



Maine 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
Speaking and Listening	<p>Comprehension and Collaboration SL.1.</p> <p>Prepare for and participate in conversations across a range of topics, types, and forums, building on others' ideas and expressing their own.</p>	✓	✓	✓
Speaking and Listening	<p>Comprehension and Collaboration SL.2.</p> <p>Integrate and evaluate information presented in diverse media and formats, including point of view, reasoning, and use of evidence and rhetoric.</p>	✓	✓	✓

<p>Grade 9-10 Speaking and Listening</p>	<p>CCSS.ELA-LITERACY.SL.9-10.1</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 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p>	✓	✓	✓
<p>Grade 9-10 Speaking and Listening</p>	<p>CCSS.ELA-LITERACY.SL.9-10.1.C</p> <p>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>	✓	✓	✓
<p>Grade 9-10 Speaking and Listening</p>	<p>CCSS.ELA-LITERACY.SL.9-10.1.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>Grade 9-10 Speaking and Listening</p>	<p>CCSS.ELA-LITERACY.SL.9-10.2</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>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</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>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>

Grade 11-12 Speaking and Listening	CCSS.ELA-LITERACY.SL.11-12.2 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.	✓	✓	✓
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.	✓	✓	✓

Health Education Grades 9-12		Environment and Modern Agriculture	Healthful Eating	Future of Food
Standard 1 Health Concepts	1.1 Health Concepts, Behaviors and Personal Health Students analyze the impact of complex health issues on personal health related to healthy sexuality; nutrition; safety and injury prevention; and substance use prevention.		✓	
Standard 1 Health Concepts	1.3 Health Conditions Students analyze causes of health conditions and ways to reduce, prevent, treat, and/or manage them.		✓	

Standard 1 Health Concepts	1.4 Environment and Personal Health Students analyze how one's environment and other factors impact personal health.	✓		
Standard 2 Health Information, Products, and Services	2.1 Reliability of Resources Students evaluate the reliability and accessibility of health information, products, and services.		✓	
Standard 2 Health Information, Products, and Services	2.2 Accessing Health Resources Students access reliable health information, products, and services.		✓	
Standard 3 Health Promotion and Risk Reduction	3.1.9-Da Health-Enhancing Behaviors and Self Management Students analyze the role of individual responsibility for enhancing health.		✓	
Standard 3 Health Promotion and Risk Reduction	3.1.9-Db - Health-Enhancing Behaviors and Self Management Students evaluate health-enhancing behaviors to improve or maintain the health of self and others, including self-management skills.		✓	
Standard 3 Health Promotion and Risk Reduction	3.2 Avoiding/Reducing Health Risks Students assess health-enhancing behaviors to avoid or reduce health risks to self and others.		✓	

Standard 4 Influences on Health	4.1 Influences on Health Behaviors Students evaluate positive and negative influences on health practices and behaviors including peers, family, media, culture, community, perception of norms, government, technology, and social platforms.		✓	
Next Generation 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>	✓	✓	✓

Science Grades 9-12		Environment and Modern Agriculture	Healthful Eating	Future of Food
Earth and Human Activity	<p style="text-align: center;">HS-ESS3-1</p> <p>Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and changes in climate have influenced human activity.</p>	✓		
Earth and Human Activity	<p style="text-align: center;">HS-ESS3-4</p> <p>Evaluate or refine a technological solution that reduces impacts of human activities on natural systems.</p>	✓		

<p>Earth and Human Activity</p>	<p>HS-ESS3-6</p> <p>Use a computational representation to illustrate the relationships among Earth systems and how those relationships are being modified due to human activity.</p>	<p>✓</p>		
<p>Engineering Design</p>	<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>	<p>✓</p>		
<p>Ecosystems: Interactions, Energy and Dynamics</p>	<p>HS-LS2-1</p> <p>Use mathematical and/or computational representations to support explanations of factors that affect carrying capacity of ecosystems at different scales.</p>	<p>✓</p>		