



Mississippi 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
English I Speaking and Listening	SL.9.1 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.	✓	✓	✓
English I Speaking and Listening	SL.9.1.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>English I Speaking and Listening</p>	<p>SL.9.1.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>English I Speaking and Listening</p>	<p>SL.9.2</p> <p>Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>
<p>English I Speaking and Listening</p>	<p>SL.9.3</p> <p>Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>
<p>English II Speaking and Listening</p>	<p>SL.10.1</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 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>

<p>English II Speaking and Listening</p>	<p>SL.10.1.c</p> <p>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>	<p>✓</p>	<p>✓</p>	<p>✓</p>
<p>English II Speaking and Listening</p>	<p>SL.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>English II Speaking and Listening</p>	<p>SL.10.2</p> <p>Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>
<p>English II Speaking and Listening</p>	<p>SL.10.3</p> <p>Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>

<p>English III Speaking and Listening</p>	<p>SL.11.1</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>English III Speaking and Listening</p>	<p>SL.11.1.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>English III Speaking and Listening</p>	<p>SL.11.1.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>English III Speaking and Listening</p>	<p>SL.11.2</p> <p>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.</p>	✓	✓	✓
<p>English III Speaking and Listening</p>	<p>SL.11.3</p> <p>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.</p>	✓	✓	✓
<p>English IV Speaking and Listening</p>	<p>SL.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>English IV Speaking and Listening</p>	<p>SL.12.1.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>English IV Speaking and Listening</p>	<p>SL.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>
<p>English IV Speaking and Listening</p>	<p>SL.12.2</p> <p>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.</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>
<p>English IV Speaking and Listening</p>	<p>SL.12.3</p> <p>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.</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>
<p>English IV Speaking and Listening</p>	<p>SL.3</p> <p>Evaluate a speaker’s point of view, reasoning, evidence, and rhetorical strategies, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>

Health Education Grades 9-12		Environment and Modern Agriculture	Healthful Eating	Future of Food
Unit 1: Personal and Consumer Health	Competency 1 Describe ways to achieve and maintain a healthy lifestyle.		✓	
Unit 1: Personal and Consumer Health	Competency 2 Demonstrate the ability to use goal-setting and decision-making skills to enhance health.		✓	
Unit 1: Personal and Consumer Health	Competency 3 Recognize the benefits of being a wise consumer.	✓	✓	✓
Unit 5: Disease Prevention and Control	Competency 3 State causes, signs, and control of noninfectious diseases.		✓	
Unit 6: Nutrition and Fitness	Competency 2 Summarize how responsible food choices lead to nutritional health.		✓	
Unit 8: Community and Environmental Health	Competency 1 Explain how the environment affects people and how people affect the environment.	✓		✓

Science Grades 9-12		Environment and Modern Agriculture	Healthful Eating	Future of Food
Biology	<p>BIO.5.8</p> <p>Enrichment: Use an engineering design process to create a solution that addresses changing ecological conditions (e.g., climate change, invasive species, loss of biodiversity, human population growth, habitat destruction, biomagnification, or natural phenomena).</p>	✓		✓
Botany	<p>BOT.4</p> <p>Students will explore the global value of plants and the interaction between humans and plants.</p>	✓	✓	✓
Earth and Space Science	<p>ESS.4</p> <p>Students will develop an understanding of Earth's resources and the impact of human activities.</p>	✓		✓
Earth and Space Science	<p>ESS.4.4</p> <p>Enrichment: Use an engineering design process to research, develop, and test models to aid in the responsible management of natural resources (e.g., recycling, composting, and energy usage).</p>	✓		✓

Environmental Science	<p>ENV.1.9</p> <p>Evaluate and communicate data that explains how human activity may impact biodiversity (e.g., introduction, removal, and reintroduction of an organism within an ecosystem; land usage) and genetic variations of organisms, including endangered and threatened species.</p>	✓		✓
Environmental Science	<p>ENV.2</p> <p>Students will relate the impact of human activities on the environment, conservation activities, and efforts to maintain and restore ecosystems.</p>	✓		✓
Environmental Science	<p>ENV.2.4</p> <p>Examine solutions for developing, conserving, managing, recycling, and reusing energy and mineral resources to minimize impacts in natural systems (e.g., agricultural soil use, mining for coal, construction sites, and exploration of petroleum and natural gas sources).</p>	✓		✓
Environmental Science	<p>ENV.2.5</p> <p>Research various resources related to water quality and pollution (e.g., nonfiction text, EPA’s Surf Your Watershed, MDEQ publications) and communicate the possible effects on the environment and human health.</p>	✓		✓

Environmental Science	ENV.3 Students will discuss the direct and indirect impacts of certain types of human activities on the Earth's climate.	✓		✓
Environmental Science	ENV.3.2 Interpret data and climate models to predict how global and regional climate change can affect Earth's systems (e.g., precipitation, temperature, impacts on sea level, global ice volumes, and atmosphere and ocean composition).	✓		✓
Environmental Science	ENV.3.3 Use satellite imagery and other resources to analyze changes in biomes over time (e.g., glacial retreat, deforestation, desertification) and propose strategies to reduce the impact of human activities leading to these issues.	✓		✓
Environmental Science	ENV.3.4 Enrichment: Determine mathematically an individual's impact on the environment (carbon footprint, water usage, landfill contribution) and develop a plan to reduce personal contribution.	✓		✓
Environmental Science	ENV.4 Students will demonstrate an understanding of the interdependence of human sustainability and the environment.	✓		✓

Environmental Science	<p>ENV.4.1</p> <p>Identify human impact and develop a solution for protection of the atmosphere, considering pollutants (e.g., acid rain, air pollution, smog, ozone layer, or increased levels of greenhouse gasses) and the impacts of pollutants on human health (e.g., asthma, COPD, emphysema, and cancer).</p>	✓		✓
Environmental Science	<p>ENV.4.5</p> <p>Enrichment: Use an engineering design process to define a problem, design, construct, evaluate, and improve a device or method to reduce or prevent human impact on a natural resource (e.g., build a water filter, design an air purifier, develop a method to prevent parking lot pollution from entering a watershed).</p>	✓		✓
Human Anatomy and Physiology	<p>HAP.4.5</p> <p>Research and analyze various pathological conditions (e.g., bone fractures, osteoporosis, bone cancers, various types of arthritis, and carpal tunnel syndrome).</p>		✓	
Human Anatomy and Physiology	<p>HAP.6.8</p> <p>Research and analyze the causes and effects of various pathological conditions (e.g., addiction, depression, schizophrenia, Alzheimer's, sports-related chronic traumatic encephalopathy [CTE], dementia, chronic migraine, stroke, and epilepsy).</p>		✓	

Human Anatomy and Physiology	<p style="text-align: center;">HAP.7.4</p> <p>Research and analyze the effects of various pathological conditions (e.g., diabetes mellitus, pituitary dwarfism, Graves' disease, Cushing's syndrome, hypothyroidism, and obesity).</p>		✓	
Human Anatomy and Physiology	<p style="text-align: center;">HAP.10</p> <p>Students will investigate the structures and functions of the cardiovascular system, including the cause and effect of diseases and disorders.</p>		✓	
Marine and Aquatic Science I	<p style="text-align: center;">MAQ.4.8</p> <p>Enrichment: Choose an environmental issue that currently exists in one of the aquatic ecosystems and use an engineering design process to propose and develop a possible solution using scientific knowledge and best management practices (BMPs). Create an environmental action plan to include moral, legal, societal, political, and economic decisions that impact animal diversity in both the short and long term. Results from developed plans will be communicated with classmates.</p>		✓	

Social Studies Grades 9-12		Environment and Modern Agriculture	Healthful Eating	Future of Food
Introduction to Geography	ITG.9 Interpret how human actions modify the physical environment.	✓		✓
Economics	E.1 Explain the concepts of scarcity, choice, decision making, and opportunity cost.	✓		✓
Economics	E.2 Describe different economic systems and how people work individually or collectively to allocate goods and services	✓	✓	✓
Advanced World Geography	AWG.10 Explain how human actions modify the physical environment.	✓		✓
Advanced World Geography	AWG.11 Explain how human systems develop in response to physical environmental conditions.	✓		✓

Psychology	PSY.16 Describe the influence of social factors on individual cognition and behavior including conformity, obedience, the bystander effect, bias, and polarization.	✓	✓	✓
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