



Wisconsin Standards Alignment

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

Agriculture, Food, and Sustainability Grades 7-8		Environment and Modern Agriculture	Healthful Eating	Future of Food
Creativity, Critical Thinking, Communication and Collaboration	4C1.a.4.m Analyze elements of a problem to develop creative solutions	✓	✓	✓
Creativity, Critical Thinking, Communication and Collaboration	4C2.a.7.m Identify problems that become worse due to poorly thought out or poorly informed solutions.	✓	✓	✓
Creativity, Critical Thinking, Communication and Collaboration	4C2.a.8.m Explain how implementation of a solution or action may affect one or more corresponding systems.	✓	✓	✓
Creativity, Critical Thinking, Communication and Collaboration	4C2.b.4.m Analyze a problem to determine how it relates to existing knowledge.	✓	✓	✓

Career Development	CD1.d.3.m Evaluate the positive and negative implications of personal decisions.	✓	✓	✓
Environment, Health and Safety	EHS1.a.6.m Compare ways in which social, ecological and economic systems have been managed.	✓	✓	✓
Environment, Health and Safety	EHS1.a.7.m Analyze the impact of personal choices regarding natural and human-built systems on future actions.	✓		✓
Environment, Health and Safety	EHS1.a.8.m Evaluate the advantages and disadvantages of short-term and long-term solutions and the impacts on social, ecological and economic environments.	✓	✓	✓
Environment, Health and Safety	EHS1.b.3.m Evaluate consequences of a variety of approaches on social, ecological and environmental systems.	✓	✓	✓

Environment, Health and Safety	EHS1.c.6.m Develop a plan for personal contribution toward improving or maintaining some part of the social, economic or ecological system.	✓	✓	✓
Animal Systems	AS8.a.2.m Evaluate the effects of animal agriculture on the environment.	✓		✓
Biotechnology Systems	BT2.f.12.m Explain the consequences of agricultural practices on wild populations.	✓		
Food Production and Processing	FPP3.a.10.m Design a daily food guide for a healthful diet.		✓	
Environmental Service Systems	ESS2.c.7.m Describe the world's water supplies and discuss water uses.	✓		
Environmental Service Systems	ESS3.a.4.m Describe ways in which pollution can be managed and prevented.	✓		✓

English Language Arts Grades 7-8	Environment and Modern Agriculture	Healthful Eating	Future of Food
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Grade 7 Speaking and Listening	<p style="text-align: center;">Comprehension and Collaboration SL.7.1</p> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing one's thinking clearly.	✓	✓	✓
Grade 7 Speaking and Listening	<p style="text-align: center;">Comprehension and Collaboration SL.7.1.c</p> Pose questions that invite elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.	✓	✓	✓
Grade 7 Speaking and Listening	<p style="text-align: center;">Comprehension and Collaboration SL.7.2</p> Analyze the main ideas and supporting details presented in diverse media and formats and explain how the ideas clarify a topic, text, or issue under study.	✓	✓	✓
Grade 7 Speaking and Listening	<p style="text-align: center;">Comprehension and Collaboration SL.7.3</p> Understand and evaluate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.	✓	✓	✓

<p>Grade 8 Speaking and Listening</p>	<p>Comprehension and Collaboration SL.8.1</p> <p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher- led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and one’s thinking clearly.</p>	✓	✓	✓
<p>Grade 8 Speaking and Listening</p>	<p>Comprehension and Collaboration SL.8.1c</p> <p>Pose questions that invite elaboration and respond to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.</p>	✓	✓	✓
<p>Grade 8 Speaking and Listening</p>	<p>Comprehension and Collaboration SL.8.1d</p> <p>Evaluate new information expressed by others and, when warranted, qualify or justify one’s own views in light of the evidence presented.</p>	✓	✓	✓
<p>Grade 8 Speaking and Listening</p>	<p>Comprehension and Collaboration SL.8.2</p> <p>Analyze the purpose of information presented in diverse media and formats and evaluate the motives (e.g., social, commercial, political) behind its presentation.</p>	✓	✓	✓

Grade 8 Speaking and Listening	<p style="text-align: center;">Comprehension and Collaboration SL.8.3</p> <p>Understand and evaluate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.</p>	✓	✓	✓
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Environmental Literacy and Sustainability Grades 7-8		Environment and Modern Agriculture	Healthful Eating	Future of Food
Connect	<p style="text-align: center;">ELS.C1.A.m</p> <p>Integrate new perspectives into a mental model, and explain how new ways of thinking can lead to changing attitudes and behaviors.</p>	✓	✓	✓
Explore	<p style="text-align: center;">ELS.EX2.B.m</p> <p>Analyze the relationships between living (biotic) and non-living (abiotic) parts in an ecosystem and examine the impact of each on the system. Describe how relationships among humans and organisms, species, populations, communities, ecosystems, and biomes affect the sustainability of natural and cultural systems.</p>	✓		✓

Explore	<p style="text-align: center;">ELS.EX3.A.m</p> <p>Evaluate sustainability issues from multiple perspectives, including unstated, absent, or under-represented perspectives, and assess how perspectives impact outcomes of the issue. Analyze and evaluate the logic, relevance, and accuracy of others' claims, taking into consideration potential bias and consider how sources influence perspectives and outcomes on environmental issues. Understand the role of cultural and science- based evidence in evaluating sustainability.</p>	✓		✓
Explore	<p style="text-align: center;">ELS.EX3.B.m</p> <p>Examine the relationships among resource use, environmental quality, and human health and well-being... Analyze how new knowledge or technological solutions impact natural resource use, or improve environmental quality.</p>	✓		✓
Explore	<p style="text-align: center;">ELS.EX3.C.m</p> <p>Analyze how one's cultural identity influences perspectives about shared natural resources and their role in maintaining the health and resilience of those resources. Analyze the environmental, social, and economic aspects of community health and sustainability. Analyze cases where historically marginalized groups have been impacted by environmental decisions. Examine ethics of societal actions and their effect on others.</p>	✓		✓

Explore	<p style="text-align: center;">ELS.EX4.B.m</p> <p>Analyze how the movement of renewable and nonrenewable natural resources through acquisition, production, consumption, and disposal creates systems of commerce, and examine the influence of supply and demand on the system. Demonstrate how the demand for natural resources connects businesses and industries.</p>	✓		✓
Explore	<p style="text-align: center;">ELS.EX5.B.m</p> <p>Investigate short-term and long-term impacts of change and adaptation in natural systems. Explain how change and adaptation can enhance or limit the carrying capacity of a system. Analyze historic climate patterns to describe the impacts on natural and cultural systems.</p>	✓		✓
Engage	<p style="text-align: center;">ELS.EX5.C.m</p> <p>Examine how historical and contemporary factors shape a sustainability issue. Evaluate how historical and contemporary natural resource use, practices, and distribution has affected human geography and analyze the impact on natural systems.</p>	✓		✓

Engage	<p style="text-align: center;">ELS.EN6.B.m</p> <p>Analyze how individual and civic dispositions and different perspectives on personal and collective responsibility, rights, and equity influence decision-making and impact natural and cultural systems.</p> <p>Investigate individual and societal rights to and responsibility for a healthy environment, equity, and a sustainable community and describe tensions that may arise when making decisions for the common good.</p> <p>Explain how the decisions of one generation create opportunities for and impose constraints on future generations.</p>	✓		✓
Engage	<p style="text-align: center;">ELS.EN6.C.m</p> <p>Investigate the concept of sustainability as a dynamic interconnection and interdependence between ecological, social, and economic systems.</p> <p>Identify and evaluate sustainable and renewable resource solutions such as biomimicry or renewable energy power solutions.</p>	✓		✓

Engage	<p style="text-align: center;">ELS.EN7.B.m</p> <p>Demonstrate ability to work individually and collectively to resolve a sustainability issue through deliberation to consider alternatives, and balance interests for the sustainability of natural and cultural systems.</p> <p>Design and implement an individual or group experience to develop self- efficacy and address an issue affecting a community’s natural and cultural systems. Identify potential partners and evaluate the short- and long-term results.</p>	✓		✓
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Family and Consumer Sciences Grades 7-8		Environment and Modern Agriculture	Healthful Eating	Future of Food
Creativity, Critical Thinking, Commun-ication and Collaboration	<p style="text-align: center;">4C1.a.4.m</p> <p>Analyze elements of a problem to develop creative solutions</p>	✓	✓	✓
Creativity, Critical Thinking, Commun-ication and Collaboration	<p style="text-align: center;">4C2.a.7.m</p> <p>Identify problems that become worse due to poorly thought out or poorly informed solutions.</p>	✓	✓	✓
Creativity, Critical Thinking, Commun-ication and Collaboration	<p style="text-align: center;">4C2.a.8.m</p> <p>Explain how implementation of a solution or action may affect one or more corresponding systems.</p>	✓	✓	✓

Creativity, Critical Thinking, Communication and Collaboration	4C2.b.4.m Analyze a problem to determine how it relates to existing knowledge.	✓	✓	✓
Career Development	CD1.d.3.m Evaluate the positive and negative implications of personal decisions.	✓	✓	✓
Environment, Health and Safety	EHS1.a.6.m Compare ways in which social, ecological and economic systems have been managed.	✓	✓	✓
Environment, Health and Safety	EHS1.a.7.m Analyze the impact of personal choices regarding natural and human-built systems on future actions.	✓		✓
Environment, Health and Safety	EHS1.a.8.m Evaluate the advantages and disadvantages of short-term and long-term solutions and the impacts on social, ecological and economic environments.	✓	✓	✓
Environment, Health and Safety	EHS1.b.3.m Evaluate consequences of a variety of approaches on social, ecological and environmental systems.	✓	✓	✓

Environment, Health and Safety	EHS1.c.6.m Develop a plan for personal contribution toward improving or maintaining some part of the social, economic or ecological system.	✓	✓	✓
Process for Areas of Study	PAS1.d.2.m Evaluate short and long term consequences of possible actions of self, others, culture/society and global environment.	✓	✓	✓
Career, Community and Life Connections	CCLC1.a.7.m Recognize local and global policies, issues and trends in the workplace and community that affect individuals and families.	✓	✓	✓
Career, Community and Life Connections	CCLC.a.8.m Identify the effects of social, economic and technological changes in society.	✓	✓	✓
Consumer and Family Resources	CFR1.a.8.m Discuss how individuals and families make choices to satisfy needs and wants.	✓	✓	✓

Consumer and Family Resources	CFR1.a.9.m Utilize nutrition standards and guidelines from recommended intake in analyzing safe and nutritious food for individuals and families.		✓	
Consumer and Family Resources	CFR1.b.4.m Demonstrate individual and family responsibilities in relation to the environmental trends and issues.	✓		✓
Consumer and Family Resources	CFR1.b.5.m Identify environmental trends and issues affecting families and future generations.	✓		✓
Consumer and Family Resources	CFR1.b.6.m Make decisions about providing safe and nutritious food for individuals and families.		✓	
Consumer and Family Resources	CFR1.b.7.m Analyzes and evaluates environmental issues.	✓		✓
Food Science, Dietetics and Nutrition	FSDN1.a.10.m Research the impact of our choices on our health.		✓	

Food Science, Dietetics and Nutrition	FSDN1.b.9.m Explore food borne illness and discover ways to reduce the spread of microorganisms.	✓		
Food Science, Dietetics and Nutrition	FSDN1.b.12.m Identify potential sources of food contamination between the origin of food and consuming the food.	✓		
Food Science, Dietetics and Nutrition	FSDN1.c.7.m Identify reliable sources of nutrition information.		✓	
Food Science, Dietetics and Nutrition	FSDN1.c.11.m Compare food options for health benefits.		✓	✓
Food Science, Dietetics and Nutrition	FSDN1.d.9.m Identify ways to maintain health and prevent disease.		✓	
Interpersonal Relationships	IR1.f.9.m Discuss opposing points of current ethical issues.	✓	✓	✓
Nutrition and Wellness	NW1.a.6.m Identify factors that impact food choices and nutritional practice.	✓	✓	✓
Nutrition and Wellness	NW1.a.7.m Identify historical changes that have altered food choices and practices.			✓

Nutrition and Wellness	NW1.a.8.m Identify global and local nutrition trends of health promotion concepts.		✓	✓
Nutrition and Wellness	NW1.b.6.m Describe the relationship between food choices and health problems.		✓	

Health Education Grades 7-8	Environment and Modern Agriculture	Healthful Eating	Future of Food
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Health Promotion and Disease Prevention	1:3:A1 Describe specific behaviors that can reduce or prevent injuries and communicable or chronic diseases. These may include but are not limited to: refraining from alcohol, tobacco, and other drug use; engaging in physical activity; demonstrating healthy eating; sexual behaviors; applying social behaviors to prevent or reduce violence; safety and related behaviors.	✓		
Health Promotion and Disease Prevention	1:3:A2 Describe the negative consequences of engaging in unhealthy behaviors.		✓	

Health Promotion and Disease Prevention	1:3:A4 Describe how physical and social environments can affect personal health.	✓		
Health Promotion and Disease Prevention	1:3:B1 Analyze the relationships between healthy behaviors and personal health.		✓	
Influence on Health Behaviors	2:3:A1 Examine how external and internal factors can influence health behaviors.		✓	
Influence on Health Behaviors	2:3:A3 Examine how one's family, culture, and peers influence one's own personal health behaviors.	✓	✓	✓
Influence on Health Behaviors	2:3:A5 Examine how one's values and beliefs influence one's own personal health behaviors.	✓	✓	✓
Decision-Making Skills	5:3:B2 Predict the impact of each decision on self and others.	✓	✓	✓

Decision-Making Skills	5:3:B3 Analyze the outcome of a health-related decision.		✓	
Goal-Setting Skills	6:3:A2 Identify strategies and behaviors needed to maintain or improve health status.		✓	
Goal-Setting Skills	6:3:B3 Assess the effectiveness of strategies to reach personal health goals.		✓	
Health-Enhancing Behaviors	7:3:A1 Evaluate behaviors that maintain or improve the health of self and others. These may include but are not limited to: refraining from risky sexual behaviors; refraining from alcohol, tobacco, and other drug use; engaging in regular and varied physical activity; meal planning that leads to healthy eating; applying social behaviors to prevent or reduce violence; practicing safety-related behaviors in various complex settings; and appropriate use of the health care system.		✓	
Advocate	8:3:A3 Incorporate accurate information as it relates to a health-enhancing position to advocate for self and others.		✓	

Advocate	8:3:B3 Defend a position relating to a health issue.		✓	✓
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Health Science Grades 7-8		Environment and Modern Agriculture	Healthful Eating	Future of Food
Creativity, Critical Thinking, Communication and Collaboration	4C1.a.4.m Analyze elements of a problem to develop creative solutions	✓	✓	✓
Creativity, Critical Thinking, Communication and Collaboration	4C2.a.7.m Identify problems that become worse due to poorly thought out or poorly informed solutions.	✓	✓	✓
Creativity, Critical Thinking, Communication and Collaboration	4C2.a.8.m Explain how implementation of a solution or action may affect one or more corresponding systems.	✓	✓	✓
Creativity, Critical Thinking, Communication and Collaboration	4C2.b.4.m Analyze a problem to determine how it relates to existing knowledge.	✓	✓	✓

Career Development	CD1.d.3.m Evaluate the positive and negative implications of personal decisions.	✓	✓	✓
Environment, Health and Safety	EHS1.a.6.m Compare ways in which social, ecological and economic systems have been managed.	✓	✓	✓
Environment, Health and Safety	EHS1.a.7.m Analyze the impact of personal choices regarding natural and human-built systems on future actions.	✓		✓
Environment, Health and Safety	EHS1.a.8.m Evaluate the advantages and disadvantages of short-term and long-term solutions and the impacts on social, ecological and economic environments.	✓	✓	✓
Environment, Health and Safety	EHS1.b.3.m Evaluate consequences of a variety of approaches on social, ecological and environmental systems.	✓	✓	✓

Environment, Health and Safety	EHS1.c.6.m Develop a plan for personal contribution toward improving or maintaining some part of the social, economic or ecological system.	✓	✓	✓
Health Science Foundations	HSF1.b.3.m Identify common diseases and disorders of the human body (i.e. influenza, heart disease, diabetes, cancer).		✓	
Health Science Foundations	HSF9.a.4.m Describe short and long term benefits of healthy eating and regular physical activity.		✓	
Health Science Foundations	HSF9.b.4.m Identify strategies for the prevention of diseases including health screenings and examinations.		✓	

Nutrition Grades 7-8		Environment and Modern Agriculture	Healthful Eating	Future of Food
Critical Thinking and Practical Reasoning	C.8.1 Demonstrate the ability to apply a decision-making process to food choices at home and away from home.	✓	✓	✓
Critical Thinking and Practical Reasoning	C.8.5 Identify examples of how the food companies, advertising, and the media encourage people to buy and use different foods.	✓	✓	✓
Critical Thinking and Practical Reasoning	C.8.8 Identify reliable sources of nutrition information.		✓	
Health Promotion of Healthy Behaviors	D.8.3 Describe the relationship between food choices and health problems, such as dental caries, osteoporosis, diabetes, obesity, and blood pressure.		✓	
Health Promotion of Healthy Behaviors	D.8.6 Demonstrate understanding of health promotion concepts.		✓	

Diversity	<p style="text-align: center;">E.8.3</p> <p>Describe the food customs and habits, or various cultures, and recognize that our culture, ethnicity and health status may impact our food choices.</p>		✓	
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Science Grades 7-8		Environment and Modern Agriculture	Healthful Eating	Future of Food
Crosscutting Concepts	<p style="text-align: center;">SCI.CC7.m</p> <p>Students explain stability and change in natural or designed systems by examining changes over time, and considering forces at different scales, including the atomic scale. They understand changes in one part of a system might cause large changes in another part, systems in dynamic equilibrium are stable due to a balance of feedback mechanisms, and stability might be disturbed by either sudden events or gradual changes that accumulate over time.</p>	✓		

Science and Engineering Practices	<p>SCI.SEP1.B.m</p> <p>Students define a design problem that can be solved through the development of an object, tool, process, or system, and includes multiple criteria and constraints, including scientific knowledge that may limit possible solutions.</p>	✓	✓	✓
Life Science	<p>SCI.LS2.A.m</p> <p>Organisms and populations are dependent on their environmental interactions both with other living things and with nonliving factors, any of which can limit their growth. Competitive, predatory, and mutually beneficial interactions vary across ecosystems but the patterns are shared.</p>	✓		✓
Life Science	<p>SCI.LS2.C.m</p> <p>Ecosystem characteristics vary over time. Disruptions to any part of an ecosystem can lead to shifts in all of its populations. The completeness or integrity of an ecosystem's biodiversity is often used as a measure of its health.</p>	✓		
Life Science	<p>SCI.LS2.D.m</p> <p>Changes in biodiversity can influence humans' resources, such as food, energy, and medicines, as well as ecosystem services that humans rely on -- for example, water purification and recycling.</p>	✓		✓

Life Science	<p>SCI.LS4.D.m</p> <p>Changes in biodiversity can influence humans' resources and ecosystem services they rely on.</p>	✓		
Earth and Space Science	<p>SCI.ESS3.A.m</p> <p>Humans depend on Earth's land, oceans, fresh water, atmosphere, and biosphere for different resources, many of which are limited or not renewable. Resources are distributed unevenly around the planet as a result of past geologic processes.</p>	✓		
Earth and Space Science	<p>SCI.ESS3.C.m</p> <p>Human activities have altered the hydrosphere, atmosphere, and lithosphere which in turn has altered the biosphere. Changes to the biosphere can have different impacts for different living things. Activities and technologies can be engineered to reduce people's impacts on Earth.</p>	✓		✓
Earth and Space Science	<p>SCI.ESS3.D.m</p> <p>Evidence suggests human activities affect global warming. Decisions to reduce the impact of global warming depend on understanding climate science, engineering capabilities, and social dynamics.</p>	✓		✓

<p>Engineering, Technology and Applications of Science</p>	<p>SCI.ETS2.A.m</p> <p>Engineering advances have led to important discoveries in virtually every field of science, and scientific discoveries have led to the development of entire industries and engineered systems. Science and technology drive each other forward</p>			<p>✓</p>
<p>Engineering, Technology and Applications of Science</p>	<p>SCI.ETS2.B.m</p> <p>All human activity draws on natural resources and has both short and long- term consequences, positive as well as negative, for the health of people and the natural environment. The uses of technologies are driven by people’s needs, desires, and values; by the findings of scientific research; and by differences in such factors as climate, natural resources, and economic conditions. Technology use varies over time and from region to region.</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>
<p>Engineering, Technology and Applications of Science</p>	<p>SCI.ETS3.A.m</p> <p>Individuals and teams from many nations, cultures and backgrounds have contributed to advances in science and engineering. Scientists and engineers are persistent, use creativity, reasoning, and skepticism, and remain open to new ideas. Science and engineering are influenced by what is valued in society.</p>			<p>✓</p>

Engineering, Technology and Applications of Science	<p style="text-align: center;">SCI.ETS3.B.m</p> <p>Science asks questions to understand the natural world and assumes that objects and events in natural systems occur in consistent patterns that are understandable through measurement and observation. Science carefully considers and evaluates anomalies in data and evidence.</p> <p>Engineering seeks solutions to human problems, including issues that arise due to human interaction with the environment. It uses some of the same practices as science and often applies scientific principles to solutions.</p> <p>Science and engineering have direct impacts on the quality of life for all people. Therefore, scientists and engineers need to pursue their work in an ethical manner that requires honesty, fairness and dedication to public health, safety and welfare.</p>			✓
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Social Studies Grades 7-8		Environment and Modern Agriculture	Healthful Eating	Future of Food
Behavioral Sciences	<p style="text-align: center;">SS.BH1.a.m</p> <p>Identify patterns such as culture, prior knowledge, family, peers, school, communities, and personal interests that influence a person’s cognition, perception, and behavior.</p>	✓	✓	✓

Behavioral Sciences	<p>SS.BH2.b.m</p> <p>Summarize the role culture plays in personal and group behavior.</p> <p>Categorize factors that contribute to cooperation and conflict among peoples of a country and/or the world (i.e. culture, language, religion, political beliefs).</p>	✓	✓	✓
Behavioral Sciences	<p>SS.BH3.a.m</p> <p>Analyze how a person's local actions can have global consequences, and how global patterns and processes can affect seemingly unrelated local actions.</p>	✓		✓
Behavioral Sciences	<p>SS.BH4.a.m</p> <p>Differentiate between intended and unintended consequences of various forms of technology and how they may affect societies and cultures.</p>	✓		✓
Economics	<p>SS.Econ1.a.m</p> <p>Predict the opportunity costs of various decisions, and explain why the opportunity cost might differ from person to person or in different situations.</p> <p>Assess how limited resources (e.g. money, land, natural resources, workers, time) impact the choices of individuals, households, communities, businesses, and countries.</p>	✓		✓

Economics	<p>SS.Econ2.a.m</p> <p>Analyze the role of consumers and producers in product markets.</p>	✓	✓	✓
Economics	<p>SS.Econ2.b.m</p> <p>Investigate the relationship between supply and demand.</p> <p>Evaluate the extent to which competition exists in product markets, and its relationship to price and quality of goods and services.</p>	✓	✓	✓
Geography	<p>SS.Geog5.a.m</p> <p>Analyze how technology interacts with the environment and how increased use of technology affects the burden/use of natural resources.</p>	✓		✓