



Missouri 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	<p>Collaborating 1.B.</p> <p>Delineate a speaker’s argument and claims, evaluating the speaker’s point of view, reasoning, and evidence in order to 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>Collaborating 1.C.</p> <p>Respond thoughtfully to diverse perspectives including those presented in diverse media, summarize points of agreement and disagreement, resolve contradictions when possible, and determine what additional information or research is needed.</p>	✓	✓	✓

<p>Grade 11-12 Speaking and Listening</p>	<p>Collaborating 1.B.</p> <p>Delineate a speaker’s argument and claims evaluating the speaker’s point of view, reasoning, stance, and evidence in order to 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>Collaborating 1.C.</p> <p>Respond thoughtfully to diverse perspectives including those presented in diverse media; synthesize claims made on all sides of an issue, 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>Health Education Grades 9-12</p>	<p>Environment and Modern Agriculture</p>	<p>Healthful Eating</p>	<p>Future of Food</p>	
<p>Functions and Interrelationships of Systems</p>	<p>Personal and Family Health 1.C.</p> <p>Investigate disorders, their treatment, and prevention techniques to maintain a healthy skeletal system (e.g., osteoporosis, arthritis, sprain, scoliosis).</p>		<p>✓</p>	

Functions and Interrelationships of Systems	<p>Personal and Family Health 1.E.</p> <p>Investigate disorders, their treatments, and prevention techniques to maintain a healthy cardio- respiratory system (e.g., high blood pressure, anemia, hemophilia, sickle cell, asthma, allergies, bronchitis, pneumonia).</p>		✓	
Functions and Interrelationships of Systems	<p>Personal and Family Health 1.H.</p> <p>List the most common disorders, describe how to treat them and prevention techniques to maintain a healthy digestive system (e.g., ulcers, irritable bowel syndrome, Crohn’s Disease, diarrhea, constipation, gallstones, colon cancer).</p>		✓	
Functions and Interrelationships of Systems	<p>Personal and Family Health 1.J.</p> <p>Investigate disorders, their treatments, and prevention techniques to maintain a healthy endocrine system (e.g., thyroid cancer, type II diabetes, chemical imbalances) List the causes of type II diabetes and describe management procedures and prevention techniques.</p>		✓	
Health Maintenance and Enhancement	<p>Personal and Family Health 1.B.</p> <p>Discuss the concept of preventive care and its importance in maintaining and improving health.</p>		✓	

<p>Health Maintenance and Enhancement</p>	<p style="text-align: center;">Nutrition 2.B.</p> <p>Prove how a well- balanced diet that is low in fat, high in fiber, vitamins and minerals can reduce the risk of certain disease Investigate and analyze the factors that influence dietary choices (e.g., lifestyle, ethnicity, family, media, and advertising) Analyze food choices and discuss how it should be used to develop a proper diet.</p>			
<p>Risk Assessment and Reduction</p>	<p style="text-align: center;">Disease Prevention and Control 1.A.</p> <p>Describe the effects of positive lifestyles behaviors on the occurrence of disease (e.g., sunscreen, physical activity, diet, sleep, stress management) Analyze past problems related to chronic diseases to develop strategies to predict, prevent, solve or manage present or future disease-related problems (e.g., ethnic, cultural and family histories).</p>			
<p>Risk Assessment and Reduction</p>	<p style="text-align: center;">Environmental Health 4.A.</p> <p>Define global warming and its effects on the health of individuals worldwide Compare present environmental health problems to past environment health problems and develop strategies to reduce or correct these problems for the future (e.g., destruction of the ozone layer, asbestos, second-hand smoke, nuclear disasters, carpooling).</p>			

Risk Assessment and Reduction	<p style="text-align: center;">Environmental Health 4.B.</p> <p>Compare ways that individuals, communities, state and federal government can cooperate to promote environmental health (e.g., recycling, adopt-a- highway programs, river clean- up, land preservation, community beautification, advocacy).</p>	✓		✓
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Science Grades 9-12	Environment and Modern Agriculture	Healthful Eating	Future of Food	
Earth and Space Sciences	<p style="text-align: center;">9-12.ESS3.C.1</p> <p>Create a computational simulation to illustrate the relationships among management of natural resources, the sustainability of human populations, and biodiversity. [Clarification Statement: Examples of factors that affect the management of natural resources include costs of resource extraction and waste management, per-capita consumption, and the development of new technologies. Examples of factors that affect human sustainability include agricultural efficiency, levels of conservation, and urban planning.]</p>	✓		

<p>Earth and Space Sciences</p>	<p>9-12.ESS3.C.2</p> <p>Evaluate or refine a technological solution that reduces impacts of human activities on natural systems in order to restore stability and/or biodiversity of the ecosystem as well as prevent their reoccurrences. [Clarification Statement: Examples of human activities could include forest fires, acid rain, flooding, urban development, pollution, deforestation, and introduction of an invasive species.]</p>	<p>✓</p>		<p>✓</p>
<p>Earth and Space Sciences</p>	<p>9-12.ESS3.D.2</p> <p>Predict how human activity affects the relationships between Earth Systems in both positive and negative ways. [Clarification Statement: Examples of Earth System to be considered are the hydrosphere, atmosphere, cryosphere, geosphere, and/or biosphere.]</p>	<p>✓</p>		
<p>Engineering, Technology and Applications of Science</p>	<p>9-12.ETS1.A.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>	<p>✓</p>		<p>✓</p>

Engineering, Technology and Applications of Science	<p style="text-align: center;">9-12.ETS1.B.1</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>	✓	✓	✓
Life Sciences	<p style="text-align: center;">9-12.LS2.C.2</p> <p>Design, evaluate, and/or refine solutions that positively impact the environment and biodiversity. [Clarification Statement: Examples of solutions may include captive breeding programs, habitat restoration, pollution mitigation, energy conservation, agriculture and mining programs, and ecotourism.]</p>	✓		✓

Social Studies Grades 9-12		Environment and Modern Agriculture	Healthful Eating	Future of Food
American History	<p style="text-align: center;">9-12.AH.4.G.A</p> <p>Describe the consequences, both intended and unintended, of environmental decisions.</p>	✓		

American History	9-12.AH.5.PC.E Distinguish the powers and responsibilities of citizens and institutions to address and solve United States' problems c. post 1750.	✓	✓	✓
American History	9-12.AH.6.PC.A Analyze scientific, technological, artistic, intellectual, economic, political, and cultural changes to determine their effect on individuals, groups and society.	✓		✓
World History	9-12.WH.5.G.B Explain how technology has reduced barriers and expanded peoples' capacity to make use of, or modify, the physical environment.	✓		✓
World History	9-12.WH.5.EC.B Evaluate the response of individuals, groups, and governments to economic, environmental, health, and medical challenges to understand how systems change and evolve over time.	✓	✓	✓
World History	9-12.WH.5.PC.E Distinguish the powers and responsibilities of citizens and institutions to address and solve world problems post c. 1450.	✓	✓	✓

Government	9-12.GV.1.GS.B Distinguish the powers and responsibilities of citizens and institutions to address and solve problems.	✓	✓	✓
Government	9-12.GV.4.CC.C Explain the powers and responsibilities of citizens and institutions to address and solve problems.	✓	✓	✓
Government	9-12.GV.3.PC.B Evaluate the intended and unintended impact of government decision-making on individuals, groups, and society.	✓	✓	✓