



Alaska 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 grades 9–10 topics, texts, and issues, 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>✓</p>	<p>✓</p>	<p>✓</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 and noting any discrepancies among data or information.</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>
<p>Grade 9-10 Speaking and Listening</p>	<p>Comprehension and Collaboration 3</p> <p>Identify and 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>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>✓</p>	<p>✓</p>	<p>✓</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>✓</p>	<p>✓</p>	<p>✓</p>
<p>Grade 11-12 Speaking and Listening</p>	<p>Comprehension and Collaboration 1.d.</p> <p>Respond thoughtfully to diverse perspectives or arguments; 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>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 or information.</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>
<p>Grade 11-12 Speaking and Listening</p>	<p>Comprehension and Collaboration 3</p> <p>Identify and 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>

Geography Grades 9-12		Environment and Modern Agriculture	Healthful Eating	Future of Food
Humans and Physical Environments	E.1 Understand how resources have been developed and used;	✓		✓
Humans and Physical Environments	E.4 Determine the influence of human perceptions on resource utilization and the environment;	✓		✓
Humans and Physical Environments	E.5 Analyze the consequences of human modification of the environment and evaluate the changing landscape;	✓		✓
Interpreting the Past, Knowing the Present and Preparing for the Future	F.3 Analyze resource management practices to assess their impact on future environmental quality;	✓		✓
Interpreting the Past, Knowing the Present and Preparing for the Future	F.4 Interpret demographic trends to project future changes and impacts on human environmental systems;	✓		✓

Government and Citizenship Grades 9-12		Environment and Modern Agriculture	Healthful Eating	Future of Food
Understand the Character of the Government of the State	C.2 Accept responsibility for protecting and enhancing the quality of life in the state through the political and governmental processes;	✓	✓	✓
Understand the Character of the Government of the State	C.7 Understand the obligations that land and resource ownership place on the residents and government of the state	✓		✓
Informed and Responsible Citizen	E.3 Exercise political participation by discussing public issues, building consensus, becoming involved in political parties and political campaigns, and voting;	✓	✓	✓
Informed and Responsible Citizen	E.7 Implement ways of solving problems and resolving conflict.	✓	✓	✓
Economies	F.5 Understand the basic concepts of supply and demand, the market system, and profit;	✓	✓	✓

Economies	F.7 Understand the role of self-interest, incentives, property rights, competition, and corporate responsibility in the market economy;	✓	✓	✓
Impact	G.1 Apply economic principles to actual world situations;	✓	✓	✓
Impact	G.3 Identify and compare the costs and benefits when making choices;	✓	✓	✓
Impact	G.4 Make informed choices on economic issues;	✓	✓	✓
Impact	G.7 Understand that economic choices influence public and private institutional decisions.	✓	✓	✓

History Grades 9-12		Environment and Modern Agriculture	Healthful Eating	Future of Food
Historical Inquiries	C.4 Use historical perspective to solve problems, make decisions, and understand other traditions.	✓	✓	✓
Integrate Historical Knowledge with Historical Skills	D.2 Solve problems by using history to identify issues and problems, generate potential solutions, assess the merits of options, act, and evaluate the effectiveness of actions;	✓	✓	✓
Integrate Historical Knowledge with Historical Skills	D.3 Define a personal position on issues while understanding the historical aspects of the positions and roles assumed by others;	✓	✓	✓
Integrate Historical Knowledge with Historical Skills	D.4 Recognize and demonstrate that various issues may require an understanding of different positions, jobs, and personal roles depending on place, time, and context;	✓	✓	✓

Integrate Historical Knowledge with Historical Skills	<p style="text-align: center;">D.6</p> <p>Create new approaches to issues by incorporating history with other disciplines, including economics, geography, literature, the arts, science, and technology.</p>	✓	✓	✓
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Science Grades 9-12		Environment and Modern Agriculture	Healthful Eating	Future of Food
Life Sciences	<p style="text-align: center;">HS-LS2-1.</p> <p>Use mathematical and/or computational representations to support explanations of factors that affect carrying capacity of ecosystems at different scales.</p>	✓		
Life Sciences	<p style="text-align: center;">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 Sciences	<p style="text-align: center;">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 Sciences	<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 Sciences	<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>	✓		✓
Life Sciences	<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>	✓		
Earth and Space	<p>HS-ESS2-2.</p> <p>Analyze geoscience data to evaluate claims that one change to Earth's surface creates feedbacks that cause changes to other Earth systems.</p>	✓		
Earth and Space	<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's systems.</p>	✓		

Earth and Space	<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 and Space	<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	<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>	✓		

Skills For a Healthy Life Grades 9-12		Environment and Modern Agriculture	Healthful Eating	Future of Food
Core Knowledge	<p>A.2.</p> <p>Understand how the human body is affected by behaviors related to eating habits, physical fitness, personal hygiene, harmful substances, safety, and environmental conditions;</p>	✓		✓

Core Knowledge	A.3. Understand and identify the causes, preventions, and treatments for diseases, disorders, injuries, and addictions;		✓	
Core Knowledge	A.5. Use knowledge and skills to promote the well-being of the family;		✓	
Core Knowledge	A.6. Use knowledge and skills related to physical fitness, consumer health, independent living, and career choices to contribute to well-being;	✓	✓	✓
Responsibility	B.1. Demonstrate an ability to make responsible decisions by discriminating among risks and by identifying consequences;	✓	✓	✓
Responsibility	B.3. Assess the effects of culture, heritage, and traditions on personal well-being;	✓	✓	✓

Responsibility	B.5. Evaluate what is viewed, read, and heard for its effect on personal well-being;	✓	✓	✓
Families and Communities	D.1. Make responsible decisions as a member of a family or community;	✓	✓	✓
Families and Communities	D.2. Take responsible actions to create safe and healthy environments;	✓	✓	✓
Families and Communities	D.3. Describe how public policy affects the well-being of families and communities;	✓	✓	✓