



## Who'll Stop the...Snow? National Standards

Teacher Handout: **Correlation to National Standards**

### ***National Social Studies Standards***

**I. Culture** Social studies programs should include experiences that provide for the study of culture and cultural diversity, so that the learner can:

- b. Predict how data and experiences may be interpreted by people from diverse cultural perspectives and frames of reference.

**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:

- a. Examine persistent issues involving the rights, roles, and status of the individual in relation to the general welfare.
- b. Explain the purpose of government and analyze how its powers are acquired, used, and justified.
- c. Analyze and explain ideas and mechanisms to meet needs and wants of citizens, regulate territory, manage conflict, establish order and security, and balance competing conceptions of a just society.
- d. Compare and analyze the ways nations and organizations respond to conflicts between the forces of unity and forces of diversity.
- f. Analyze and evaluate conditions, actions, and motivations that contribute to conflict and cooperation within and among nations.
- h. Explain and apply ideas, theories, and modes of inquiry drawn from political science to the examination of persistent issues and social problems.
- i. Evaluate the extent to which governments achieve their stated ideals and policies at home and abroad.

**IX. Global Connections** Social studies programs should include experiences that provide for the study of global connections and interdependence, so that the learner can:

- b. Explain conditions and motivations that contribute to conflict, cooperation, and interdependence among groups, societies, and nations.
- d. Analyze the causes, consequences, and possible solutions to persistent, contemporary, and emerging global issues, such as health, security, resource allocation, economic development, and environmental quality.
- e. Analyze the relationships and tensions between national sovereignty and global interests, in such matters as territory, economic development, nuclear and other weapons, use of natural resources, and human rights concerns.
- f. Analyze or formulate policy statements demonstrating an understanding of concerns, standards, issues, and conflicts related to universal human rights.

**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.
- f. Analyze a variety of public policies and issues from the perspective of formal and informal political actors.
- g. Evaluate the effectiveness of public opinion in influencing and shaping public policy development and decision making.

### ***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.
  - Read for a variety of purposes: critically, analytically, to predict outcomes, to answer a question, to form an opinion, to skim for facts.
  - Read various forms of printed material: books, magazines, 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 magazines, TV, radio, videotapes, artifacts.

##### ***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 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.
- Make decision based on the data obtained.

#### *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***

#### **A. Rights of the Individual**

- Right to justice.

#### **B. Freedoms of the Individual**

- Freedom of expression.

#### **C. Responsibilities of the Individual**

- To be honest.

### ***National Educational 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 uses information accurately and creatively.

- 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.

#### **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 design, develop, and evaluate information products and 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 work.

**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 word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).

**Standard 5** Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.

**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).