



District of Columbia 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	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.	✓	✓	✓
Grade 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.	✓	✓	✓

<p>Grade 9-10 Speaking and Listening</p>	<p>CCSS.ELA-LITERACY.SL.9-10.3</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>✓</p>	<p>✓</p>	<p>✓</p>
<p>Grade 11-12 Speaking and Listening</p>	<p>CCSS.ELA-LITERACY.SL.11-12.1.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>CCSS.ELA-LITERACY.SL.11-12.1.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>✓</p>	<p>✓</p>	<p>✓</p>
<p>Grade 11-12 Speaking and Listening</p>	<p>CCSS.ELA-LITERACY.SL.11-12.2</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>✓</p>	<p>✓</p>	<p>✓</p>

Grade 11-12 Speaking and Listening	CCSS.ELA-LITERACY.SL.11-12.3 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.	✓	✓	✓
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Health Education Grades 9-12		Environment and Modern Agriculture	Healthful Eating	Future of Food
Strand 1: Level 1: Health Promotion and Disease Prevention	L1.1.8 Compare and contrast disease and health conditions occurring in adolescence and young adulthood with those occurring later in life, such as cancer, cardiovascular diseases, respiratory diseases, arthritis, osteoporosis, and Alzheimer's diseases; and explain how health decisions today might increase or reduce the risk of developing such ailments.		✓	
Strand 1: Level 1: Health Promotion and Disease Prevention	L1.1.9 Describe the pathogenic, genetic, age, cultural, environmental, and behavioral factors that influence the degree of risk for contracting specific diseases.		✓	

Strand 1: Level 1: Health Promotion and Disease Prevention	L1.1.10 Describe how to delay the onset of and reduce risks related to potential health problems throughout the lifespan (e.g., osteoporosis).		✓	
Strand 1: Level 1: Health Promotion and Disease Prevention	L1.1.11 Analyze and evaluate current dietary recommendations, resources, and trends from a variety of sources.		✓	✓
Strand 1: Level 1: Health Promotion and Disease Prevention	L1.1.12 Analyze how healthy and unhealthy eating patterns impact the functioning of the human body, including bone development and the healthy functioning of the immune system.		✓	
Strand 1: Level 2: Health Promotion and Disease Prevention	L2.1.10 Analyze how research and medical advances have influenced the prevention and control of many diseases, such as cancer and HIV/AIDS.	✓	✓	
Strand 1: Level 2: Health Promotion and Disease Prevention	L2.1.11 Formulate conclusions regarding the cause and prevention of worldwide environmental health problems, including the assessment of public health efforts.	✓	✓	✓

Strand 6: Level 1: Decision-Making and Goal-Setting	L1.6.1 Work cooperatively with others to identify potential solutions to personal, family, or community health concerns; and use risk-benefit ratios to make decisions.	✓	✓	✓
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Science Grades 9-12		Environment and Modern Agriculture	Healthful Eating	Future of Food
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.	✓		✓
Life Science	HS-LS2-7 Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity.	✓		✓
Life Science	HS-LS2-8 Evaluate evidence for the role of group behavior on individual and species' chances to survive and reproduce.	✓		✓

Life Science	<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>	✓		
Life Science	<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>	✓		✓
Earth and Space Sciences	<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 and Space Sciences	<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 Sciences	<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>	✓		

Engineering, Technology, and Applications of Science	<p style="text-align: center;">HS-ETS1-1</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>	✓	✓	✓
Engineering, Technology, and Applications of Science	<p style="text-align: center;">HS-ETS1-3</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>	✓	✓	✓

Social Studies Grades 9-12	Environment and Modern Agriculture	Healthful Eating	Future of Food	
Grade 11: U.S. History and Geography II: Industrial America to the Present	<p style="text-align: center;">11.10.3</p> <p>Describe the effects of technological developments on society and the economy (e.g., the computer revolution, changes in communication, advances in medicine, and improvements in agricultural technology) and the increasing role of TV and mass media on the American home.</p>	✓		✓

Grade 11: U.S. History and Geography II: Industrial America to the Present	<p style="text-align: center;">11.12.5</p> <p>Describe the dimensions of the energy crisis, the creation of a national energy policy, and the emergence of environmentalism (e.g., creation of the Environmental Protection Agency; Rachel Carson's <i>Silent Spring</i>; disasters such as Love Canal, Three Mile Island, and the Exxon Valdez).</p>	✓		✓
Grade 11: U.S. History and Geography II: Industrial America to the Present	<p style="text-align: center;">11.13.7</p> <p>Analyze the social and economic effects of various health crises, including increasing obesity and the AIDS epidemic.</p>		✓	
Grades 9-12: Geographical Skills	<p style="text-align: center;">7</p> <p>Students study current events to explain how human actions modify the physical environment and how the physical environment affects human systems (e.g., natural disasters, climate, and resources). They explain the resulting environmental policy issues.</p>	✓		✓
Grades 9-12: Geographical Skills	<p style="text-align: center;">8</p> <p>Students explain how different points of view influence policies relating to the use and management of Earth's resources.</p>	✓		✓

Principles of Economics	<p style="text-align: center;">E.1.3</p> <p>Identify the difference between monetary and nonmonetary incentives and how changes in incentives cause changes in behavior.</p>	✓	✓	✓
Principles of Economics	<p style="text-align: center;">E.3.2</p> <p>Describe the effects of changes in supply and/or demand on the relative scarcity, price, and quantity of particular products.</p>	✓		✓