



# Arizona 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	
<b>Grade 9-10</b> Speaking and Listening	9-10.SL.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.	✓	✓	✓
<b>Grade 9-10</b> 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 diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections based on 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 and formats, 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, use of evidence, and use of 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>11-12.SL.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>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 and formats in order to make informed decisions and propose solutions, while evaluating the credibility and accuracy of each source and noting any discrepancies.</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, use of evidence, and use of 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>
Comprehension of Health Promotion and Disease Prevention	<p>Concept 1: Understanding the Relationship Between Health and Behaviors. PO 1</p> <p>Predict how healthy behaviors can affect health status.</p>		✓	
Comprehension of Health Promotion and Disease Prevention	<p>Concept 3: Understanding Personal Health. PO 1</p> <p>Analyze how environment and personal health are interrelated.</p>		✓	
Comprehension of Health Promotion and Disease Prevention	<p>Concept 3: Understanding Personal Health. PO 2</p> <p>Evaluate the impact of food and nutrition, including nutrient deficiencies on health.</p>		✓	
Comprehension of Health Promotion and Disease Prevention	<p>Concept 4: Understanding Prevention of Injuries and Health Problems. PO 1</p> <p>Propose ways to reduce or prevent injuries and health problems.</p>		✓	

Comprehension of Health Promotion and Disease Prevention	<p>Concept 6: Understanding Healthy vs. Unhealthy Behaviors. PO 1</p> <p>Compare and contrast the benefits of and barriers to practicing a variety of healthy behaviors.</p>		✓	
Comprehension of Health Promotion and Disease Prevention	<p>Concept 6: Understanding Healthy vs. Unhealthy Behaviors. PO 2</p> <p>Analyze personal susceptibility to injury, illness, or death if engaging in unhealthy behaviors.</p>		✓	
Comprehension of Health Promotion and Disease Prevention	<p>Concept 6: Understanding Healthy vs. Unhealthy Behaviors. PO 3</p> <p>Analyze the potential severity of injury or illness if engaging in unhealthy behaviors.</p>		✓	
Analysis of Factors Affecting Health Behaviors	<p>Concept 1: External Influences on Personal Health. PO 2</p> <p>Analyze how the culture supports and challenges health beliefs, practices, and behaviors.</p>		✓	
Analysis of Factors Affecting Health Behaviors	<p>Concept 1: External Influences on Personal Health. PO 3</p> <p>Evaluate how peers influence healthy and unhealthy behaviors.</p>		✓	

Analysis of Factors Affecting Health Behaviors	<p>Concept 1: External Influences on Personal Health. PO 4</p> <p>Evaluate how the school and community can impact personal health practice and behaviors.</p>		✓	
Analysis of Factors Affecting Health Behaviors	<p>Concept 1: External Influences on Personal Health. PO 5</p> <p>Evaluate the effect of media on personal and family health.</p>		✓	
Analysis of Factors Affecting Health Behaviors	<p>Concept 2: Internal Influences on Personal Health. PO 1</p> <p>Analyze how the perceptions of norms influence healthy and unhealthy behaviors.</p>		✓	
Analysis of Factors Affecting Health Behaviors	<p>Concept 2: Internal Influences on Personal Health. PO 2</p> <p>Analyze the influence of personal values and beliefs on individual health practices and behaviors.</p>	✓	✓	✓
Analysis of Factors Affecting Health Behaviors	<p>Concept 3: Influence of Public Policy on Health. PO1</p> <p>Analyze how public health policies and government regulations can influence health promotion and disease prevention.</p>		✓	
Access to Health Information, Products, and Services to Enhance Health	<p>Concept 1: Knowledge of Sources of Help. PO 1</p> <p>Evaluate the validity of health information, products, and services.</p>		✓	

Access to Health Information, Products, and Services to Enhance Health	<p>Concept 2: Accessing Help. PO 1</p> <p>Use resources from home, school, and community that provide valid health information.</p>		✓	
Access to Health Information, Products, and Services to Enhance Health	<p>Concept 2: Accessing Help. PO 2</p> <p>Determine the accessibility of products and services that enhance health.</p>		✓	✓
Use of Decision-Making Skills to Enhance Health	<p>Concept 1: Influences on Health Decision Making. PO 1</p> <p>Examine barriers to healthy decision making.</p>		✓	
Use of Decision-Making Skills to Enhance Health	<p>Concept 2: Application of Decision-Making Skills to Health. PO 1</p> <p>Determine the value of applying a thoughtful decision- making process in health- related situations.</p>		✓	
Use of Decision-Making Skills to Enhance Health	<p>Concept 2: Application of Decision-Making Skills to Health. PO 3</p> <p>Analyze and propose alternatives to health-related issues or problems.</p>		✓	✓
Use of Decision-Making Skills to Enhance Health	<p>Concept 2: Application of Decision-Making Skills to Health. PO 4</p> <p>Predict the potential short-term and long-term impact of each alternative on self and others.</p>	✓	✓	✓

Use of Goal-Setting Skills to Enhance Health	Concept 2: Health-Related Goal Setting. PO 1 Develop a plan to attain a personal health goal that addresses strengths, needs, and risks.		✓	
Use of Goal-Setting Skills to Enhance Health	Concept 2: Health-Related Goal Setting. PO 3 Formulate an effective long-term personal health plan.		✓	
Ability to Practice Health-Enhancing Behaviors	Concept 1: Personal Responsibility for Health. PO 1 Analyze the role of individual responsibility in enhancing health.		✓	

<b>Science Grades 9-12</b>		<b>Environment and Modern Agriculture</b>	<b>Healthful Eating</b>	<b>Future of Food</b>
Earth and Space	Essential HS.E1U3.14 Engage in argument from evidence about the availability of natural resources, occurrence of natural hazards, changes in climate, and human activity and how they influence each other.	✓		



Earth and Space	<p>Plus HS+E.E1U3.9</p> <p>Ask questions, define problems, and evaluate a solution to a complex problem, based on prioritized criteria and tradeoffs, that account for a range of constraints, including cost, safety, reliability, and aesthetics, as well as possible social, cultural, and environmental impacts.</p>	✓	✓	✓
Earth and Space	<p>Plus HS+E1U3.11</p> <p>Develop and use a quantitative model to illustrate the relationship among Earth systems and the degree to which those relationships are being modified due to human activity.</p>	✓		✓
Life Sciences	<p>Essential HS.L2U3.18</p> <p>Obtain, evaluate, and communicate about the positive and negative ethical, social, economic, and political implications of human activity on the biodiversity of an ecosystem.</p>	✓		
Life Sciences	<p>Plus HS+B.L4U1.2</p> <p>Engage in argument from evidence that changes in environmental conditions or human interventions may change species diversity in an ecosystem.</p>	✓		

Life Sciences	<p>Essential HS.L3U3.26</p> <p>Engage in argument from evidence regarding the ethical, social, economic, and/or political implications of a current genetic technology.</p>			✓
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<b>Social Studies Grades 9-12</b>		<b>Environment and Modern Agriculture</b>	<b>Healthful Eating</b>	<b>Future of Food</b>
Skills and Practices	<p>HS.SP4.1</p> <p>Analyze multiple and complex causes and effects of events in the past and present.</p>	✓	✓	✓
Civics	<p>HS.C2.4</p> <p>Analyze the responsibilities of citizens.</p>	✓	✓	✓

Civics	<p>HS.C4.5</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>	✓	✓	✓
Economics	<p>HS.E2.3</p> <p>Use cost-benefit analysis and/or marginal analysis to evaluate an economic issue.</p>	✓	✓	✓
Economics	<p>HS.E3.2</p> <p>Evaluate how numerous factors and conditions influence market prices.</p>	✓		✓
Geography	<p>HS.G2.1</p> <p>Analyze interactions within and between human and physical systems.</p>	✓		✓
Geography	<p>HS.G2.2</p> <p>Evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions.</p>	✓		✓

Geography	<p>HS.G2.4</p> <p>Evaluate the use and sustainability of natural resources.</p>	✓		✓
Geography	<p>HS.G3.3</p> <p>Evaluate the influence of long-term climate variability on human migration and settlement patterns, resource use, and land uses at local-to-global scales.</p>	✓		
Geography	<p>HS.G4.1</p> <p>Take an active stance on a geographic issue reflecting its scale (local, regional, state, national, or global).</p>	✓		✓
History	<p>HS.H4.3</p> <p>Examine how access to information and technology has been used to influence society.</p>	✓	✓	✓