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Teacher Handout: **Correlation to National Standards**

National Social Studies Standards

VI. Power, Authority, and Governance Social studies programs should include experiences that provide for the study of how people create and change structures of power, authority, and governance, so that the learner can:

- b. explain the purpose of government and analyze how its powers are acquired, used, and justified;
- h. explain and apply ideas, theories, and modes of inquiry drawn from political science to the examination of persistent issues and social problems;

VII. Production, Distribution, and Consumption Social studies programs should include experiences that provide for the study of how people organize for the production, distribution, and consumption of goods and services, so that the learner can:

- b. analyze the role that supply and demand, prices, incentives, and profits play in determining what is produced and distributed in a competitive market system.
- h. apply economic concepts and reasoning when evaluating historical and contemporary social developments and issues;

X. Civic Ideals and Practices Social studies programs should include experiences that provide for the study of the ideals, principles, and practices of citizenship in a democratic republic, so that the learner can:

- c. locate, access, analyze, organize, synthesize, evaluate, and apply information about selected public issues - identifying, describing, and evaluating multiple points of view;

Essential Skills for Social Studies

Acquiring Information

A. Reading Skills

1. Comprehension

- Interpret what is read by drawing inferences.
- Detect cause and effect relationships.
- Distinguish between the fact and opinion; recognize propaganda.
- Recognize author bias.
- Use picture clues and picture captions to aid comprehension.
- Use Literature to enrich meaning.
- Read for Variety of purposes: critically, analytically, to predict outcomes, to answer a question, to form an opinion, to skim for fact.

- Read various forms of printed material: books, magazine, newspapers, directories, schedules, journals.
2. Vocabulary
 - Use appropriate sources to gain meaning of essential terms and vocabulary: glossary, dictionary, text, word lists.
 - Recognize and understand an increasing number of social studies terms.

B. Study Skills

1. Find Information
 - Evaluate sources of information -- print, visual, electronic.
 - Use appropriate source of information.
2. Arrange Information in Usable Forms
 - Listen for information.
 - Follow directions.

C. Reference & Information-Search Skills

2. Special References
 - News sources; newspapers, news magazine, TV, radio, videotapes, artifacts.
3. Maps, Globes, Graphics
 - Detect bias in visual material

D. Technical Skills Unique to Electronic Devices

1. Computer
 - Operate a computer to enter and retrieve information gathered from a variety of sources.

Organizing & Using Information

A. Thinking Skills

1. Classify Information
 - Identify Relevant factual material.
 - Sense relationship between items of factual information.
2. Interpret Information
 - Note cause and effect relationships.
 - Draw inferences from factual material.
 - Predict likely outcomes based on factual information.
 - Recognize the value dimension of interpreting factual material.
3. Analyze Information
 - Examine critically relationships between and among elements of a topic.
 - Detect bias in data presented in various forms: graphics, tabular, visual, print.
 - Compare and contrast credibility of differing accounts of the same event.
4. Summarize Information
 - Extract significant ideas from supporting illustrative details.
 - Combine critical concepts into a statement of conclusions based on information.
 - Restate major ideas of a complex topic in concise form.
 - Form opinion based on critical examination of relevant information.
5. Synthesize Information
 - Communicate orally and in writing
6. Evaluate Information
 - Estimate the adequacy of the information.

- Test the validity of the information, using such criteria as source, objectivity, technical correctness, currency.

B. Decision-Making Skills

- Secure needed factual information relevant to making the decision.
- Recognize the values implicit in the situation and the issues that flow from them.
- Identify alternative courses of action and predict likely consequences of each.
- Make decision based on the data obtained.
- Take action to implement the decision.

C. Metacognitive Skills

- Select an appropriate strategy to solve a problem.

Interpersonal Relationships & Social Participation

A. Personal Skills

- Express Personal Convictions.
- Communicate own beliefs, feelings, and convictions.

C. Social and Political Participation Skills

- Keep informed on issues that affect society.

Democratic Beliefs and Values

B. Freedoms of the Individual

- Freedom of Expression.

C. Responsibilities of the Individual

- To be honest.

National Mathematics Standards

Data Analysis and Probability Standard

Formulate questions that can be addressed with data and collect, organize, and display relevant data to answer them.

- Understand the difference among various kinds of studies and which types of inferences can legitimately be drawn from each.
- Know the characteristics of well-designed studies, including the role of randomization in surveys and experiments.
- Develop and Evaluate inferences and predictions that are based on data.
- Evaluate published reports that are based on data by examining the design of the study, the appropriateness of the data analysis, and the validity of conclusions.

Process Standards

Reasoning and Proof Standard

- Make and investigate mathematical conjectures.
- Develop and evaluate mathematical arguments and proofs.
- Select and use various types of reasoning and methods of proof.

Communication Standard

- Analyze and evaluate the mathematical thinking and strategies of others.

Connections Standard

- Recognize and use connections among mathematical ideas.
- Recognize and apply mathematics in contexts outside of mathematics.

National Education Technology Standards Profiles for Technology Literate Students

Performance Indicators All students should have opportunities to demonstrate the following performances.

- 2. Make informed choices among technology systems, resources, and services.
- 7. Routinely and efficiently use online information resources to meet needs for collaboration, research, publication, communication, and productivity.
- 8. Select and apply technology tools for research, information analysis, problem solving, and decision making in content learning.

Information Literacy Standards

Information Literacy

Standard 1 The student who is information literate accesses information efficiently and effectively.

- Indicator 1 - Recognizes the need for information.
- Indicator 2 - Recognizes that accurate and comprehensive information is the basis for intelligent decision making.
- Indicator 3 - Formulates questions based on information needs.
- Indicator 4 - Identifies a variety of potential sources of information.
- Indicator 5 - Develops and uses successful strategies for locating information.

Standard 2 The student who is information literate evaluates information critically and competently.

- Indicator 1 - Determines accuracy, relevance, and comprehensiveness.
- Indicator 2 - Distinguishes among fact, point of view, and opinion.
- Indicator 3 - Identifies inaccurate and misleading information.

Standard 3 The student who is information literate evaluates information critically and competently.

- Indicator 2 - Integrates new information into one's own knowledge.
- Indicator 3 - Applies information in critical thinking.
- Indicator 4 - Produces and communicates information and ideas in appropriate formats.

Standard 4 The student who is an independent learner is information literate and pursues information related to personal interests.

- Indicator 1 - Seeks information related to various dimensions of personal well-being, such as career interests, community involvement, health matters, and recreational pursuits.

Social Responsibility

Standard 7 The student who contributes positively to the learning community and to society is information literate and recognizes the importance of information to a democratic society

- Indicator 1 - Seeks information from diverse sources, contexts, disciplines, and cultures.

Standard 8 The student who contributes positively to the learning community and to society is information literate and practices ethical behavior in regard to information and information technology

- Indicator 3 - Uses information technology responsibly.

Standard 9 The student who contributes positively to the learning community and to society is information literate and participates effectively in groups to pursue and generate information.

- Indicator 1 - Shares Knowledge and information with others.
- Indicator 2 - Respects others' ideas and backgrounds and acknowledges their contributions.
- Indicator 3 - Collaborates with others, both in person and through technologies, to identify information problems and to seek their solutions.

English Language Arts Standards

Standard 1 Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.

Standard 3 Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of the word meaning and of their texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).

Standard 6 Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique and discuss print and non-print texts.

Standard 7 Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather evaluate, and synthesize data from a variety of sources (e.g., print and non-print texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.

Standard 8 - Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.

Standard 12 Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

National Science Standards

Science as Inquiry

Content Standard A

- Identify questions and concepts that guide scientific investigations
- Recognize and analyze alternative explanations and models
- Understanding about scientific inquiry

Science in Personal and Social Perspectives

Content Standard F

- Personal and community growth health

History and Nature of Science

Content Standard G

- Nature of scientific knowledge

Health Education Standards

Health Education Standard 2

- 2.12.5 Evaluate the effect of media on personal and family health
- 2.12.8 Analyze the influence of personal values and beliefs on individual health practices and behaviors

Health Education Standard 3

- 3.12.1 Evaluate the validity of health information, products and services

Health Education Standard 5

- 5.12.1 Examine barriers that can hinder healthy decision making
- 5.12.2 Determine the value of applying a thoughtful decision-making process in health related situations