



# Alabama 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 Speaking and Listening	30.  Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>Grade 9 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly and persuasively.	✓	✓	✓
Grade 9 Speaking and Listening	30.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</b> Speaking and Listening</p>	<p>30.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><b>Grade 9</b> Speaking and Listening</p>	<p>32.</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><b>Grade 10</b> Speaking and Listening</p>	<p>31.</p> <p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>Grade 10 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly and persuasively.</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>
<p><b>Grade 10</b> Speaking and Listening</p>	<p>31.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><b>Grade 10</b> Speaking and Listening</p>	<p>31.d. 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><b>Grade 10</b> Speaking and Listening</p>	<p>33. 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><b>Grade 11</b> Speaking and Listening</p>	<p>29. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>Grade 11 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly and persuasively.</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>
<p><b>Grade 11</b> Speaking and Listening</p>	<p>29.c. 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</b> Speaking and Listening</p>	<p>29.d. 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><b>Grade 11</b> Speaking and Listening</p>	<p>31. 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><b>Grade 12</b> Speaking and Listening</p>	<p>20. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>Grade 12 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly and persuasively.</p>	✓	✓	✓
<p><b>Grade 12</b> Speaking and Listening</p>	<p>20.c. 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>	✓	✓	✓

<b>Grade 12</b> Speaking and Listening	<p style="text-align: center;">20.d.</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.	✓	✓	✓
<b>Grade 12</b> Speaking and Listening	<p style="text-align: center;">31.</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.	✓	✓	✓

<b>Health Education</b> <b>Grades 9-12</b>	<b>Environment and Modern Agriculture</b>	<b>Healthful Eating</b>	<b>Future of Food</b>	
<b>Grade 9-12</b>	<p style="text-align: center;">2.</p> Describe ways to advocate for a healthy environment.	✓	✓	✓
<b>Grade 9-12</b>	<p style="text-align: center;">3.</p> Describe global environmental issues.	✓		✓

Grade 9-12	5. Identify common causes of disability and premature death. Examples: sudden infant death syndrome (SIDS), unintentional and intentional injuries, cardiovascular disease, diabetes, cancer.		✓	
Grade 9-12	7. Recognize personal responsibility for lifelong health. Examples: participating regularly in physical activity; practicing water safety; operating motor vehicles safely; scheduling annual physical exams, cancer screenings, and immunizations.		✓	
Grade 9-12	10. Analyze social and cultural messages about food and eating for their influence on nutrition choices. Identifying factors that impact nutrition choices, including procurement, cost, and food preparation time. Describing persuasive techniques used by the media to influence decisions regarding purchasing food.		✓	✓
Grade 9-12	11. Describe prevention and management strategies for acute and chronic health conditions.		✓	

Science Grades 9-12		Environment and Modern Agriculture	Healthful Eating	Future of Food
Biology	Ecosystems: Interactions, Energy, and Dynamics. 10. Construct an explanation and design a real-world solution to address changing conditions and ecological succession caused by density-dependent and/or density-independent factors.	✓		✓
Biology	Heredity: Inheritance and Variation of Traits. 11.c. Analyze and interpret data (e.g., pedigree charts, family and population studies) regarding Mendelian and complex genetic disorders (e.g., sickle-cell anemia, cystic fibrosis, type 2 diabetes) to determine patterns of genetic inheritance and disease risks from both genetic and environmental factors.		✓	
Biology	Unity and Diversity. 15. Engage in argument from evidence (e.g., mathematical models such as distribution graphs) to explain how the diversity of organisms is affected by overpopulation of species, variation due to genetic mutations, and competition for limited resources.	✓		

Earth and Space Science	<p>Earth's Systems. 14.</p> <p>Construct explanations from evidence to describe how changes in the flow of energy through Earth's systems (e.g., volcanic eruptions, solar output, ocean circulation, surface temperatures, precipitation patterns, glacial ice volumes, sea levels, Coriolis effect) impact the climate.</p>	✓		
Environmental Science	<p>Earth and Human Activity. 4.</p> <p>Engage in argument from evidence to evaluate how biological or physical changes within ecosystems (e.g., ecological succession, seasonal flooding, volcanic eruptions) affect the number and types of organisms, and that changing conditions may result in a new or altered ecosystem.</p>	✓		
Environmental Science	<p>Earth and Human Activity. 6.</p> <p>Obtain, evaluate, and communicate information to describe how human activity may affect biodiversity and genetic variation of organisms, including threatened and endangered species.</p>	✓		✓
Environmental Science	<p>Earth and Human Activity. 10.</p> <p>Design solutions for protection of natural water resources (e.g., bioassessment, methods of water treatment and conservation) considering properties, uses, and pollutants (e.g., eutrophication, industrial effluents, agricultural runoffs, point and nonpoint pollution resources).</p>	✓		✓



Environmental Science	<p style="text-align: center;">Earth and Human Activity. 12.</p> <p>Analyze and interpret data and climate models to predict how global or regional climate change can affect Earth's systems (e.g., precipitation and temperature and their associated impacts on sea level, glacial ice volumes, and atmosphere and ocean composition).</p>	✓		
Environmental Science	<p style="text-align: center;">Earth and Human Activity. 13.</p> <p>Obtain, evaluate, and communicate information based on evidence to explain how key natural resources (e.g., water sources, fertile soils, concentrations of minerals and fossil fuels), natural hazards, and climate changes influence human activity (e.g., mass migrations).</p>	✓		
Environmental Science	<p style="text-align: center;">Earth and Human Activity. 14.</p> <p>Analyze cost-benefit ratios of competing solutions for developing, conserving, managing, recycling, and reusing energy and mineral resources to minimize impacts in natural systems (e.g., determining best practices for agricultural soil use, mining for coal, and exploring for petroleum and natural gas sources).</p>	✓		✓

Environmental Science	<p>Earth and Human Activity. 15.</p> <p>Construct an explanation based on evidence to determine the relationships among management of natural resources, human sustainability, and biodiversity (e.g., resources, waste management, per capita consumption, agricultural efficiency, urban planning).</p>	✓		✓
Human Anatomy and Physiology	<p>From Molecules to Organisms: Structures and Processes. 7.a.</p> <p>Engage in argument from evidence regarding possible prevention and treatment options related to the pathology of the cardiovascular system (e.g., myocardial infarction, mitral valve prolapse, varicose veins, arteriosclerosis, anemia, high blood pressure).</p>		✓	

<b>Social Studies</b> <b>Grades 9-12</b>		<b>Environment and Modern Agriculture</b>	<b>Healthful Eating</b>	<b>Future of Food</b>
Contemporary World Issues and Civic Engagement	<p>1.</p> <p>Describe current news stories from various perspectives, including geographical, historical, political, social, and cultural. Evaluating the impact of current news stories on the individual and on local, state, national, and international communities (Alabama)</p>	✓	✓	✓

Contemporary World Issues and Civic Engagement	3. Compare civic responsibilities, individual rights, opportunities, and privileges of citizens of the United States to those of citizens of other nations.	✓		
Human Geography	10. Recognize how human-environmental interaction affects culture in today's society.	✓		
Human Geography	12. Distinguish among cultural health patterns around the world.		✓	
Sociology	3. Describe how values and norms influence individual behavior.	✓	✓	✓
Sociology	10. Describe social movement and social change. • Comparing various forms of collective behavior, including mobs, riots, fads, and crowds. • Identifying major ethical and social issues facing modern society. Examples: technological, governmental, medical.	✓	✓	✓

Economics	1. Explain why productive resources are limited and why individuals, businesses, and governments have to make choices in order to meet needs and wants.	✓		✓
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