



North Dakota 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 9-10 Speaking and Listening	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 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.	✓	✓	✓
Grade 9-10 Speaking and Listening	SL.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>Grade 9-10 Speaking and Listening</p>	<p>SL.1.d</p> <p>Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement; 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>Grade 9-10 Speaking and Listening</p>	<p>SL.2</p> <p>Using appropriate strategies (e.g., note taking), integrate multiple sources of information presented in diverse media or formats (e.g., oral, images, videos, tables, charts, graphs), evaluating the credibility and accuracy of each source.</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>
<p>Grade 9-10 Speaking and Listening</p>	<p>SL.3</p> <p>Evaluate a speaker’s point of view, reasoning, evidence, and rhetorical strategies, identifying any fallacious reasoning or exaggerated or distorted evidence</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>
<p>Grade 11-12 Speaking and Listening</p>	<p>SL.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>Grade 11-12 Speaking and Listening</p>	<p>SL.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>Grade 11-12 Speaking and Listening</p>	<p>SL.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>Grade 11-12 Speaking and Listening</p>	<p>SL.2</p> <p>Using appropriate strategies (e.g., note taking), integrate multiple sources of information presented in diverse media and formats (e.g., oral, images, videos, tables, charts, graphs), in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among them.</p>	✓	✓	✓
<p>Grade 11-12 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>	✓	✓	✓

Health Education Grades 9-12		Environment and Modern Agriculture	Healthful Eating	Future of Food
Standard 1	1.12.1 Predict how health behaviors can affect health status.		✓	
Standard 1	1.12.3 Analyze how the environment and personal health are interrelated.	✓	✓	
Standard 1	1.12.5 Formulate strategies to reduce or prevent injuries and health problems.		✓	
Standard 1	1.12.7 Analyze the benefits of and barriers to practicing a variety of health enhancing behaviors	✓	✓	✓
Standard 1	1.12.8 Examine personal susceptibility to and severity of injury, illness, or death if engaging in unhealthy behaviors.		✓	

Standard 2	2.12.1 Analyze how family influences the health of individuals.		✓	
Standard 2	2.12.2 Analyze how culture, personal values, and beliefs support and challenge health behaviors.	✓	✓	✓
Standard 2	2.12.5 Evaluate the impact of media and technology on personal, family, and community health.		✓	
Standard 2	2.12.6 Analyze how the perceptions of norms influence health behaviors.		✓	
Standard 3	3.12.1 Evaluate the validity of health information, products, and services.		✓	
Standard 3	3.12.2 Utilize valid health resources that protect and inform consumers.		✓	

Standard 5	5.12.1 Examine barriers that can hinder healthy decision making.		✓	
Standard 5	5.12.2 Apply the decision-making process in health-related situations.	✓	✓	✓
Standard 5	5.12.4 Generate alternatives to health-related issues or problems.	✓	✓	✓
Standard 5	5.12.7 Evaluate the effectiveness of health-related decisions.		✓	
Standard 7	7.12.1 Analyze the role of individual responsibility for enhancing health.	✓	✓	✓
Standard 7	7.12.2 Analyze health behaviors that will maintain or improve the health of self and others.		✓	

Science Grades 9-12		Environment and Modern Agriculture	Healthful Eating	Future of Food
Life Science	<p>HS-LS2-2</p> <p>Use evidence from mathematical representations to explain factors that affect population dynamics and biodiversity.</p>	✓		
Life Science	<p>HS-LS2-7</p> <p>Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity.</p>	✓		✓
Life Science	<p>HS-LS2-8</p> <p>Evaluate evidence for the role of group behavior on individual and species' chances to survive and reproduce.</p>	✓		✓

Life Science	<p>HS-LS4-5</p> <p>Evaluate the evidence supporting claims that changes in environmental conditions may result in increases in the number of individuals of some species, the emergence of new species over time, and the extinction of other species.</p>	✓		
Life Science	<p>HS-LS4-6</p> <p>Design and revise a solution to mitigate impacts of human activity on biodiversity.</p>	✓		✓
Earth and Space Sciences	<p>HS-ESS3-4</p> <p>Evaluate or refine a technological solution that reduces impacts of human activities on natural systems.</p>	✓		✓
Earth and Space Sciences	<p>HS-ESS3-5</p> <p>Analyze geoscience data and the results from global climate models to make an evidence-based forecast of the current rate of global or regional climate change and associated future impacts to Earth systems.</p>	✓		
Engineering, Technology and Applications of Science	<p>HS-ETS1-1</p> <p>Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants.</p>	✓	✓	✓

Engineering, Technology and Applications of Science	<p style="text-align: center;">HS-ETS1-3</p> <p>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.</p>	✓	✓	✓
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Social Studies Grades 9-12		Environment and Modern Agriculture	Healthful Eating	Future of Food
Economics	<p style="text-align: center;">E.6_12.3</p> <p>Analyze how supply and demand impact the allocation of goods and services.</p>	✓		✓
Geography	<p style="text-align: center;">G.6_12.5</p> <p>Analyze how human beings are dependent upon, adapt to, and modify their environment to meet their needs.</p>	✓		✓
Psychology	<p style="text-align: center;">PSY.6_12.1-3.D8.1</p> <p>Describe how group dynamics influence behavior.</p>	✓	✓	✓

Psychology	PSY.6_12.1-3.D8.2 Describe how society influences an individual's behavior.	✓	✓	✓
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