



Connecticut 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
Grade 9-10 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.	✓	✓	✓
Grade 9-10 Speaking and Listening	SL.9-10.1c 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>Grade 9-10 Speaking and Listening</p>	<p>SL.9-10.1d</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>Grade 11-12 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>Grade 11-12 Speaking and Listening</p>	<p>SL.11-12.1c</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>SL.11-12.1d</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>

Health Education Grades 9-12		Environment and Modern Agriculture	Healthful Eating	Future of Food
Health Education Standard 1: Core Concepts	H.1.1 Analyze how behaviors can affect health maintenance and disease prevention.	✓	✓	✓
Health Education Standard 1: Core Concepts	H.1.3 Evaluate the impact of personal health behaviors on the functioning of body systems.		✓	
Health Education Standard 1: Core Concepts	H.1.4 Evaluate how families, peers and community members can influence the health of individuals.		✓	
Health Education Standard 1: Core Concepts	H.1.5 Analyze ways in which the environment influences the health of the community.	✓	✓	

Health Education Standard 1: Core Concepts	H.1.6 Use and evaluate appropriate strategies to promote well-being, delay onset and reduce risks of potential health problems during adulthood.		✓	
Health Education Standard 1: Core Concepts	H.1.7 Assess how public health policies and government regulations can influence health promotion and disease prevention.	✓	✓	✓
Health Education Standard 2: Accessing Health Information and Resources	H.2.2 Demonstrate the ability to access and evaluate resources from home, school and community that provide valid health information and services for themselves and others.		✓	
Health Education Standard 3: Self- Management of Healthy Behaviors	H.3.1 Assess the importance of assuming responsibility for personal health behaviors.	✓	✓	✓
Health Education Standard 3: Self- Management of Healthy Behaviors	H.3.2 Analyze personal health status to determine needs.		✓	

Health Education Standard 4: Analyzing Internal and External Influences	H.4.1 Analyze how family and cultural diversity enriches and affects personal health behaviors.	✓	✓	
Health Education Standard 4: Analyzing Internal and External Influences	H.4.2 Evaluate the effects of media, technology and other factors on personal, family and community health.		✓	
Health Education Standard 4: Analyzing Internal and External Influences	H.4.3 Evaluate how information from family, school, peers and the community influences personal health.		✓	
Health Education Standard 6: Decision Making Skills	H.6.1 Demonstrate various strategies when making decisions to enhance health.		✓	✓
Health Education Standard 6: Decision Making Skills	H.6.2 Demonstrate the ability to make health- enhancing decisions using the collaborative decision- making process.		✓	

Health Education Standard 6: Decision Making Skills	H.6.3 Predict the immediate and long-term impact of health decisions on the individual, family and community.	✓	✓	✓
Health Education Standard 7: Goal-Setting Skills	H.7.1 Demonstrate various strategies when making goal-setting decisions to enhance health.		✓	
Health Education Standard 8: Advocacy	H.8.1 Evaluate the effectiveness of methods for accurately expressing health information, concepts and skills.		✓	
Health Education Standard 8: Advocacy	H.8.2 Support and defend a position with accurate health information.	✓	✓	✓
Health Education Standard 8: Advocacy	H.8.4 Use the ability to influence and support others in making positive health choices.		✓	

Health Education Standard 8: Advocacy	H.8.5 Demonstrate the ability to work cooperatively in larger, more diverse groups when advocating for healthy communities.		✓	
Physical Education Standard 9: Physical Fitness	H.12.2 Use physiological data to adjust levels of exercise and nutrient intake to promote wellness.		✓	
Physical Education Standard 9: Physical Fitness	H.12.4 Design and implement a personal wellness program based upon information obtained from the fitness assessment and in accordance with appropriate training and nutritional principles.		✓	

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	<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 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
Civics	<p>CIV 9–12.14</p> <p>Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights.</p>	✓	✓	✓

Economics	ECO 9–12.1 Analyze how incentives influence choices that may result in policies with a range of costs and benefits for different groups.	✓		✓
Economics	ECO 9–12.5 Explain how current globalization trends and policies affect economic growth, labor markets, rights of citizens, the environment, and resource and income distribution in different nations.	✓		✓
Economics	GEO 9–12.2 Evaluate the impact of human activities on the environmental and cultural characteristics of the various places and regions in the United States.	✓		✓
Economics	GEO 9–12.3 Evaluate the impact of economic activities, political decisions, cultural practices, and climate variability on human migration, resource use, and settlement patterns.	✓		

Economics	GEO 9–12.4 Evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions.	✓		✓
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