













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 7-8 | | Environment and Modern Agriculture | Healthful Eating | Future of Food |
|--|---|--|---------------------|-------------------|
| Grade 7 Speaking and Listening | SL.7.1 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 their own clearly. | ✓ | ✓ | ✓ |
| Grade 7 Speaking and Listening | SL.7.1.c. Pose questions that elicit 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 | SL.7.1.D Acknowledge new information expressed by others and, when warranted, modify their own views. | ✓ | ✓ | ✓ |

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| <p>Grade 7 Speaking and Listening</p> | <p>SL.7.2</p> <p>Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.</p> | <p>✓</p> | <p>✓</p> | <p>✓</p> |
| <p>Grade 7 Speaking and Listening</p> | <p>SL.7.3</p> <p>Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</p> | <p>✓</p> | <p>✓</p> | <p>✓</p> |
| <p>Grade 8 Speaking and Listening</p> | <p>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 expressing their own clearly.</p> | <p>✓</p> | <p>✓</p> | <p>✓</p> |
| <p>Grade 8 Speaking and Listening</p> | <p>SL.8.1.C</p> <p>Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.</p> | <p>✓</p> | <p>✓</p> | <p>✓</p> |

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| Grade 8 Speaking and Listening | SL.8.1.d Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. |  |  |  |
| Grade 8 Speaking and Listening | SL.8.2 Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation. |  |  |  |
| Grade 8 Speaking and Listening | SL.8.3 Delineate 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. |  |  |  |

| Health Grades 7-8 | Environment and Modern Agriculture | Healthful Eating | Future of Food |
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| Grade 7 Competency 1 Comprehend concepts related to health promotion and disease prevention to enhance health. | |  | |

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| Grade 7 | Competency 2 Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors | ✓ | ✓ | ✓ |
| Grade 7 | Competency 5 Engage in scientific argument based on current evidence to determine whether climate change happens naturally or is being accelerated through the influence of man.. | | ✓ | |
| Grade 7 | Competency 6 Demonstrate the ability to use goal-setting skills to enhance health. | | ✓ | |
| Grade 7 | Competency 7 Create and defend a proposal for reducing the environmental effects humans have on Earth (e.g., population increases, consumer demands, chemical pollution, deforestation, and change in average annual temperature). | | ✓ | |
| Grade 7 | Competency 8 Understand the importance of demonstrating the ability to advocate for personal, family, and community health. | ✓ | ✓ | ✓ |

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| Grade 8 | Competency 1 Comprehend concepts related to health promotion and disease prevention to enhance health. | | ✓ | |
| Grade 8 | Competency 2 Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors | ✓ | ✓ | ✓ |
| Grade 8 | Competency 5 Demonstrate the ability to use decision-making skills to enhance health. | | ✓ | |
| Grade 8 | Competency 6 Demonstrate the ability to use goal-setting skills to enhance health. | ✓ | ✓ | ✓ |
| Grade 8 | Competency 7 Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. | | ✓ | |
| Grade 8 | Competency 8 Understand the importance of demonstrating the ability to advocate for personal, family, and community health. | ✓ | ✓ | ✓ |

| Science Grades 7-8 | | Environment and Modern Agriculture | Healthful Eating | Future of Food |
|------------------------------------|--|--|---------------------|-------------------|
| Grade 7 Life and Science | L.7.3.5 Design solutions for sustaining the health of ecosystems to maintain biodiversity and the resources needed by humans for survival (e.g., water purification, nutrient recycling, prevention of soil erosion, and prevention or management of invasive species). | ✓ | | ✓ |
| Grade 7 Earth and Space Science | E.7.9B Students will demonstrate an understanding of the relationship between natural phenomena, human activity, and global climate change. | ✓ | | ✓ |
| Grade 7 Earth and Space Science | E.7.9B.3 Engage in scientific argument based on current evidence to determine whether climate change happens naturally or is being accelerated through the influence of man.. | ✓ | | |

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| <p>Grade 8 Earth and Space Science</p> | <p>E.8.10.1</p> <p>Read and evaluate scientific information about advancements in renewable and nonrenewable resources. Propose and defend ways to decrease national and global dependency on nonrenewable resources.</p> | <p>✓</p> | | <p>✓</p> |
| <p>Grade 8 Earth and Space Science</p> | <p>E.8.10.2</p> <p>Create and defend a proposal for reducing the environmental effects humans have on Earth (e.g., population increases, consumer demands, chemical pollution, deforestation, and change in average annual temperature).</p> | <p>✓</p> | | <p>✓</p> |