



Wisconsin Standards Alignment

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

Agriculture, Food, and Natural Resources Grades 9-12		Environment and Modern Agriculture	Healthful Eating	Future of Food
Creativity, Critical Thinking, Communication and Collaboration	4C1.a.7.h Develop original ways to solve a given problem.	✓	✓	✓
Creativity, Critical Thinking, Communication and Collaboration	4C2.a.11.h Determine the information needed to address an identified problem.	✓	✓	✓
Creativity, Critical Thinking, Communication and Collaboration	4C2.a.12.h Contrast the benefits and drawbacks of various proposed resolutions to a given situation.	✓	✓	✓
Creativity, Critical Thinking, Communication and Collaboration	4C2.a.13.h Predict how an action could result in unintended consequences, both positive and negative.	✓	✓	✓

Creativity, Critical Thinking, Communication and Collaboration	4C2.a.14.h Analyze the impact of a decision using a systems thinking model.	✓	✓	✓
Creativity, Critical Thinking, Communication and Collaboration	4C2.a.15.h Determine the best resolution for a problem, decision or opportunity based on given criteria.	✓	✓	✓
Career Development	CD1.d.6.h Evaluate the impact of personal decision-making strategies on specific outcomes.	✓	✓	✓
Environment, Health and Safety	EHS1.a.9.h Assess systems dynamics, including constant change and carrying capacity within social, ecological and economic systems.	✓		✓
Environment, Health and Safety	EHS1.a.10.h Evaluate the societal, ecological and economic costs and benefits of allocating resources in various ways.	✓	✓	✓
Environment, Health and Safety	EHS1.a.11.h Identify strategies to maintain societal, ecological and environmental health.	✓	✓	✓

Environment, Health and Safety	EHS1.a.12.h Evaluate the impact of personal choices on the interactions or interdependency between natural and human-built systems.	✓		✓
Environment, Health and Safety	EHS1.a.13.h Assess how the human-built environment can be designed or modified to promote ecological and economic health and provide a better quality of life.	✓	✓	✓
Environment, Health and Safety	EHS1.b.5.h Formulate a plan of action that addresses a current issue that considers the impact on social, economic and ecological systems now and in the future.	✓	✓	✓
Environment, Health and Safety	EHS1.c.7.h Analyze political, educational, economic and governmental influences on systems and identify the roles individuals play within the systems.	✓	✓	✓
Environment, Health and Safety	EHS1.c.9.h Formulate a plan to maintain or improve some part of the local or regional social, economic or ecological system.	✓	✓	✓

Animal Systems	AS1.a.8.h Predict trends and implications of future development of the animal systems industry.	✓	✓	✓
Animal Systems	AS8.a.3.h Outline methods of reducing the effects of animal agriculture on the environment.	✓		✓
Animal Systems	AS8.b.2.h Describe the effects of environmental conditions on animal populations and performance.	✓		✓
Food Production and Processing	FPP1.a.5.h Evaluate changes and trends in the food products and processing industry and be able to predict trends and implications in the food products and processing industry.			✓
Environmental Service Systems	ESS2.a.11.h Report on consequences of climate change and its impact on Wisconsin and globally.	✓		

Environmental Service Systems	ESS2.c.13.h Describe and research water characteristics that influence the biosphere for life and be able to identify current environmental water issues.	✓		
Natural Resources	NR1.a.5.h Research and debate one or more current issues related to the conservation or preservation of natural resources.	✓		✓
Plant Systems	PS3.d.3.h Prepare and implement a plan for an agricultural enterprise that involves practices in support of sustainable agriculture.	✓		✓

English Language Arts and Literacy Grades 9-12		Environment and Modern Agriculture	Healthful Eating	Future of Food
Grade 9-10 Speaking and Listening	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 topics, texts, and issues, listening actively, and building on others' ideas and expressing their own clearly.	✓	✓	✓

<p>Grade 9-10 Speaking and Listening</p>	<p>SL.9-10.1c.</p> <p>Propel conversations by posing and engaging with 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. Promote multiple and divergent perspectives.</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>
<p>Grade 9-10 Speaking and Listening</p>	<p>SL.9-10.1d.</p> <p>Engage thoughtfully with 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>SL.9-10.2</p> <p>Analyze and synthesize multiple sources of information presented in diverse media or formats to determine credibility and accuracy of each source.</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>
<p>Grade 9-10 Speaking and Listening</p>	<p>SL.9-10.3</p> <p>Understand 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>SL.11-12.1</p> <p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on topics, texts, and issues, listening actively, and building on others' ideas and expressing their own clearly.</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>
<p>Grade 11-12 Speaking and Listening</p>	<p>SL.11-12.1.c.</p> <p>Propel conversations by posing and engaging with 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. Promote and seek to understand multiple, divergent, and creative perspectives.</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>
<p>Grade 11-12 Speaking and Listening</p>	<p>SL.11-12.1.d.</p> <p>Engage thoughtfully with 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>SL.11-12.2</p> <p>Analyze and synthesize multiple sources of information presented in diverse media or formats in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source noting discrepancies among data.</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>

Grade 11-12 Speaking and Listening	SL.11-12.3 Understand 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.	✓	✓	✓
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Environmental Literacy and Sustainability 9-12		Environment and Modern Agriculture	Healthful Eating	Future of Food
Connect	ELS.C1.A.h Evaluate personal mental models of well-being, equity, social and environmental welfare, economic health, and concern for living beings.	✓	✓	✓
Connect	ELS.C1.B.h Analyze relationships between parts of local and global natural and cultural systems. Compare and contrast historical and current resource use	✓	✓	✓
Explore	ELS.EX2.B.h	✓		✓

	Compare and contrast the competitive, predatory, and mutually beneficial interactions between different species and ecosystems and evaluate the impacts of each on the system.			
Explore	<p>ELS.EX2.C.h</p> <p>Design a solution for a natural resource scarcity issue using available resources in a different way or developing a new resource, and analyze intended and unintended consequences on sustainability in natural and cultural systems.</p>	✓		✓
Explore	<p>ELS.EX3.B.h</p> <p>Evaluate the impacts on health and quality of natural systems resulting from resource use at the global level and propose solutions to increase system resiliency...</p>	✓	✓	✓
Explore	<p>ELS.EX5.A.h</p> <p>Argue a perspective regarding a sustainability issue by examining individual and group actions, critiquing the decision-making processes, describing shared and conflicting values and principles, and assessing the impact on natural and cultural systems.</p>	✓		✓

Engage	<p style="text-align: center;">ELS.EX5.C.h</p> <p>Analyze historical and contemporary strategies to solving sustainability issues to develop alternative approaches for addressing parallel issues in the future. Evaluate how natural resource use, practices, and technological advances impact natural and cultural systems.</p>	✓		✓
Engage	<p style="text-align: center;">ELS.EN6.B.h</p> <p>Analyze and evaluate impacts of personal and collective responsibility on the environment and community and develop solutions to conflicts that arise to minimize the impact on natural and cultural systems.</p>	✓		✓
Engage	<p style="text-align: center;">ELS.EN6.C.h</p> <p>Identify and propose solutions to sustainability issues through use of concepts such as biomimicry, cradle-to-cradle principles of manufacturing, “Triple Bottom Line” business framework, slow vs. fast economic or food systems, carbon sequestration, mitigation technologies, and carbon markets. Weigh related measures of supply, demand, impact, and payback.</p>	✓		✓

Engage	<p style="text-align: center;">ELS.EN7.A.h</p> <p>Research issues related to environmental sustainability, critiquing the economic, environmental, and societal aspects of the issue, and examine how citizen action and public opinion can influence outcomes.</p>	✓		✓
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Family and Consumer Sciences Grades 9-12		Environment and Modern Agriculture	Healthful Eating	Future of Food
Creativity, Critical Thinking, Communication and Collaboration	<p style="text-align: center;">4C1.a.7.h</p> <p>Develop original ways to solve a given problem.</p>	✓	✓	✓
Creativity, Critical Thinking, Communication and Collaboration	<p style="text-align: center;">4C2.a.11.h</p> <p>Determine the information needed to address an identified problem.</p>	✓	✓	✓
Creativity, Critical Thinking, Communication and Collaboration	<p style="text-align: center;">4C2.a.12.h</p> <p>Contrast the benefits and drawbacks of various proposed resolutions to a given situation.</p>	✓	✓	✓

Creativity, Critical Thinking, Communication and Collaboration	4C2.a.13.h Predict how an action could result in unintended consequences, both positive and negative.	✓	✓	✓
Creativity, Critical Thinking, Communication and Collaboration	4C2.a.14.h Analyze the impact of a decision using a systems thinking model.	✓	✓	✓
Creativity, Critical Thinking, Communication and Collaboration	4C2.a.15.h Determine the best resolution for a problem, decision or opportunity based on given criteria.	✓	✓	✓
Career Development	CD1.d.6.h Evaluate the impact of personal decision-making strategies on specific outcomes.	✓	✓	✓
Environment, Health and Safety	EHS1.a.9.h Assess systems dynamics, including constant change and carrying capacity within social, ecological and economic systems.	✓		
Environment, Health and Safety	EHS1.a.10.h Evaluate the societal, ecological and economic costs and benefits of allocating resources in various ways.	✓	✓	✓

Environment, Health and Safety	EHS1.a.11.h Identify strategies to maintain societal, ecological and environmental health.	✓	✓	✓
Environment, Health and Safety	EHS1.a.12.h Evaluate the impact of personal choices on the interactions or interdependency between natural and human-built systems.	✓		✓
Environment, Health and Safety	EHS1.a.13.h Assess how the human-built environment can be designed or modified to promote ecological and economic health and provide a better quality of life.	✓	✓	✓
Environment, Health and Safety	EHS1.b.5.h Formulate a plan of action that addresses a current issue that considers the impact on social, economic and ecological systems now and in the future.	✓	✓	✓
Environment, Health and Safety	EHS1.c.7.h Analyze political, educational, economic and governmental influences on systems and identify the roles individuals play within the systems.	✓	✓	✓

Environment, Health and Safety	EHS1.c.9.h Formulate a plan to maintain or improve some part of the local or regional social, economic or ecological system.	✓	✓	✓
Process for Areas of Study	PAS1.a.3.h Contrast consequences for decision making for self, others, culture/society and global environment	✓	✓	✓
Process for Areas of Study	PAS1.b.3.h Describe levels of concerns: individual, family, workplace, community, cultural/societal, global/environmental	✓	✓	✓
Career, Community, and Life Connections	CCLC.a.13.h Summarize local and global policies, issues and trends in the workplace and community that affect individuals and families.	✓	✓	✓
Consumer and Family Resources	CFR1.b.8.h Analyze individual and family responsibility in relation to the environmental trends and issues.	✓		✓
Consumer and Family Resources	CFR1.b.9.h Summarize environmental trends and issues affecting families and future generations	✓		✓

Consumer and Family Resources	CFR1.b.10.h Analyze decisions about providing safe and nutritious food for individuals and families		✓	✓
Food Science, Dietetics, and Nutrition	FSDN1.a.16.h Analyze the impact of food science, dietetics, and nutrition.		✓	✓
Food Science, Dietetics, and Nutrition	FSDN1.b.18.h Analyze the factors that contribute to food borne illness.	✓		✓
Food Science, Dietetics, and Nutrition	FSDN1.c.14.h Analyze nutritional data.		✓	
Food Science, Dietetics, and Nutrition	FSDN1.c.16.h Assess the influence of socio-economic and psychological factors on food and nutrition behavior.		✓	
Food Science, Dietetics, and Nutrition	FSDN1.c.18.h Critique the selection of foods to promote a healthy lifestyle.		✓	
Interpersonal Relationships	IR1.f.14.h Compare the relative merits of opposing points to view regarding current ethical issues.	✓	✓	✓

Nutrition and Wellness	NW1.a.11.h Analyze the effects of psychological, cultural, and social influences on food choices and other nutrition practices.	✓	✓	✓
Nutrition and Wellness	NW1.a.13.h Describe how food choices are influenced by availability, individual and family preferences and the media.		✓	
Nutrition and Wellness	NW1.b.10.h Analyze the relationship of nutrition and wellness to individual and family health throughout the lifespan.		✓	
Nutrition and Wellness	NW1.b.11.h Critically analyze dietary habits related to health and how they may affect body weight and long term health.		✓	
Nutrition and Wellness	NW1.d.15.h Explain how changes in national and international food production and distribution systems influence the food supply.			✓

Health Education Grades 9-12		Environment and Modern Agriculture	Healthful Eating	Future of Food
Health Promotion and Disease Prevention	1:4:A3 Analyze the impact of unhealthy behavior on various dimensions of health (e.g., emotional, mental, physical, social, environmental, and occupational).		✓	
Health Promotion and Disease Prevention	1:4:A4 Predict how personal behaviors and access to appropriate health care can affect health.		✓	
Health Promotion and Disease Prevention	1:4:A5 Analyze how environment and personal health are interrelated.	✓	✓	
Health Promotion and Disease Prevention	1:4:B2 Compare the benefits of and barriers to practicing a variety of health behaviors. These may include but are not limited to: refraining from alcohol, tobacco, and other drug use; physical activity; healthy eating; social behaviors to prevent or reduce violence; safety and related behaviors.		✓	

Influence on Health Behaviors	2:4:A1 Analyze how external influences, individually and in combination with others, can influence individuals' health behaviors and that of certain populations.	✓	✓	✓
Influence on Health Behaviors	2:4:A2 Analyze how internal influences, including perception of social norms among peers, can influence individuals' health behaviors and that of certain populations.	✓	✓	✓
Influence on Health Behaviors	2:4:A5 Predict how various external and internal influences will interact and impact the health behavior of populations.	✓	✓	✓
Decision-Making Skills	5:4:A1 Identify situations in which using a thoughtful decision-making process would be health-enhancing.	✓	✓	✓
Decision-Making Skills	5:4:B1 Demonstrate effective decision-making processes related to various complex and relevant health-related situations. These may include but are not limited to: decisions about personal behaviors, decisions related to social behaviors, and use of the healthcare system.		✓	✓

Decision-Making Skills	5:4:B2 Generate alternatives for health-related issues or problems.	✓	✓	✓
Decision-Making Skills	5:4:B3 Examine barriers that can hinder healthy decision making.		✓	
Decision-Making Skills	5:4:B5 Defend the healthy choice when making decisions.		✓	
Decision-Making Skills	5:4:B6 Evaluate the effectiveness of a health-related decision.		✓	
Goal-Setting Skills	6:4:A1 Assess personal health practices and their impact on overall health status.		✓	
Goal-Setting Skills	6:4:A3 Identify strategies that might be utilized to overcome barriers or setbacks.		✓	
Goal-Setting Skills	6:4:B1 Formulate an effective long-term personal health goal.		✓	

Health-Enhancing Behaviors	<p style="text-align: center;">7:4:B1</p> <p>Demonstrate a variety of health practices and behaviors that will maintain or improve the health of self and others. These include, but are not limited to: personal behaviors such as regular and health-enhancing physical activity, healthy eating, and accessing appropriate preventive health care services.</p>		✓	
Health-Enhancing Behaviors	<p style="text-align: center;">7:4:B2</p> <p>Demonstrate a variety of behaviors that avoid or reduce health risks to self and others. These include, but are not limited to: various complex safety-related behaviors, appropriately accessing mental and physical health care services, and carefully following medical advice and instructions.</p>		✓	
Advocate	<p style="text-align: center;">8:4:A3</p> <p>Apply accurate information to support a health-enhancing message.</p>		✓	

Health Science Grades 9-12		Environment and Modern Agriculture	Healthful Eating	Future of Food
Creativity, Critical Thinking, Communication and Collaboration	4C1.a.7.h Develop original ways to solve a given problem.	✓	✓	✓
Creativity, Critical Thinking, Communication and Collaboration	4C2.a.11.h Determine the information needed to address an identified problem.	✓	✓	✓
Creativity, Critical Thinking, Communication and Collaboration	4C2.a.12.h Contrast the benefits and drawbacks of various proposed resolutions to a given situation.	✓	✓	✓
Creativity, Critical Thinking, Communication and Collaboration	4C2.a.13.h Predict how an action could result in unintended consequences, both positive and negative.	✓	✓	✓
Creativity, Critical Thinking, Communication and Collaboration	4C2.a.14.h Analyze the impact of a decision using a systems thinking model.	✓	✓	✓

Creativity, Critical Thinking, Communication and Collaboration	4C2.a.15.h Determine the best resolution for a problem, decision or opportunity based on given criteria.	✓	✓	✓
Career Development	CD1.d.6.h Evaluate the impact of personal decision-making strategies on specific outcomes.	✓	✓	✓
Environment, Health and Safety	EHS1.a.9.h Assess systems dynamics, including constant change and carrying capacity within social, ecological and economic systems.	✓		
Environment, Health and Safety	EHS1.a.10.h Evaluate the societal, ecological and economic costs and benefits of allocating resources in various ways.	✓	✓	✓
Environment, Health and Safety	EHS1.a.11.h Identify strategies to maintain societal, ecological and environmental health.	✓	✓	✓
Environment, Health and Safety	EHS1.a.12.h Evaluate the impact of personal choices on the interactions or interdependency between natural and human-built systems.	✓		✓

Environment, Health and Safety	EHS1.a.13.h Assess how the human-built environment can be designed or modified to promote ecological and economic health and provide a better quality of life.	✓	✓	✓
Environment, Health and Safety	EHS1.b.5.h Formulate a plan of action that addresses a current issue that considers the impact on social, economic and ecological systems now and in the future.	✓	✓	✓
Environment, Health and Safety	EHS1.c.7.h Analyze political, educational, economic and governmental influences on systems and identify the roles individuals play within the systems.	✓	✓	✓
Environment, Health and Safety	EHS1.c.9.h Formulate a plan to maintain or improve some part of the local or regional social, economic or ecological system.	✓	✓	✓
Health Science Foundations	HSF1.b.5.h Describe prevention, pathology, diagnosis and treatment of diseases and disorders of the human body.		✓	✓

Health Science Foundations	HSF9.a.8.h Analyze the effects of poor eating habits, inactivity, tobacco and alcohol use on health status.		✓	
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Nutrition Grades 9-12		Environment and Modern Agriculture	Healthful Eating	Future of Food
Energy Growth	A.12.2 Explain how overweight and obesity are the results of overeating and underactivity.		✓	
Food Safety	B.12.3 Explain how food importing/exporting, processing, food handling, and cooking methods can affect the safety of our food supply.	✓		
Food Safety	B.12.4 Identify potential sources of food contamination between the origin of a food and consuming the food.	✓		

Food Safety	B.12.5 Explain how contaminants may enter the food supply at various points in a food chain.	✓		
Critical Thinking and Practical Reasoning	B.12.1 Use reliable nutrition information to make dietary and health decisions, and compare and contrast fad diets, including the perceived and actual costs of weight loss attempts.		✓	
Critical Thinking and Practical Reasoning	B.12.3 Critically analyze dietary habits related to health and how they may affect body weight and long term health.		✓	
Health Promotion of Healthy Behaviors	D.12.5 List the functions and food sources for key nutrients and the relationship of key nutrients to health and prevention of chronic disease.		✓	
Health Promotion of Healthy Behaviors	D.12.6 Describe how food choices are influenced by availability, individual and family preferences, and the media.	✓	✓	✓

Diversity	E.12.3 Analyze how culture, family traditions and economic situations influence eating and activity behaviors.	✓	✓	✓
Diversity	E.12.5 Identify how social and cultural messages about food and eating influence nutrition choices.	✓	✓	✓
Diversity	E.12.6 Provide examples of how our health status and belief system may impact our food choices.	✓	✓	✓

Science Grades 9-12		Environment and Modern Agriculture	Healthful Eating	Future of Food
Science and Engineering Practices	<p>SCI.SEP7.A</p> <p>Make and defend a claim based on evidence about the natural world or the effectiveness of a design solution that reflects scientific knowledge and student-generated evidence. Evaluate competing design solutions to a real-world problem based on scientific ideas and principles, empirical evidence, and logical arguments. Consider relevant factors (e.g. economic, societal, environmental, and ethical considerations).</p>	✓		✓
Life Sciences	<p>SCI.LS2.C.h</p> <p>If a biological or physical disturbance to an ecosystem occurs, including one induced by human activity, the ecosystem may return to its more or less original state or become a very different ecosystem, depending on the complex set of interactions within the ecosystem.</p>	✓		
Life Sciences	<p>SCI.LS4.D.h</p> <p>Biodiversity is increased by formation of new species and reduced by extinction. Humans depend on biodiversity but also have adverse impacts on it. Sustaining biodiversity is essential to supporting life on Earth.</p>	✓		✓

Earth and Space Science	<p style="text-align: center;">SCI.ESS3.A.h</p> <p>Resource availability has guided the development of human society and use of natural resources has associated costs, risks, and benefits.</p>	✓	✓	✓
Earth and Space Science	<p style="text-align: center;">SCI.ESS3.C.h</p> <p>Sustainability of human societies and the biodiversity that supports them requires responsible management of natural resources, including the development of technologies.</p>	✓		✓
Earth and Space Science	<p style="text-align: center;">SCI.ESS3.D.h</p> <p>Global climate models used to predict changes continue to be improved, although discoveries about the global climate system are ongoing and continually needed.</p>	✓		
Engineering, Technology, and the Application of Science	<p style="text-align: center;">SCI.ETS1.A.h</p> <p>Criteria and constraints also include satisfying any requirements set by society, such as taking issues of risk mitigation into account, and they should be quantified to the extent possible and stated in such a way that one can tell if a given design meets them.</p> <p>Humanity faces major global challenges today, such as the need for supplies of clean water and food or for energy sources that minimize pollution, which can be addressed through engineering. These global challenges also may have manifestations in local communities.</p>	✓		✓

<p>Engineering, Technology, and the Application of Science</p>	<p>SCI.ETS1.B.h</p> <p>When evaluating solutions, it is important to take into account a range of constraints, including cost, safety, reliability, and aesthetics, and to consider social, cultural, and environmental impacts.</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>
<p>Engineering, Technology, and the Application of Science</p>	<p>SCI.ETS2.B.h</p> <p>Modern civilization depends on major technological systems, such as agriculture, health, water, energy, transportation, manufacturing, construction, and communications. Engineers continuously modify these systems to increase benefits while decreasing costs and risks. New technologies can have deep impacts on society and the environment, including some that were not anticipated. Analysis of costs and benefits is a critical aspect of decisions about technology.</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>

Social Studies Grades 9-12		Environment and Modern Agriculture	Healthful Eating	Future of Food
Economics	<p>SS.Econ1.a.h</p> <p>Perform a cost-benefit analysis on a real-world situation, using economic thinking to describe the marginal costs and benefits of a particular decision.</p>	✓	✓	✓
Economics	<p>SS.Econ2.a.h</p> <p>Connect the roles of consumers and producers in the product, labor, and financial markets, and the economy as a whole. Analyze the roles of the market for goods and services (product market) and the market for factors of production (factor market).</p>	✓	✓	✓
Geography	<p>SS.Geog3.a.h</p> <p>Assess how and why consumption of resources (e.g. petroleum, coal, electricity, steel, water food) differs between developed and developing countries now and in the past.</p>	✓	✓	✓
Geography	<p>SS.Geog5.a.h</p> <p>Analyze the intentional and unintentional spatial consequences of human actions on the environment at the local, state, tribal, regional, country, and world levels.</p>	✓		

Geography	SS.Geog5.b.h Hypothesize how changes in human behavior (e.g. organic agriculture, Genetically Modified Organisms, ecotourism) can result in changes that have effects on a global scale.	✓		✓
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