



## Minnesota 7-8 Standards Alignment

*The presentations offered by the Educated Choices Program provide support for teaching and learning of the following standards.*

Minnesota College and Career Readiness Anchor Standards			ECP Presentations				
			Environment and Modern Agriculture	Healthful Eating	Modern Animal Agriculture	The Ethics of Eating	Plant-Based / Cell-Based Technologies
<b>ENGLISH LANGUAGE ARTS 7-8</b>							
<b>Grade 7: Speaking, Viewing, Listening, and Media Literacy</b>	7.9.1.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 7 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly.	✓	✓	✓	✓	✓

<b>Grade 7: Speaking, Viewing, Listening, and Media Literacy</b>	7.9.1.1.d	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.	✓	✓	✓	✓	✓
	7.9.3.3	Delineate a speaker’s argument, specific claims, and intended audience, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.	✓	✓	✓	✓	✓
<b>Grade 8: Speaking, Viewing, Listening, and Media Literacy</b>	8.9.1.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 7 topics, texts, and issues</i> , building on others’ ideas and expressing their own clearly.	✓	✓	✓	✓	✓
	9.9.1.1.d	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.	✓	✓	✓	✓	✓
	8.9.2.2	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.	✓	✓	✓	✓	✓
	8.9.3.3	Delineate and respond to a speaker’s argument, specific claim, and intended audience, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.	✓	✓	✓	✓	✓

National Health Education Standards (NHES)  Health 7-8			ECP Presentations				
			Environment and Modern Agriculture	Healthful Eating	Modern Animal Agriculture	The Ethics of Eating	Plant-Based / Cell-Based Technologies
<b>Grade 7</b>	Standard 1	Students will comprehend concepts related to health promotion and disease prevention.		✓		✓	
	1.1	The student will describe how lifestyle, pathogens, family history, and other risk factors are related to the cause or prevention of disease and other health problems.		✓		✓	
	1.2	The student will explain the relationship between positive health behaviors and the prevention of injury, illness, disease, and other health problems.		✓		✓	
	1.3	The student will identify ways to reduce risks related to early adolescent health problems.		✓		✓	
	Standard 2	Students will analyze the influence of culture, media, technology, and other factors on health behaviors.	✓	✓	✓	✓	✓

<b>Grade 7</b>	2.1	The student will describe the influence of cultural beliefs on health behaviors.	✓	✓	✓	✓	✓
	Standard 5	Students will demonstrate the ability to use decision-making skills to enhance health.		✓		✓	
	5.1	The student will predict how decisions regarding health behaviors have consequences for self and others.	✓	✓	✓	✓	✓
	Standard 6	Students will demonstrate the ability to use goal-setting skills to enhance health.		✓		✓	
	6.2	The student will describe how personal health goals are influenced by changing information, abilities, priorities, and responsibilities.	✓	✓	✓	✓	✓
	Standard 7	Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.		✓		✓	
	7.1	The student will explain the importance of assuming responsibility for personal health behaviors.	✓	✓	✓	✓	✓
	7.2	The student will demonstrate strategies to improve or maintain personal and family health.		✓		✓	

<b>Grade 7</b>	Standard 8	Students will demonstrate the ability to advocate for personal, family, and community health.		✓		✓	
	8.1	The student will analyze information and opinions about health issues.		✓		✓	✓
	8.2	The student will identify barriers to effective communication of information, ideas, feelings, and opinions about health issues.		✓		✓	
<b>Grade 8</b>	Standard 1	Students will comprehend concepts related to health promotion and disease prevention.		✓		✓	
	1.1	The student will analyze how heredity, environment, and personal health are related.		✓		✓	
	1.2	The student will explain the relationship between positive health behaviors and the prevention of injury, illness, disease, and premature death.		✓		✓	
	Standard 2	Students will analyze the influence of culture, media, technology, and other factors on health behaviors.	✓	✓	✓	✓	✓
	2.1	The student will describe the influence of cultural beliefs on health behaviors and the use of health services.	✓	✓	✓	✓	✓

<b>Grade 8</b>	Standard 5	Students will demonstrate the ability to use decision-making skills to enhance health.		✓		✓	
	5.1	The student will demonstrate the ability to apply a decision-making process to health issues and problems individually and collaboratively.	✓	✓	✓	✓	✓
	5.2	The student will analyze how health-related decisions are influenced by individual, family and community values.	✓	✓	✓	✓	✓
	Standard 6	Students will demonstrate the ability to use goal-setting skills to enhance health.		✓		✓	
	6.1	The student will develop a plan that addresses personal strengths, needs and health risks.		✓		✓	

<p style="text-align: center;"><b>Next Generation Science Standards</b></p> <p style="text-align: center;"><b>SCIENCE 7-8</b></p>			ECP Presentations				
			Environment and Modern	Healthful Eating	Modern Animal Agriculture	The Ethics of Eating	Plant-Based / Cell-Based Technologies
<b>Life Science</b>	<b>MS-LS2-1</b>	Analyze and interpret data to provide evidence for the effects of resource availability on organisms and populations of organisms in an ecosystem.	✓			✓	✓
	<b>MS-LS2-4</b>	Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations.	✓			✓	
	<b>MS-LS2-5</b>	Evaluate competing design solutions for maintaining biodiversity and ecosystem services.					✓
<b>Earth and Space Sciences</b>	<b>MS-ESS3-3</b>	Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.	✓			✓	✓
	<b>MS-ESS3-4</b>	Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems.	✓			✓	

<b>Earth and Space Sciences</b>	<b>MS-ESS3-5</b>	Ask questions to clarify evidence of the factors that have caused the rise in global temperatures over the past century.	✓			✓	✓
<b>Engineering, Technology, and Applications of Science</b>	<b>MS-ETS1-1</b>	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.	✓	✓	✓	✓	✓



Minnesota Academic Standards  <b>SOCIAL STUDIES 7-8</b>			ECP Presentations				
			Environment and Modern Agriculture	Healthful Eating	Modern Animal Agriculture	The Ethics of Eating	Plant-Based / Cell-Based Technologies
<b>Grades 7: United States Studies</b>	Strand 1. Substrand 1. Civic Skills	Democratic government depends on informed and engaged citizens who exhibit civic skills and values, practice civic discourse, vote and participate in elections, apply inquiry and analysis skills and take action to solve problems and shape public policy.	✓	✓	✓	✓	✓
	Strand 2. Substrand 3. Economic Reasoning Skills	People make informed economic choices by identifying their goals, interpreting and applying data, considering the short- and long-run costs and benefits of alternative choices and revising their goals based on their analysis.	✓	✓	✓	✓	✓
	Strand 2. Substrand 4. Micro-economics	Profit provides an incentive for individuals and businesses; different business organizations and market structures have an effect on the profit, price and production of goods and services.	✓	✓	✓	✓	✓

<b>Grade 8: Global Studies</b>	Strand 1. Substrand 1. Civic Skills	Democratic government depends on informed and engaged citizens who exhibit civic skills and values, practice civic discourse, vote and participate in elections, apply inquiry and analysis skills and take action to solve problems and shape public policy.	✓	✓	✓	✓	✓
	Strand 2. Substrand 3. Economic Reasoning Skills	People make informed economic choices by identifying their goals, interpreting and applying data, considering the short- and long-run costs and benefits of alternative choices and revising their goals based on their analysis.	✓	✓	✓	✓	✓