



New Mexico 7th and 8th Grade Standards Alignment

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

New Mexico Common Core Standards ENGLISH LANGUAGE ARTS 7-8			ECP Presentations				
			Environment and Modern Agriculture	Healthful Eating	Modern Animal Agriculture	The Ethics of Eating	Plant-Based / Cell-Based Technologies
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.	✓	✓	✓	✓	✓
	<u>CCSS.ELA-LITERACY.SL.7.1.C</u>	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.	✓	✓	✓	✓	✓
	CCSS.ELA-LITERACY.SL.7.3	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.	✓	✓	✓	✓	✓
Grade 8: Speaking and Listening	CCSS.ELA-LITERACY.SL.8.1	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.	✓	✓	✓	✓	✓
	CCSS.ELA-LITERACY.SL.8.1.C	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.	✓	✓	✓	✓	✓
	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.	✓	✓	✓	✓	✓
	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.	✓	✓	✓	✓	✓

New Mexico Standards
HEALTH EDUCATION 7-8

ECP Presentations

New Mexico Standards HEALTH EDUCATION 7-8			ECP Presentations				
			Environment and Modern Agriculture	Healthful Eating	Modern Animal Agriculture	The Ethics of Eating	Plant-Based / Cell- Based Technologies
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		✓		✓	
	Benchmark 1:2	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.)		✓		✓	
	Benchmark 1:3	Analyze how personal daily choices can affect future health status.		✓		✓	
	Benchmark 2:2	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	✓	✓	✓	✓	✓
	Benchmark 4:1	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.	✓	✓	✓	✓	✓

Content Standard 1	Benchmark 5:2	Analyze the importance of maintaining the environment and promoting its use for stress reduction, wellness and recreational activities.	✓			✓	✓
	Benchmark 6:2	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		✓		✓	
	Benchmark 6:3	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.)		✓		✓	
Content Standard 2	Benchmark 5:1	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.)		✓		✓	
Content Standard 3	Benchmark 1:1	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		✓		✓	
	Benchmark 2:1	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.)		✓		✓	

Content Standard 4	Benchmark 1:1	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	✓	✓	✓	✓	✓
	Benchmark 1:3	Describe how community and cultural factors influence health (i.e., religion, values, habits, money, gender, ethnicity, etc.);	✓	✓	✓	✓	✓
	Benchmark 1:4	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.	✓	✓	✓	✓	✓
	Benchmark 4:1	Determine if health messages from peers are valid and discuss appropriate responses		✓		✓	
Content Standard 6	Benchmark 2:2	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.	✓	✓	✓	✓	✓
	Benchmark 4:1	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		✓		✓	
Content Standard 7	Benchmark 1:1	Define and 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.		✓		✓	✓

Next Generation Science Standards SCIENCE 7-8			ECP Presentations				
			Environment and Modern	Healthful Eating	Modern Animal Agriculture	The Ethics of Eating	Plant-Based / Cell-Based Technologies
Life Science	MS-LS2-1	Analyze and interpret data to provide evidence for the effects of resource availability on organisms and populations of organisms in an ecosystem.	✓			✓	✓
	MS-LS2-4	Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations.	✓			✓	
	MS-LS2-5	Evaluate competing design solutions for maintaining biodiversity and ecosystem services.					✓
Earth and Space Sciences	MS-ESS3-3	Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.	✓			✓	✓
	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.	✓			✓	✓
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.	✓	✓	✓	✓	✓

New Mexico State Specific Science Standards

SCIENCE 7-8

ECP Presentations

New Mexico State Specific Science Standards SCIENCE 7-8			ECP Presentations				
			Environment and Modern Agriculture	Healthful Eating	Modern Animal Agriculture	The Ethics of Eating	Plant-Based / Cell-Based Technologies
Earth and Space Sciences	MS-ESS3-3 NM	Describe the advantages and disadvantages associated with technologies related to local industries and energy production.	✓		✓	✓	✓

New Mexico Standards SOCIAL STUDIES 7-8			ECP Presentations				
			Environment and Modern Agriculture	Healthful Eating	Modern Animal Agriculture	The Ethics of Eating	Plant-Based / Cell-Based Technologies
Geography: Grade 7	Standard II: Benchmark 2-A: 2	Describe factors affecting location of human activities, including land-use patterns in urban, suburban and rural areas.	✓		✓	✓	✓
	Standard II: Benchmark 2-C: 4	Explain a contemporary issue using geographic knowledge, tools and perspectives.	✓		✓	✓	✓
	Standard II: Benchmark 2-E: 1	Describe and evaluate the use and distribution of resources and their impact on countries throughout the world	✓			✓	✓
Geography: Grade 8	Standard II: Benchmark 2-B: 2	Describe political, population and economic regions that result from patterns of human activity, using New Mexico as an example.	✓		✓	✓	✓
	Standard II: Benchmark 2-C: 1	Explain and evaluate how changing perceptions of place and the natural environment have affected human behavior.	✓		✓	✓	
	Standard II: Benchmark 2-D: 1	Explain how human activities and physical processes influence change in ecosystems.	✓			✓	✓

Geography: Grade 8	Standard II: Benchmark 2- F: 1	Describe the differing viewpoints that individuals and groups have with respect to the use of resources.	✓		✓	✓	✓
Economics: Grade 7	Standard IV: Benchmark 4- A: 1	Explain how economic and intrinsic incentives influence how individuals, households, businesses, governments and societies allocate and use their scarce resources	✓	✓	✓	✓	✓
	Standard IV: Benchmark 4- C: 1	Explain how specialization leads to interdependence and describe ways most Americans depend on people in other households, communities and nations for some of the goods they consume			✓	✓	
Economics: Grade 8	Standard IV: Benchmark 4- A: 2	Analyze the full costs and benefits of alternative uses of resources that will lead to productive use of resources today and in the future	✓			✓	✓
	Standard IV: Benchmark 4- A: 3	Explain that tension between individuals, groups and countries is often based upon differential access to resources.	✓			✓	
	Standard IV: Benchmark 4- B: 1	Describe the relationship among supply, demand and price and their roles in the United States market system			✓	✓	✓