

Oregon Standards Alignment

1. Oregon Common Core Standards English Language Arts 9-12
 - 1.1. Grades 9-10: Speaking and Listening
 - 1.1.1. 9-10SL.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.
 - 1.1.2. 9-10.SL.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.
 - 1.1.3. 9-10.SL.1d 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.
 - 1.1.4. 9-10.SL.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
 - 1.1.5. 9-10.SL.3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
 - 1.2. Grades 11-12: Speaking and Listening
 - 1.2.1. 11-12.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 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
 - 1.2.2. 11-12.SL.1c 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.
 - 1.2.3. 11-12.SL.1d 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.
 - 1.2.4. 11-12.SL.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make

informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

- 1.2.5. 11-12.SL.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

2. Oregon Standards Health Education 9-12

2.1. Health Promotion and Disease Prevention

- 2.1.1. HE.1.12.1 Predict how healthy behaviors can affect health status
- 2.1.2. HE.1.12.3 Explain how environmental (both physical and social) and personal health are related
- 2.1.3. HE.1.12.4 Justify ways to prevent injuries and health problems
- 2.1.4. HE.1.12.7 Identify and analyze barriers that prevent people from practicing a variety of healthy behaviors.
- 2.1.5. HE.1.12.10 Explain key concepts of disease prevention including lifestyle choices, prevention and detection.
- 2.1.6. HE.1.12.11 Explain key concepts of Environmental Health including pollution, community resources.
- 2.1.7. HE.1.12.45 Explain key concepts of nutrition including food groups, nutrient types, adequacy of diet, portion size and moderation, food safety and disease connection.

2.2. Influence of Family, Peers, Culture, Media, Technology, and Other Factors on Health Behaviors

- 2.2.1. HE.2.12.1 Analyze how culture influences health beliefs, behaviors, and outcomes.
- 2.2.2. HE.2.12.9 Analyze how the family influences health beliefs, behaviors, and outcomes.
- 2.2.3. HE.2.12.12 Analyze how personal values and beliefs influence individual health practices and behaviors.

2.3. Access Valid Information, Products, and Services

- 2.3.1. HE.3.12.1 Use a variety of valid and reliable resources to research health information.
- 2.3.2. HE.3.12.2 Evaluate the validity and reliability of health information, products, and services.
- 2.3.3. HE.3.12.4 Determine the accessibility of valid and reliable products and services that enhance health and resources or solutions to overcome barriers to access.

2.4. Decision-Making Skills

- 2.4.1. HE.5.12.1 Determine the benefits of practicing a decision-making process to enhance health.

- 2.4.2. HE.5.12.2 Examine protective factors and barriers that can impact decision-making.
 - 2.4.3. HE.5.12.5 Defend a health-enhancing decision.
 - 2.5. Goal-Setting Skills
 - 2.5.1. HE.6.12.5 Develop a personal short term goal and action plan to improve nutrition and/or fitness.
 - 2.6. Advocate for Personal, Family, and Community Health
 - 2.6.1. HE.8.12.5 Advocate for the promotion of respect and empathy for individual differences.
- 3. Next Generation Science Standards 9-12
 - 3.1. Life Science
 - 3.1.1. 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.
 - 3.1.2. HS-LS2-7 Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity
 - 3.1.3. HS-LS2-8 Evaluate evidence for the role of group behavior on individual and species' chances to survive and reproduce.
 - 3.2. Earth and Space Sciences
 - 3.2.1. HS-ESS3-4 Evaluate or refine a technological solution that reduces impacts of human activities on natural systems.
 - 3.3. Engineering, Technology, and Applications Science
 - 3.3.1. HS-ETS1-3 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.
- 4. Oregon Standards - Social Studies 9-12
 - 4.1. Civics and Government
 - 4.1.1. HS.10 Explain the roles and responsibilities of active members of a democracy and the role of individuals, social movements, and governments in various current events.
 - 4.2. Economics
 - 4.2.1. HS.15 Analyze how incentives influence choices that may result in policies with a range of costs and benefits for different groups.
 - 4.2.2. HS.22 Examine how producers and consumers in different communities and levels of society (urban and rural, socioeconomic, regional economies) influence and respond to business cycles.
 - 4.3. Geography

- 4.3.1. HS.46 Assess how changes in the environmental and cultural characteristics of a place or region influence spatial patterns of trade, land use, and issues of sustainability.
- 4.3.2. HS.48 Analyze how humans have used technology to modify the physical environment (e.g., dams, tractor, housing types, and transportation systems).
- 4.3.3. HS.50 Determine the influence of long-term climate change and variability on human migration, settlement patterns, resource use, and land uses at local-to-global scales.
- 4.4. History
 - 4.4.1. HS.74 Analyze an event, issue, problem, or phenomenon, critiquing and evaluating characteristics, influences, causes, and both short- and long- term effects.
 - 4.4.2. HS.75 Evaluate options for individual and collective actions to address local, regional and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.
 - 4.4.3. HS.76 Propose, compare, and evaluate multiple responses, alternatives, or solutions to issues or problems; then reach an informed, defensible, supported conclusion.
 - 4.4.4. HS.77 Engage in informed and respectful deliberation and discussion of issues, events, and ideas applying a range of strategies and procedures to make decisions and take informed action.