---------------------------|----------------------|-------------------------------------|
| | | | Environment and Modern Agriculture | Healthful Eating | Modern Animal Agriculture | The Ethics of Eating | Cell-Based/Plant-Based Technologies |
| Geography | Grades 9-10 3.2.1 | Analyzes and evaluates human interaction with the environment across the world in the past or present. | ✓ | | ✓ | ✓ | ✓ |
| | Grade 11 3.2.1 | Analyzes and evaluates human interaction with the environment in the United States in the past or present. | ✓ | | ✓ | ✓ | ✓ |
| | Grade 12 3.2.1 | Evaluates how human interaction with the environment has affected economic growth and sustainability. | ✓ | | ✓ | ✓ | ✓ |
| Social Studies Skills | Grades 9-10 5.3.1 | Evaluates one's own viewpoint and the viewpoints of others in the context of a discussion. | ✓ | ✓ | ✓ | ✓ | ✓ |
| | Grade 11 5.3.1 | Creates and articulates possible alternative resolutions to public issues and evaluates these resolutions using criteria that have been identified in the context of a discussion. | ✓ | ✓ | ✓ | ✓ | ✓ |
| | Grade 12 5.3.1 | Evaluates how the discussion and the proposed alternative resolutions changed or solidified one's own position on public issues. | ✓ | ✓ | ✓ | ✓ | ✓ |