



Kentucky Standards Alignment

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

Career Studies Grades 9-12		Environment and Modern Agriculture	Healthful Eating	Future of Food
Essential Skills Communication	ES.H.1 Use a decision-making process to develop solutions to real world problems	✓	✓	✓
Essential Skills Communication	ES.H.2 Model flexibility and willingness to try new things (e.g., critical thinking, problem solving).	✓	✓	✓
Essential Skills Communication	ES.H.4 Outline and examine goals and priorities necessary to complete tasks.	✓	✓	✓

Essential Skills Communication	ES.H.17 Initiate and participate effectively in a range of collaborative discussions with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	✓	✓	✓
Essential Skills Communication	ES.H.17.a. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines and individual roles as needed.	✓	✓	✓
Essential Skills Communication	ES.H.17.c. 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.	✓	✓	✓
Essential Skills Communication	ES.H.17.d. 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.	✓	✓	✓

Practical living (Health and Physical Education) Grades 9-12		Environment and Modern Agriculture	Healthful Eating	Future of Food
Standard 1 Students will comprehend content related to health promotion and disease prevention to enhance health.	HS.1.7. Describe the relationship between diet and chronic diseases.		✓	
Standard 1	HS.1.8. Describe the recommendation of the U.S. Dietary Guidelines for Americans and the importance of eating a variety of appropriate foods to meet daily nutrient and caloric needs.		✓	
Standard 1	HS.1.9. Summarize how to make healthy food selections when dining out.		✓	
Standard 2 Analyze the influence of family, peers, culture, media, technology and other factors on health behaviors	HS.2.1. Analyze how family, culture, environments and communities affect personal health and wellness practices.		✓	

Standard 2	HS.2.2. Distinguish how family, peers, community, culture, media and perceptions of norms influence healthy behaviors.		✓	
Standard 3 Access valid information, products and services to enhance health.	HS.3.1. Evaluate the validity, reliability and accessibility of health information, products and services.		✓	
Standard 6 Use goal-setting skills to enhance health.	HS.6.2. Use goal-setting strategies to develop realistic short- and long-term goals to enhance personal well-being, reduce the risk of disease, promote emotional health and reduce violence.		✓	
Standard 7 Practice health-enhancing behaviors and avoid or reduce health risks.	HS.7.2. Evaluate personal health-related behaviors that reduce the risk of disease, prevent unhealthy behaviors and promote positive overall wellness.		✓	
Standard 8 Advocate for personal, family and community health.	HS.8.4. Encourage schools and communities to promote healthy behaviors that reduce the risk of disease and violence and promote positive emotional health messages and services to improve the health of 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>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>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
Economics	Incentives, Choices and Decision Making - HS.E.IC.2 Evaluate how individuals, organizations and governments respond to incentives in the decision making process	✓	✓	✓
Geography	Human Environment Interaction - HS.G.HE.1 Assess the reciprocal relationship between physical environment and culture within local, national and global scales.	✓		✓
Geography	Human Environment Interaction - HS.G.HE.2 Analyze how human settlements are influenced by or influence the relationship between people and the environment.	✓		✓