



# Iowa Standards Alignment

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

<b>Health Literacy Grades 9-12</b>		<b>Environment and Modern Agriculture</b>	<b>Healthful Eating</b>	<b>Future of Food</b>
Health Promotion and Disease Prevention	21.9–12.HL.1 Demonstrate functional health literacy skills to obtain, interpret, understand and use basic health concepts to enhance personal, family, and community health.		✓	
Health Promotion and Disease Prevention	21.9–12.HL.1.a Predict influence of risk and protective factors.		✓	
Health Promotion and Disease Prevention	21.9–12.HL.1.d Contribute to personal/family quality of life through proper prevention/management of health crises, i.e., injury, depression, chronic illness.		✓	✓

Health Promotion and Disease Prevention	21.9–12.HL.1.f Describe how the prevention and control of health problems are influenced by research and medical advances.		✓	✓
Health Promotion and Disease Prevention	21.9–12.HL.1.h Explain the impact of personal health behaviors on the functioning of body systems.		✓	
Health Promotion and Disease Prevention	21.9–12.HL.1.i Explain how personal choices impact health maintenance and disease prevention.		✓	
Health Promotion and Disease Prevention	21.9–12.HL.1.j Understand preventive physical and mental health measures, including proper diet, nutrition, exercise, risk avoidance and stress reduction.		✓	
Influencing Factors on Health Enhancing Behaviors	21.9–12.HL.1.k Explain how family, peers, cultural practices and attitudes influence health.		✓	
Advocate for Personal, Family, and Community Health	21.9–12.HL.2.e Influence and support others to make positive health choices.		✓	

Advocate for Personal, Family, and Community Health	21.9–12.HL.2.f Collaborate with others to improve family and community health.		✓	
Advocate for Personal, Family, and Community Health	21.9–12.HL.2.g Employ the effective communication methods to accurately express health information and ideas.		✓	
Apply Critical Literacy / Thinking Skills	21.9–12.HL.3.b Evaluate effectiveness of health–related decisions.		✓	✓
Apply Critical Literacy / Thinking Skills	21.9–12.HL.3.c Employ ethical practices when making health–related decisions.	✓	✓	✓
Apply Critical Literacy / Thinking Skills	21.9–12.HL.3.f Consider immediate and long–term impact on individual, family, community and environment when making health–related decisions.	✓	✓	✓
Use Media Literacy Skills to Analyze Influences	21.9–12.HL.4.b Employ appropriate responses to negative and positive health influences.	✓	✓	

Use Media Literacy Skills to Analyze Influences	21.9–12.HL.4.e Determine reliability, accuracy, dependability of health information sources.		✓	
Demonstrate Behaviors that Foster Health	21.9–12.HL.5.d Engage in behaviors that promote risk avoidance.		✓	
Demonstrate Behaviors that Foster Health	21.9–12.HL.5.e Identify factors that influence healthy eating.		✓	
Demonstrate Behaviors that Foster Health	21.9–12.HL.5.f Establish healthy eating behaviors.		✓	

<b>Literacy Grades 9-12</b>		<b>Environment and Modern Agriculture</b>	<b>Healthful Eating</b>	<b>Future of Food</b>
<b>Grade 9-10</b> Speaking and Listening	SL.9–10.1 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.	✓	✓	✓

<p><b>Grade 9-10</b> Speaking and Listening</p>	<p>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>✓</p>	<p>✓</p>	<p>✓</p>
<p><b>Grade 9-10</b> Speaking and Listening</p>	<p>SL.9–10.3</p> <p>Evaluate a speaker’s point of view (perspective), reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>
<p><b>Grade 11-12</b> Speaking and Listening</p>	<p>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><b>Grade 11-12</b> Speaking and Listening</p>	<p>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>

<b>Grade 11-12</b> Speaking and Listening	SL.11–12.3 Evaluate a speaker’s point of view (perspective), reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.	✓	✓	✓
--	---	---	---	---

<b>Science</b> <b>Grades 9-12</b>		<b>Environment and Modern Agriculture</b>	<b>Healthful Eating</b>	<b>Future of Food</b>
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	HS-LS4-5 Evaluate the evidence supporting claims that changes in environmental conditions may result in: (1) increases in the of	✓		

	individuals of some species, (2) the emergence of new species over time, and (3) the extinction of other species.			
Life Science	<p style="text-align: center;">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 style="text-align: center;">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 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>	✓		✓
Earth and Space Sciences	<p style="text-align: center;">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>	✓	✓	✓
---	--	---	---	---

<b>Social Studies</b> <b>Grades 9-12</b>		<b>Environment and Modern Agriculture</b>	<b>Healthful Eating</b>	<b>Future of Food</b>
Inquiry Anchor Standards	<p style="text-align: center;">SS.9-12.11.</p> <p>Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.</p>	✓	✓	✓
Inquiry Anchor Standards	<p style="text-align: center;">SS.9-12.12.</p> <p>Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school contexts.</p>	✓	✓	✓



Behavioral Sciences - Psychology	SS-Psy.9-12.13. Explain how social, cultural, gender, and economic factors influence behavior and human interactions in societies around the world.	✓	✓	✓
Behavioral Sciences - Psychology	SS-Psy.9-12.14. Examine how an individual's involvement in a collective group can influence their individual thoughts and behaviors.	✓	✓	✓
Behavioral Sciences - Sociology	SS-Soc.9-12.13. Explain the formation of groups and the creation and development of societal norms and values.	✓	✓	✓
Behavioral Sciences - Sociology	SS-Soc.9-12.14. Identify characteristics of groups, and the influences that groups and individuals have on each other.	✓	✓	✓
Behavioral Sciences - Sociology	SS-Soc.9-12.17. Analyze the development of sociological perspectives over the course of time, and how those perspectives are used today.	✓	✓	✓
Economics	SS-Econ.9-12.15. Analyze what goes into determining, and who determines, what is produced and distributed in a market system.	✓	✓	✓

Economics	SS-Econ.9-12.17. Explain how changes in supply and demand cause changes of goods and services, labor, credit, and foreign currencies.			✓
Economics	SS-Econ.9-12.23. Explain how globalization has impacted various aspects of economic growth, labor markets, and rights of citizens, the environment, and resource and income distribution in different nations.	✓		✓
Financial Literacy	SS-FL.9-12.17. Apply consumer skills to saving and spending decisions. (21st century skills)	✓	✓	✓
Geography	SS-Geo.9-12.20. Assess the impact of economic activities and political decisions on urban, suburban, and rural regions.	✓		✓