# Tennessee 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** |
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| **Grade 9-10** Speaking and Listening | 9-10.SL.CC.1<br>Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 9th-10th grade topics, texts, and issues, building on others' ideas and expressing one's own clearly and persuasively. | ✔ | ✔ | ✔ |
| **Grade 9-10** Speaking and Listening | 9-10.SL.CC.2<br>Integrate and evaluate multiple sources of information presented in diverse media formats; evaluate the credibility and accuracy of each source. | ✔ | ✔ | ✔ |
| **Grade 9-10** Speaking and Listening | 9-10.SL.CC.3<br>Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric; identify any fallacious reasoning and/or exaggerated or distorted evidence. | ✔ | ✔ | ✔ |

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| **Grade 11-12**<br>Speaking and Listening | 11-12.SL.CC.1<br><br>Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 11th-12th grade topics, texts, and issues, building on others' ideas and expressing one's own clearly and persuasively. | ✔ | ✔ | ✔ |
| **Grade 11-12**<br>Speaking and Listening | 11-12.SL.CC.2<br><br>Integrate multiple sources of information presented in diverse media formats in order to make informed decisions and solve problems; evaluate the credibility and accuracy of each source and note any discrepancies among the data. | ✔ | ✔ | ✔ |
| **Grade 11-12**<br>Speaking and Listening | 11-12.SL.CC.3<br><br>Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric; assess the stance, premises, links among ideas, word choice, points of emphasis, and tone used. | ✔ | ✔ | ✔ |

| **Health Education**<br>**Grades 9-12** | | **Environment and Modern Agriculture** | **Healthful Eating** | **Future of Food** |
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| Personal Wellness: Nutrition | HS.PW.1<br><br>Identify the relationship between healthy eating and total wellness. | | ✔ | |

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| Personal Wellness: Nutrition | HS.PW.3<br><br>Examine the relationship between diet and disease. (e.g., metabolic syndrome, hypertension, hyperlipidemia). | | ✔ | |

| **Science<br>Grades 9-12** | | **Environment and Modern Agriculture** | **Healthful Eating** | **Future of Food** |
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| Biology I | BIO1.LS4.3<br><br>Identify ecosystem services and assess the role of biodiversity in support of these services. Analyze the role human activities have on disruption of these services. | ✔ | | |
| Biology I | BIO1.ETS2.3<br><br>Analyze scientific and ethical arguments to support the pros and cons of application of a specific biotechnology technique such as stem cell usage, in vitro fertilization, or genetically modified organisms. | ✔ | | ✔ |

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| Biology II | BIO2.ETS2.3<br><br>Create a timeline depicting how humans have employed engineering and technology to maximize use of microorganisms, plants, and animals for various purposes. Choose one specific example and construct an argument supporting or opposing the use of engineering or technology in this instance. | ✔ | | ✔ |
| Earth and Space Science | ESS.ESS2.2<br><br>Construct an argument based on evidence about how global and regional climate is impacted by interactions among the Sun's energy output, tectonic events, ocean circulation, vegetation, and human activities. The argument should include discussion of a variety of time scales from sudden (volcanic ash clouds) to intermediate (ice ages) to long-term tectonic cycles. | ✔ | | |
| Earth and Space Science | ESS.ESS2.11<br><br>Obtain, evaluate, and communicate information about human or natural threats to Tennessee. | ✔ | | |
| Earth and Space Science | ESS.ESS3.2<br><br>Obtain, evaluate, and communicate information on how natural resource availability, natural hazard occurrences, and climatic changes impact individuals and society. | ✔ | | |

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| Earth and Space Science | ESS.ESS3.3<br>Design, evaluate, or refine a technological solution that reduces impacts of human activities on natural systems. | ✔ | | ✔ |
| Ecology | ECO.ESS3.3<br>Engage in argument from evidence regarding the impacts of human activity on climate change. Design solutions to address these impacts. | ✔ | | ✔ |
| Ecology | ECO.ETS2.1<br>Engage in argument from evidence regarding the impact engineering and technology have on biodiversity. | ✔ | | ✔ |
| Environmental Science | EVSC.LS4.2<br>Justify claims with scientific evidence that changes in environmental conditions lead to speciation and extinction. | ✔ | | |
| Environmental Science | EVSC.LS4.3<br>Evaluate the impact of habitat fragmentation and destruction, invasive species, overharvesting, pollution, and climate change on biodiversity (genetic, species, and ecosystem). | ✔ | | |

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| Environmental Science | EVSC.ESS3.1<br><br>Research Earth's natural resources (renewable and nonrenewable resources). Construct an argument from evidence supporting the claim that a particular type of resource is important for humans. | ✔ | | ✔ |
| Environmental Science | EVSC.ESS3.5<br><br>Plan and carry out an investigation examining best management practices in water usage, agriculture, forestry, urban/suburban development, mining, or fishing and communicate findings. | ✔ | | ✔ |
| Environmental Science | EVSC.ESS3.7<br><br>Construct an argument including claim, evidence, and scientific reasoning regarding the impact of the Green Revolution on agricultural practices, food availability, and the environment. | ✔ | | ✔ |
| Environmental Science | EVSC.ESS3.9<br><br>Evaluate ecosystem services provided by forests' ecosystems. Construct an explanation for human impact on these services. | ✔ | | |

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| Environmental Science | EVSC.ESS3.10<br>Using scientific data, analyze the effectiveness of conservation versus preservation efforts. Obtain and communicate information on organizations involved in protecting natural resources. | ✔ | | |
| Environmental Science | EVSC.ESS3.13<br>Analyze and interpret data on the effects of land, water, and air pollution on the environment and on human health. Propose solutions for minimizing pollution from specific sources. | ✔ | | ✔ |
| Environmental Science | EVSC.ESS3.17<br>Using mathematics and computational thinking, analyze data linking human activity to climate change. Design solutions to address human impacts on climate change. | ✔ | | ✔ |
| Environmental Science | EVSC.ETS2.1<br>Engage in argument from evidence on the role engineering and technology play in a sustainable human society. | ✔ | | ✔ |

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| Geology | GEO.ESS2.12<br><br>Obtain, evaluate, and communicate information about man-made and natural threats (e.g., mining, pollution, erosion, runoff, floods, and earthquakes) to Tennessee watersheds. | ✔ | | ✔ |
| Geology | GEO.ESS3.3<br><br>Evaluate the evidence and reasoning supporting claims about the impact of human activities on groundwater quality. The evaluation should include data related to multiple factors (e.g., precipitation, topography, porosity, and run-off). | ✔ | | |
| Scientific Research | SCRE.ETS2.1<br><br>Explore the impact of technology on social, political, or economic systems. | ✔ | | ✔ |

| **Social Studies 9-12** | | **Environment and Modern Agriculture** | **Healthful Eating** | **Future of Food** |
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| Social Studies Practice | SSP.06<br><br>Develop geographic awareness by: Analyzing interaction between humans and the physical environment. | ✔ | | |

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| Contemporary Issues | SSP.01<br><br>Collect data and information from a variety of primary and secondary sources. | ✔ | ✔ | ✔ |
| Contemporary Issues | SSP.02<br><br>Critically examine a primary or secondary source in order to:<br>● Extract and paraphrase significant ideas<br>● Discern differences between evidence and assertion<br>● Draw inferences and conclusions<br>● Recognize author's purpose, point of view, and potential bias<br>● Assess the strengths and limitations of arguments | ✔ | ✔ | ✔ |
| Contemporary Issues | SSP.03<br><br>Synthesize data from a variety of sources in order to:<br>● Establish accuracy and validity by comparing sources to each other<br>● Recognize disparities among multiple accounts<br>● Frame appropriate questions for further investigation | ✔ | ✔ | ✔ |
| Psychology | P.39<br><br>Describe the situational effects and group dynamics associated with individual behavior, including how an individual can influence group norms. | ✔ | ✔ | ✔ |

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| Sociology | S.12<br><br>Analyze how culture influences individuals (e.g., ethnocentrism, cultural relativity, culture shock, American values). | ✔ | ✔ | ✔ |
| US Government and Civics | GC.33<br><br>Describe the role of the media as a means of communicating information and how it influences the importance of issues and public opinion. | ✔ | ✔ | ✔ |
| World Geography | WG.11<br><br>Use geographic knowledge, skills, and perspectives to analyze problems and make decisions. | ✔ | | |
| World Geography | WG.12<br><br>Relate current events to the physical and human characteristics of place and regions. | ✔ | | |
| World Geography | WG.16<br><br>Analyze how people interact with and modify the environment to satisfy basic needs and solve challenges (e.g., access to fresh water, energy resources, irrigation, transportation, type of housing). | ✔ | | |

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| World Geography | WG.17<br><br>Explain how humans are affected by and depend on the physical environment and its resources. | ✔ | | |