



South Carolina 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 |
|--------------------------------------|---|--|---------------------|-------------------|
| Communication | <p>English 1: 1.2</p> <p>Initiate and participate effectively in a range of collaborative discussions with diverse partners; build on the ideas of others and express own ideas clearly and persuasively.</p> | ✓ | ✓ | ✓ |
| Communication | <p>English 1: 1.4</p> <p>Engage in dialogue with peers and adults to explore meaning and interaction of ideas, concepts, and elements of text</p> | ✓ | ✓ | ✓ |
| Communication | <p>English 1: 1.5</p> <p>Synthesize areas of agreement and disagreement including justification for personal perspective; revise conclusions based on new evidence.</p> | ✓ | ✓ | ✓ |

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| Communication | <p>English 2: 1.2</p> <p>Initiate and participate effectively in a range of collaborative discussions with diverse partners; build on the ideas of others and express own ideas clearly and persuasively.</p> | ✓ | ✓ | ✓ |
| Communication | <p>English 2: 1.4</p> <p>Engage in dialogue with peers and adults to explore meaning and interaction of ideas, concepts, and elements of text, reflecting, constructing, and articulating new understandings.</p> | ✓ | ✓ | ✓ |
| Communication | <p>English 2: 1.5</p> <p>Synthesize areas of agreement and disagreement including justification for personal perspective; revise conclusions based on new evidence.</p> | ✓ | ✓ | ✓ |
| Communication | <p>English 3: 1.2</p> <p>Initiate and participate effectively in a range of collaborative discussions with diverse partners; build on the ideas of others and express own ideas clearly and persuasively.</p> | ✓ | ✓ | ✓ |

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| Communication | English 3: 1.4 Engage in dialogue with peers and adults to explore meaning and interaction of ideas, concepts, and elements of text, reflecting, constructing, and articulating new understandings. | ✓ | ✓ | ✓ |
| Communication | English 3: 1.5 Synthesize areas of agreement and disagreement including justification for personal perspective; revise conclusions based on new evidence. | ✓ | ✓ | ✓ |
| Communication | English 4: 1.2 Initiate and participate effectively in a range of collaborative discussions with diverse partners; build on the ideas of others and express own ideas clearly and persuasively. | ✓ | ✓ | ✓ |
| Communication | English 4: 1.4 Engage in dialogue with peers and adults to explore meaning and interaction of ideas, concepts, and elements of text, reflecting, constructing, and articulating new understandings. | ✓ | ✓ | ✓ |

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| Communication | English 4: 1.5 Synthesize areas of agreement and disagreement including justification for personal perspective; revise conclusions based on new evidence. | ✓ | ✓ | ✓ |
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| Family and Consumer Science Grades 9-12 | | Environment and Modern Agriculture | Healthful Eating | Future of Food |
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| Nutrition and Wellness | Exploratory Family and Consumer Sciences – Standard G1 Evaluate factors that affect dietary needs and wellness. | | ✓ | |
| Nutrition and Wellness | Introduction to Family and Consumer Sciences 1 - Standard G1 Evaluate methods used to promote health and wellness. | | ✓ | |
| Nutrition and Wellness | Introduction to Family and Consumer Sciences 2 – Standard G1 Analyze guidelines for nutrition and wellness. | | ✓ | |

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| Nutrition and Wellness | <p style="text-align: center;">Family and Consumer Sciences 2 - Standard F1</p> <p>Analyze factors that influence nutrition and wellness across the life span</p> | | ✓ | |
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| Health and Safety Education Grades 9-12 | | Environment and Modern Agriculture | Healthful Eating | Future of Food |
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| Health Promotion and Disease Prevention | <p style="text-align: center;">N-HS.1.3</p> <p>Describe the importance of healthy eating and physical activity in maintaining good health, including oral health.</p> | | ✓ | |
| Health Promotion and Disease Prevention | <p style="text-align: center;">P-HS.1.1</p> <p>Differentiate between health promotion and risk behaviors.</p> | | ✓ | |
| Health Promotion and Disease Prevention | <p style="text-align: center;">P-HS.1.2</p> <p>Interpret personal susceptibility to injury, illness, or death on the basis of genetics, family history, and health behaviors.</p> | | ✓ | |

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| Health Promotion and Disease Prevention | P-HS.1.3 Examine strategies for the prevention and treatment of chronic and communicable diseases. | | ✓ | |
| Health Promotion and Disease Prevention | P-HS.1.4 Explain ways that the environment and personal health are interrelated. | ✓ | ✓ | |
| Influence of Family, Peers, Culture, Media and Technology | N-HS.2.2 Examine ways that the media, and advertising and marketing practices affect food choices, eating behaviors, and physical activity levels of individuals. | ✓ | ✓ | ✓ |
| Influence of Family, Peers, Culture, Media and Technology | N-HS.2.4 Investigate ways that unhealthy eating behaviors and an inactive lifestyle contribute to chronic disease. | | ✓ | |
| Influence of Family, Peers, Culture, Media and Technology | P-HS.2.1 Analyze the influence of family, peers, culture, the media and technology on health behaviors. | ✓ | ✓ | ✓ |

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| Influence of Family, Peers, Culture, Media and Technology | P-HS.2.3 Explore ways that environmental factors can affect the health of the community. | ✓ | | ✓ |
| Access Valid Information, Products and Services | N-HS.3.1 Research valid information to explore local access to healthy foods. | | ✓ | |
| Decision-Making Skills | P-HS.5.1 Recognize barriers to healthy decision-making. | | ✓ | |
| Decision-Making Skills | P-HS.5.3 Integrate knowledge of body structure and function to make sound decisions related to personal and community health (e.g., disease prevention, injury prevention, oral health, organ and tissue donation). | | ✓ | |
| Practice Health-Enhancing Behaviors | N-HS.7.2 Examine the relationship between personal nutritional intake and overall physical, oral, and mental health. | | ✓ | |

| Science Grades 9-12 | | Environment and Modern Agriculture | Healthful Eating | Future of Food |
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| Biology | <p>Standard H.B.6</p> <p>The student will demonstrate an understanding that ecosystems are complex, interactive systems that include both biological communities and physical components of the environment.</p> | ✓ | | |
| Biology | <p>H.B.6B.2</p> <p>Analyze and interpret quantitative data to construct an explanation for the effects of greenhouse gasses (such as carbon dioxide and methane) on the carbon cycle and global climate.</p> | ✓ | | |
| Biology | <p>H.B.6D</p> <p>Conceptual Understanding: Sustaining biodiversity maintains ecosystem functioning and productivity which are essential to supporting and enhancing life on Earth. Humans depend on the living world for the resources and other benefits provided by biodiversity. Human activity can impact biodiversity.</p> | ✓ | | ✓ |
| Biology | <p>H.B.6D.1</p> <p>Design solutions to reduce the impact of human activity on the biodiversity of an ecosystem.</p> | ✓ | | ✓ |

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| Earth Science | Standards H.E.4 The student will demonstrate an understanding of the dynamic relationship between Earth's conditions over geologic time and the diversity of organisms. | ✓ | | |
| Earth Science | Standard H.E.5 The student will demonstrate an understanding of the dynamics of Earth's atmosphere. | ✓ | | |
| Earth Science | H.E.5A.8 Analyze scientific arguments regarding the nature of the relationship between human activities and climate change. | ✓ | | |
| Earth Science | Standard H.E.6 The student will demonstrate an understanding of Earth's freshwater and ocean systems. | ✓ | | |

| Social Studies Grades 9-12 | | Environment and Modern Agriculture | Healthful Eating | Future of Food |
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| Financial Literacy | Standard 2: Demonstrate an understanding of how scarcity and choice influence individual financial decisions. | ✓ | | ✓ |