



Oregon 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	9-10.SL.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	9-10.SL.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>9-10.SL.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>9-10.SL.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.</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>
<p>Grade 9-10 Speaking and Listening</p>	<p>9-10.SL.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>11-12.SL.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>11-12.SL.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>11-12.SL.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>11-12.SL.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	11-12.SL.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	
Health Promotion and Disease Prevention	HE.1.12.1 Predict how healthy behaviors can affect health status.		✓	
Health Promotion and Disease Prevention	H.E.1.12.3 Explain how environment (both physical and social) and personal health are interrelated.	✓	✓	✓
Health Promotion and Disease Prevention	HE.1.12.4 Justify ways to reduce or prevent injuries and health problems.		✓	
Health Promotion and Disease Prevention	HE.1.12.7 Identify and analyze barriers that prevent people from practicing a variety of healthy behaviors.		✓	

Health Promotion and Disease Prevention	HE.1.12.10 Explain key concepts of disease prevention including lifestyle choices, prevention and detection.		✓	
Health Promotion and Disease Prevention	HE.1.12.11 Explain key concepts of Environmental Health including pollution, community resources.	✓		✓
Health Promotion and Disease Prevention	HE.1.12.43 Explain the potential severity of injury or illness if engaging in risky or unhealthy behaviors, including how the development of the teen brain affects the decision-making process.		✓	
Health Promotion and Disease Prevention	HE.1.12.45 Explain key concepts of nutrition including food groups, nutrient types, adequacy of diet, portion size and moderation, food safety and disease connection.		✓	
Influence of Family, Peers, Culture, Media, Technology, and Other Factors on Health Behaviors	HE.2.12.1 Analyze how culture influences health beliefs, behaviors, and outcomes.	✓	✓	✓

Influence of Family, Peers, Culture, Media, Technology, and Other Factors on Health Behaviors	HE.2.12.8 Analyze the impact of technology (including medical/scientific advancements) on personal, family, and community health.		✓	✓
Influence of Family, Peers, Culture, Media, Technology, and Other Factors on Health Behaviors	HE.2.12.9 Analyze how the family influences health beliefs, behaviors, and outcomes.		✓	
Influence of Family, Peers, Culture, Media, Technology, and Other Factors on Health Behaviors	HE.2.12.12 Analyze how personal values and beliefs influence individual health practices and behaviors.	✓	✓	✓
Influence of Family, Peers, Culture, Media, Technology, and Other Factors on Health Behaviors	HE.2.12.14 Analyze the relationship between health risk factors and the likelihood of engaging in unhealthy behaviors.		✓	
Access Valid information, Products, and Services	HE.3.12.1 Use a variety of valid and reliable resources to research health information.		✓	✓
Access Valid information, Products, and Services	HE.3.12.2 Evaluate the validity and reliability of health information, products, and services.		✓	✓

Access Valid information, Products, and Services	HE.3.12.4 Determine the accessibility of valid and reliable products and services that enhance health and resources or solutions to overcome barriers to access.		✓	✓
Decision-Making Skills	HE.5.12.1 Determine the benefits of practicing a decision- making process to enhance health.		✓	
Decision-Making Skills	HE.5.12.2 Examine protective factors and barriers that can impact decision- making.	✓	✓	✓
Decision-Making Skills	HE.5.12.4 Generate a variety of options to solve health related issues or problems and predict potential short term and long term impacts of each option on self and others.	✓	✓	✓
Decision-Making Skills	HE.5.12.5 Defend a health-enhancing decision.		✓	✓
Goal-Setting Skills	HE.6.12.1 Develop a goal and create an action plan to maintain or improve health.		✓	

Goal-Setting Skills	HE.6.12.5 Develop a personal short term goal and action plan to improve nutrition and/or fitness.		✓	
Practice Health-Enhancing Behaviors	HE.7.12.1 Explain the role of individual responsibility for enhancing health.		✓	
Practice Health-Enhancing Behaviors	HE.7.12.2 Demonstrate the ability to practice a variety of healthy behaviors that can maintain or improve the health of self and others including explaining and demonstrating CPR Bill 79, 2015.	✓	✓	✓
Advocate for Personal, Family, and Community Health	HE.8.12.5 Advocate for the promotion of respect and empathy for individual differences.	✓	✓	✓

Science Grades 9-12		Environment and Modern Agriculture	Healthful Eating	Future of Food
Life Science	<p>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 Science	<p>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 Science	<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 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>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>	✓	✓	✓
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Social Studies Grades 9-12		Environment and Modern Agriculture	Healthful Eating	Future of Food
Civics and Government	<p style="text-align: center;">HS.10</p> <p>Explain the roles and responsibilities of active members of a democracy and the role of individuals, social movements, and governments in various current events.</p>	✓	✓	✓
Economics	<p style="text-align: center;">HS.15</p> <p>Analyze how incentives influence choices that may result in policies with a range of costs and benefits for different groups.</p>	✓	✓	✓

Economics	<p>HS.22</p> <p>Examine how producers and consumers in different communities and levels of society (urban and rural, socioeconomic, regional economies) influence and respond to business cycles.</p>	✓	✓	✓
Geography	<p>HS.46</p> <p>Assess how changes in the environmental and cultural characteristics of a place or region influence spatial patterns of trade, land use, and issues of sustainability.</p>	✓		
Geography	<p>HS.48</p> <p>Analyze how humans have used technology to modify the physical environment (e.g., dams, tractor, housing types, and transportation systems).</p>			✓
Geography	<p>HS.50</p> <p>Determine the influence of long-term climate change and variability on human migration, settlement patterns, resource use, and land uses at local-to-global scales.</p>	✓		

History	<p>HS.74</p> <p>Analyze an event, issue, problem, or phenomenon, critiquing and evaluating characteristics, influences, causes, and both short- and long-term effects.</p>	✓	✓	✓
History	<p>HS.75</p> <p>Evaluate options for individual and collective actions to address local, regional and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.</p>	✓	✓	✓
History	<p>HS.76</p> <p>Propose, compare, and evaluate multiple responses, alternatives, or solutions to issues or problems; then reach an informed, defensible, supported conclusion.</p>	✓	✓	✓
History	<p>HS.77</p> <p>Engage in informed and respectful deliberation and discussion of issues, events, and ideas applying a range of strategies and procedures to make decisions and take informed action.</p>	✓	✓	✓