



New Mexico 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	CCSS.ELA-LITERACY.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	CCSS.ELA-LITERACY.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	CCSS.ELA-LITERACY.SL.7.1.D Acknowledge new information expressed by others and, when warranted, modify their own views.	✓	✓	✓

<p>Grade 7 Speaking and Listening</p>	<p>CCSS.ELA-LITERACY.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>CCSS.ELA-LITERACY.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>CCSS.ELA-LITERACY.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>CCSS.ELA-LITERACY.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>

Grade 8 Speaking and Listening	CCSS.ELA-LITERACY.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	CCSS.ELA-LITERACY.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	CCSS.ELA-LITERACY.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
Content Standard 1	Benchmark 1:1 Understand risk factors and their association with health consequences in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being.		✓	

Content Standard 1	<p>Benchmark 1:2</p> <p>Understand how healthy alternatives can replace unhealthy behaviors (i.e., abstinence, condom use, other pregnancy prevention methods, selection of healthy food choices, natural highs, etc.).</p>		✓	
Content Standard 1	<p>Benchmark 1:3</p> <p>Analyze how personal daily choices can affect future health status.</p>		✓	
Content Standard 1	<p>Benchmark 2:2</p> <p>Analyze the impact of family history, cultural values, social systems and environmental influences on mental, emotional, social and physical health during adolescence in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being.</p>	✓	✓	✓
Content Standard 1	<p>Benchmark 4:1</p> <p>Analyze how family, peers, media, culture and others influence adolescent decision-making in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being.</p>	✓	✓	✓

Content Standard 1	<p>Benchmark 5:2</p> <p>Analyze the importance of maintaining the environment and promoting its use for stress reduction, wellness and recreational activities.</p>		✓	
Content Standard 1	<p>Benchmark 6:2</p> <p>Analyze consequences of health risks in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being.</p>		✓	
Content Standard 1	<p>Benchmark 6:3</p> <p>Analyze ways to reduce health risks in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being (i.e., abstinence, condom use, other pregnancy prevention methods, selection of healthy food choices, etc.).</p>		✓	
Content Standard 2	<p>Benchmark 5:1</p> <p>Analyze the availability and costs of health products utilized in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being (i.e., the availability and cost of: the patch for smoking cessation vs. the cost of smoking; diet and exercise vs. diabetes treatment; pregnancy prevention vs. having a baby; etc.).</p>		✓	

Content Standard 3	<p>Benchmark 1:1</p> <p>Analyze the significance of personal responsibility for healthy behaviors in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being.</p>		✓	
Content Standard 3	<p>Benchmark 2:1</p> <p>Compare and contrast the relationships between health behaviors and health outcomes in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being (i.e., the relationship between physical activity, nutrition and chronic disease; the relationship between sexual activity and teen pregnancy, etc.).</p>		✓	
Content Standard 4	<p>Benchmark 1:1</p> <p>Explain how qualities within cultures (both positive and negative) in the school and community contribute to health, safety and personal choices in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being.</p>	✓	✓	✓
Content Standard 4	<p>Benchmark 1:3</p> <p>Describe how community and cultural factors influence health (i.e., religion, values, habits, money, gender, ethnicity, etc.);</p>	✓	✓	✓

Content Standard 4	<p>Benchmark 1:4</p> <p>Compare cultural values and beliefs with personal values and beliefs, and identify how they relate to health behaviors and choices in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being.</p>	✓	✓	✓
Content Standard 4	<p>Benchmark 4:1</p> <p>Determine if health messages from peers are valid and discuss appropriate responses</p>		✓	
Content Standard 6	<p>Benchmark 2:2</p> <p>Describe and analyze the influences of culture, family, peers and communities on decisions in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being.</p>	✓	✓	✓
Content Standard 6	<p>Benchmark 4:1</p> <p>Analyze the relationship between health behaviors and personal outcomes in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being</p>		✓	

Content Standard 7	<p>Benchmark 1:1</p> <p>Analyze information and opinions about health issues in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being.</p>		✓	✓
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Science Grades 7-8		Environment and Modern Agriculture	Healthful Eating	Future of Food
Life Science	<p>MS-LS2-1</p> <p>Analyze and interpret data to provide evidence for the effects of resource availability on organisms and populations of organisms in an ecosystem.</p>	✓		✓
Life Science	<p>MS-LS2-4</p> <p>Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations.</p>	✓		
Life Science	<p>MS-LS2-5</p> <p>Evaluate competing design solutions for maintaining biodiversity and ecosystem services.</p>			✓

Earth and Space Sciences	MS-ESS3-3 Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.	✓		✓
Earth and Space Sciences	MS-ESS3-4 Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems.	✓		
Earth and Space Sciences	MS-ESS3-5 Ask questions to clarify evidence of the factors that have caused the rise in global temperatures over the past century.	✓		✓
Earth and Space Sciences (New Mexico Specific)	MS-ESS3-3 NM Describe the advantages and disadvantages associated with technologies related to local industries and energy production.	✓		✓
Engineering, Technology and Applications of Science	MS-ETS1-1 Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions.	✓	✓	✓

Social Studies Grades 7-8		Environment and Modern Agriculture	Healthful Eating	Future of Food
Inquiry	7.1. Develop compelling questions about a relevant topic of interest.	✓	✓	✓
Inquiry	7.3. Identify, locate, and gather reliable and relevant primary and secondary sources from a variety of Evaluate Sources media, such as print, digital, multimedia, artifacts, and oral traditions.	✓	✓	✓
Inquiry	7.4. Evaluate primary and secondary sources for fact, opinion, author's bias, perspective of the creator, and relevance to the topic.	✓	✓	✓
Inquiry	7.7. Use primary and secondary sources to develop an argument and cite specific textual evidence to support the claim.	✓	✓	✓

Inquiry	7.10. Engage in academic discussions analyzing multiple viewpoints on public issues	✓	✓	✓
The Land, People, and Resources of New Mexico	7.16. Explain how tribal, state, and local government agencies work to sustain resources in New Mexico.	✓		
The Land, People, and Resources of New Mexico	7.19. Describe how environmental factors affect human activities and resource use.	✓		
Inquiry	8.1. Develop compelling questions about a relevant topic of interest.	✓	✓	✓
Inquiry	8.3. Identify, locate, and gather reliable and relevant primary and secondary sources from a variety of Evaluate Sources media, such as print, digital, multimedia, artifacts, and oral traditions.	✓	✓	✓
Inquiry	8.4. Evaluate primary and secondary sources for fact, opinion, author's bias, perspective of the creator, and relevance to the topic.	✓	✓	✓

Inquiry	7.10. Engage in academic discussions analyzing multiple viewpoints on public issues	✓	✓	✓
Inquiry	8.13. Engage in discussion, debate, or academic conversation analyzing multiple viewpoints on public issues.	✓	✓	✓
Inquiry	8.22. Explain the challenges and opportunities people face when taking action to address problems, including predicting possible results.	✓	✓	✓