



# South Dakota 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 variety of collaborative discussions (one-on-one, in groups, and teacher-led) 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><b>Grade 9-10</b> Speaking and Listening</p>	<p>9-10.SL.1.d</p> <p>Respond thoughtfully to various 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><b>Grade 9-10</b> 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><b>Grade 9-10</b> Speaking and Listening</p>	<p>9-10.SL.3</p> <p>Evaluate a speaker’s point of view, reasoning, intended audience, and use of evidence and rhetoric, identifying any faulty reasoning or exaggerated or distorted evidence.</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>
<p><b>Grade 11-12</b> Speaking and Listening</p>	<p>11-12.SL.1</p> <p>Initiate and participate effectively in a range and variety of collaborative discussions (one on-one, in groups, and teacher-led) 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><b>Grade 11-12</b> 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><b>Grade 11-12</b> 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><b>Grade 11-12</b> Speaking and Listening</p>	<p>11-12.SL.2</p> <p>Integrate multiple sources of information presented in diverse media or formats (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>
<p><b>Grade 11-12</b> Speaking and Listening</p>	<p>11-12.SL.3</p> <p>Evaluate a speaker’s point of view, reasoning, intended audience, 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>

<b>Health Education Grades 9-12</b>		<b>Environment and Modern Agriculture</b>	<b>Healthful Eating</b>	<b>Future of Food</b>
Health Promotion and Disease Prevention	1.12.1 Predict how healthy behaviors can affect health status.		✓	
Health Promotion and Disease Prevention	1.12.5 Propose ways to reduce or prevent injuries and health problems.		✓	
Health Promotion and Disease Prevention	1.12.7 Propose strategies for promoting the benefits of and overcoming barriers to practicing a variety of health enhancing behaviors.		✓	
Health Promotion and Disease Prevention	1.12.8 Evaluate personal susceptibility to injury, illness, or death if engaging in unhealthy behaviors.		✓	

Health Promotion and Disease Prevention	1.12.9 Analyze the potential seriousness of injury or illness if engaging in unhealthy behaviors.	✓	✓	✓
Influence	2.12.1 Analyze health factors in the family that influence the health and wellness of individuals.		✓	
Influence	2.12.2 Analyze how culture supports and challenges health beliefs, practices, and behaviors.	✓	✓	✓
Influence	2.12.3 Demonstrate how peers influence healthy and unhealthy behaviors.		✓	
Influence	2.12.6 Evaluate the impact of technology on personal, family, and community health.	✓	✓	✓
Influence	2.12.7 Describe how the perceptions of norms influence healthy and unhealthy behaviors.	✓	✓	✓

Influence	2.12.8 Analyze the influence of personal values and beliefs on individual health practices and behaviors.	✓	✓	✓
Access Valid Information and Products	3.12.2 Utilize resources from home, school, and community that provide valid health information.		✓	
Decision-Making Skills	5.12.1 Examine circumstances that can help or hinder healthy decision making.		✓	
Decision-Making Skills	5.12.4 Generate alternatives to health-related issues or problems.	✓	✓	✓
Decision-Making Skills	5.12.5 Predict the potential short-term and long-term impact of each alternative on self and others.	✓	✓	✓

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>Use a simulation to research and analyze possible solutions for the adverse impacts of human activity on biodiversity</p>	✓		✓
Earth and Spaces 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 Spaces 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 Spaces 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>	✓		



Social Studies Grades 9-12		Environment and Modern Agriculture	Healthful Eating	Future of Food
Civics / Government	9-12.C.5.8 Assess options for action to address local, regional, and global problems by volunteer engagement	✓	✓	✓
Geography	9-12.G.6.3 Explain the ways technology expands the human capacity to use and modify the physical environment	✓		✓
Geography	9-12.G.7.2 Elaborate upon the interaction of physical and human systems and their influence on current and future condition	✓		✓
Economics	9-12.E.1.6 Explain how scarcity, choice, and opportunity costs impact economic decision making at all levels by using a production possibilities curve	✓	✓	✓
Economics	9-12.E.2.2 Explain the law of supply and analyze the factors that create a change in supply	✓		✓

Economics	9-12.E.2.5 Analyze how price and quantity equilibriums can be impacted through changes in supply, demand, and elasticity	✓	✓	✓
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