

Supplementary material for “Across the U.S.A.”

by Susan Ade Potenza

NATIONAL STANDARDS met by the activities in the “Across the U.S.A.” unit

“The Ultimate Road Trip” by Susan Ade Potenza. *Teaching K-8* magazine, November-December, 2003, page 62.

Social Studies

National Council for Social Studies (NCSS)

Geography Education Standards Project (1994). Geography focuses on the relationships between people, places, and environments by mapping information about them in a spatial context. The geographically informed person knows and understands: (1) How to use maps and other geographic representations, tools, and technologies to acquire, process, and report information from a spatial perspective.

Mathematics

National Council of Teachers of Mathematics (NCTM)

Number and Operations: understand numbers, ways of representing numbers, relationships among numbers, and number systems; compute fluently and make reasonable estimates.

Measurement: apply appropriate techniques, tools, and formulas to determine measurements.

Communication: organize and consolidate their mathematical thinking through communication; communicate their mathematical thinking coherently and clearly to peers, teachers, and others; use the language of mathematics to express mathematical ideas precisely.

Connections: recognize and apply mathematics in contexts outside of mathematics.

Representation: create and use representations to organize, record, and communicate mathematical ideas; select, apply, and translate among mathematical representations to solve problems; use representations to model and interpret physical, social, and mathematical problems.

English Language Arts

National Council of Teachers of English (NCTE)

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.

4 – Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.

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.

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.

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.

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.

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

Science

National Science Teachers Association (NSTA)

Content Standard B – As a result of their activities in grades 5-8, all students should develop an understanding of motions and forces. The motion of an object can be described by its position, direction of motion, and speed. That motion can be measured and represented on a graph.

Technology

International Society for Technology in Education (ISTE)

1 – Basic operations and concepts: Students demonstrate a sound understanding of the nature and operation of technology systems; Students are proficient in the use of technology.

3 – Technology productivity tools: Students use technology tools to enhance learning, increase productivity, and promote creativity; Students use productivity tools to collaborate in constructing technology-enhanced models, prepare publications, and produce other creative works.

5 – Technology research tools: Students use technology to locate, evaluate, and collect information from a variety of sources; Students use technology tools to process data and report results.

Fine Arts

Consortium of National Arts Education Associations

Art in World Cultures: Content/Concept Standard 2 – “What can we learn about a culture from its art?” *Content/Concept Standards 1, 3* – “How do different cultures use repeated patterns or symbols in their art?”

Creating Art: Content/Concept Standards 2, 3, 4 – “How can you use principles of art to communicate concepts from science or social studies?”

Music in Relation to History/World Cultures: Content/Concept Standard 2 – “How does music from different cultures vary and how is it the same?”