













# 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 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.	✓	✓	✓

<p><b>Grade 7</b> Speaking and Listening</p>	<p>SL.2</p> <p>Use introductory note-taking strategies to 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><b>Grade 7</b> Speaking and Listening</p>	<p>SL.3</p> <p>Evaluate a speaker’s argument and specific claims, the soundness of the reasoning, and the relevance and sufficiency of the evidence.</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>
<p><b>Grade 8</b> 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><b>Grade 8</b> 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>

<b>Grade 8</b> 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.			
<b>Grade 8</b> Speaking and Listening	SL.2  Use effective note-taking strategies to 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.			
<b>Grade 8</b> Speaking and Listening	SL.3  Evaluate a speaker’s argument and specific claims, the soundness of the reasoning, the relevance and sufficiency of the evidence, and identify when irrelevant evidence is introduced.			

<b>Health Education</b> <b>Grades 7-8</b>		<b>Environment and Modern Agriculture</b>	<b>Healthful Eating</b>	<b>Future of Food</b>
Standard 1	1.8.1  Analyze the relationship between health behaviors and personal health.			

Standard 1	1.8.3 Analyze how the environment affects personal health.	✓	✓	
Standard 1	1.8.5 Describe ways to reduce or prevent injuries and other adolescent health problems.		✓	
Standard 1	1.8.7 Describe the benefits of and barriers to practicing health enhancing behaviors.		✓	
Standard 1	1.8.8 Examine the potential seriousness of injury and illness if engaging in unhealthy behaviors.		✓	
Standard 2	2.8.1 Analyze how family influences the health of individuals.		✓	
Standard 2	2.8.2 Describe how culture, personal values, and beliefs support and challenge health practices and behaviors.	✓	✓	✓

Standard 2	2.8.5 Analyze how messages from media and technology influence health behaviors.		✓	
Standard 2	2.8.6 Explain the influence of norms, personal values, and beliefs on individual health behaviors.	✓	✓	✓
Standard 3	3.8.2 Access valid health information from home, school, and community.		✓	
Standard 5	5.8.1 Identify circumstances that can help or hinder healthy decision making.	✓	✓	✓
Standard 5	5.8.2 Apply the decision-making process in health-related situations.	✓	✓	✓
Standard 5	5.8.4 Distinguish between healthy and unhealthy alternatives to health-related issues or problems.	✓	✓	✓

Standard 5	5.8.5 Predict the potential outcomes of healthy and unhealthy decisions on self and others.		✓	
Standard 7	7.8.1 Explain the importance of assuming responsibility for personal health behaviors.		✓	
Standard 7	7.8.2 Analyze health behaviors that will maintain or improve the health of self and others.	✓	✓	✓

<b>Science Grades 7-8</b>		<b>Environment and Modern Agriculture</b>	<b>Healthful Eating</b>	<b>Future of Food</b>
Earth and Space Science	MS-ESS3-2 Analyze and interpret data on natural hazards to forecast future catastrophic events that necessitate the development of technologies to mitigate their effects.	✓		✓
Earth and Space Science	MS-ESS3-3 Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.	✓		✓

Earth and Space Science	MS-ESS3-5 Investigate factors that have caused changes in global temperatures over time.	✓		
Life Science	MS-LS2-4 Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations.	✓		
Life Science	MS-LS2-5 Evaluate competing design solutions for maintaining biodiversity and ecosystem services.	✓		✓
Engineering, Technology and Applications of Science	MS-ET1-1 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
Economics	E.6_12.3 Analyze how supply and demand impact the allocation of goods and services.	✓		✓
Geography	G.6_12.5 Analyze how human beings are dependent upon, adapt to, and modify their environment to meet their needs.	✓		✓
Psychology	PSY.6_12.1-3.D8.1 Describe how group dynamics influence behavior.	✓	✓	✓
Psychology	PSY.6_12.1-3.D8.2 Describe how society influences an individual's behavior.	✓	✓	✓