

HIGH SCHOOL CURRICULUM

A SYNERGISTIC SYSTEM



STANDARDS CORRELATION REPORT

Wednesday, May 28, 2014

STANDARDS FROM

Louisiana | Adult Education Content Standards | Social Studies (2006)

Adult,



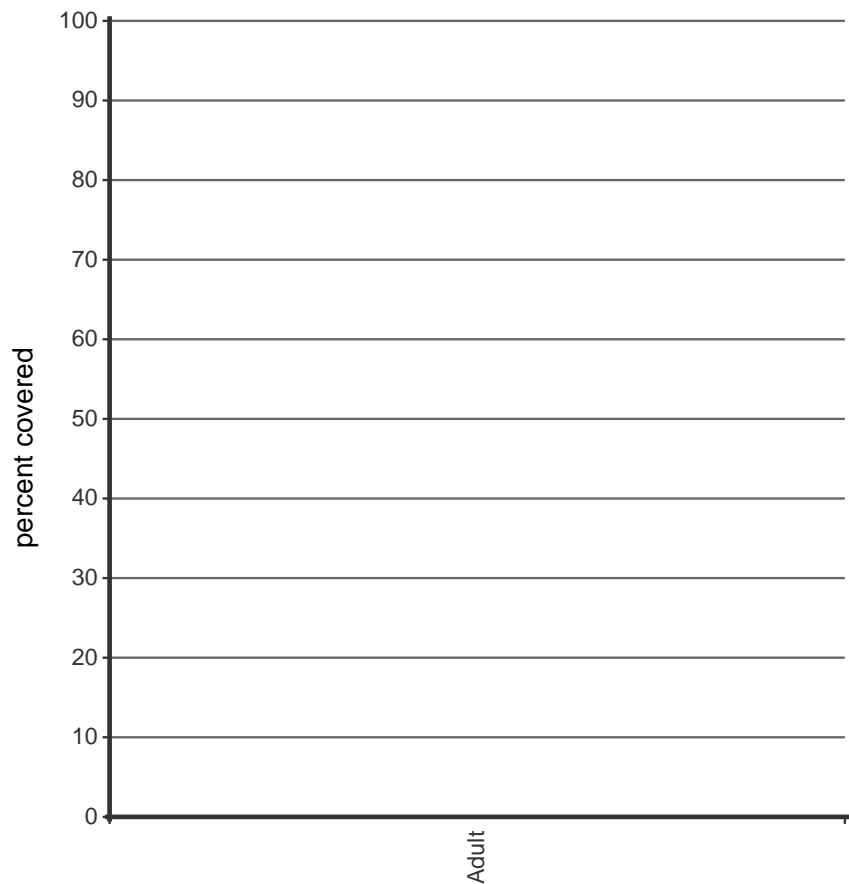
STANDARDS/BENCHMARKS ADDRESSED SUMMARY

How to Interpret:

When reviewing the "Standards/Benchmarks Addressed Summary, " all curriculum statements from your organization are considered in the accounting of items addressed. Under this reporting structure, if a child statement (bench mark) is considered "addressed," its parent statement (standard) is also considered addressed. in cases where there are three or more levels of statements (i'e.grandparent;parent;child),all levels above the lowest level that is addressed are also considered addressed .Reporting from this analysis consider each statement as being of equal value.

- Adult standards covered :0 of 82 (0%)

Standards/Benchmarks Addressed



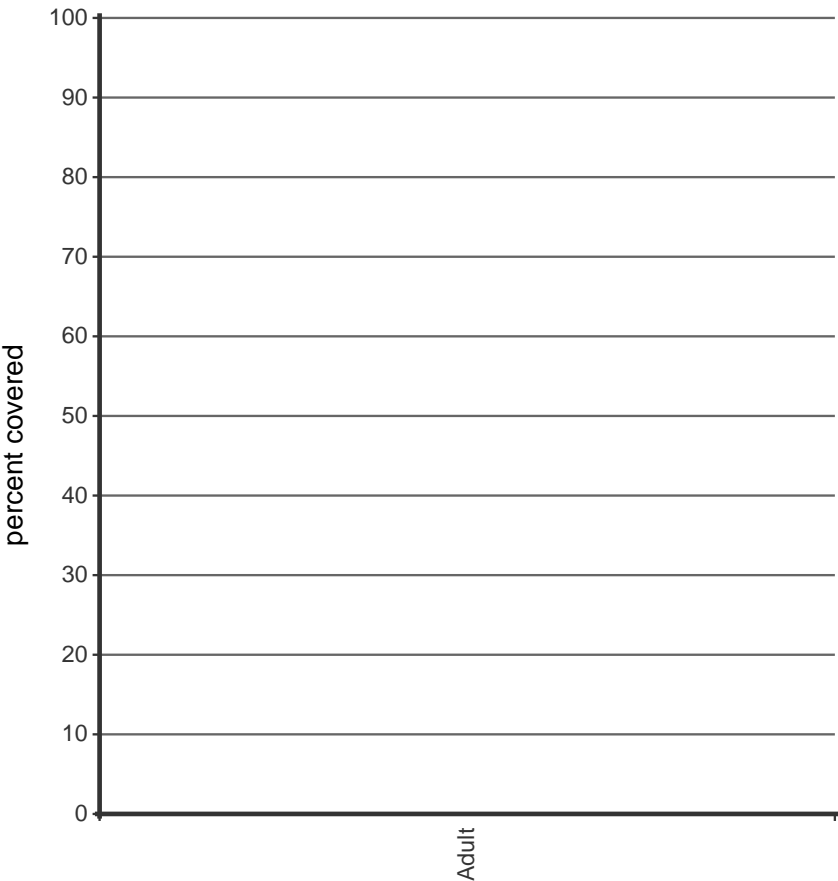
BENCHMARKS ADDRESSED SUMMARY

How to Interpret:

Benchmarks are considered the statements at the lowest level of the document. When reviewing the "Benchmarks Addressed Summary," only the curriculum statements at the lowest level are being reported

- Adult standards covered :0 of 73 (0%)

Benchmarks Addressed



COVERAGE REPORTS ORGANIZED BY STANDARDS/BENCHMARK

This section of the reports lists each curriculum statement in the set choosen for this report and the the titles that address them .Statements that are colored gray are not aaddressed by any title in the title set chosen for this report

Adult

- Adult standards covered :0 of 82 (0%)
- Adult standards covered :0 of 73 (0%)

	Adult Louisiana Adult Education Content Standards Social Studies (2006)
1	Adult learners apply the behavioral science concepts of psychology, sociology and anthropology to personal and community situations.
1.1	Describe different family structures and role of moods, emotions, and relationships in a family.
1.2	Define bias, prejudice and personal values, and give examples of each.
1.3	Explain and give examples of social stratification, race, ethnicity and gender and their affect on individual beliefs, attitudes, and behavior.
1.4	Describe the impact of values, and beliefs on specific group behaviors.
1.5	Describe selected group values and beliefs and how they influence society.
2	Adult learners employ basic economic concepts, evaluate problems, and make rational choices as a consumer, worker, and citizen.
2.1	Recognize that individuals and families with limited resources make economic choices.
2.2	Define and apply the concept of choice by balancing cost with benefits.
2.3	Recognize and explain the relationship between producers and consumers (supply and demand).

	Adult Louisiana Adult Education Content Standards Social Studies (2006)
2.4	Understand that prices in a market economy are determined by the interaction of supply and demand.
2.5	Use concepts of money management, e.g., :
2.5.a	interest;
2.5.b	credit;
2.5.c	savings;
2.5.d	investment;
2.5.e	budget; and
2.5.f	debt.
2.6	Recognize and explain the role of banks and other financial institutions in the economy.
2.7	Recognize that consumers and producers make economic choices based on supply, demand, access to markets and actions of government.
2.8	Recognize how international trade links countries around the world.
2.9	Recognize how nations specialize and become interdependent through trade.
2.10	Recognize and describe how government policies create free or restricted trade.
2.11	Use tables, graphs, diagrams, and charts of economic information to explain economic trends and patterns at the local level.
3	Adult learners demonstrate the use of geographic tools to locate and analyze information about people, places and environments.
3.1	Define and demonstrate knowledge of directions in their local community and state, as well as, on a world map and globe.

	Adult Louisiana Adult Education Content Standards Social Studies (2006)
3.2	Draw simple maps to give directions.
3.3	Recite address including:
3.3.a	city;
3.3.b	state;
3.3.c	zip code;
3.3.d	parish; and
3.3.e	country.
3.4	Recognize that maps and globes represent different views of the world.
3.5	Describe and define natural features such as:
3.5.a	landforms;
3.5.b	bodies of water;
3.5.c	mountains;
3.5.d	deserts; and
3.5.e	natural resources.
3.6	Locate positions on a map or globe.
3.7	Interpret and use a map key.
3.8	Describe the characteristics of maps.
3.9	Interpret maps, charts, graphs and other geographic information.
3.10	Define and use longitude and latitude to locate positions on a map or globe.
3.11	Recognize and locate specific land masses and bodies of water.

	Adult Louisiana Adult Education Content Standards Social Studies (2006)
3.12	Describe how people depend on the physical environment and its natural resources to satisfy basic needs.
3.13	Describe how people can conserve their natural and man-made resources.
3.14	Describe the purposes of, and differences among, maps, and how maps are both similar to and different from globes and aerial photographs.
3.15	Describe the cause and effect of selected migrations and world history, as well as, their family's migration history.
3.16	Describe how people have depended on the physical environment and its natural resources to satisfy their needs and how these needs have an impact on the natural environment. 19. Explain how geographic factors affect human activities.
3.17	Explain and interpret basic geo-political, population and cultural geography maps, charts, graphs and tables.
3.18	Describe natural and demographic characteristics of places and use this knowledge to define how regions relate to one another and undergo change.
3.20	Interpret thematic maps that depict various aspects of the United States and its world trade products, trade routes, and cross-cultural interactions.
3.21	Identify economic, political, and social patterns that have emerged over the last 50 years.
3.22	Use geographic knowledge to explain the past, interpret the present, and to anticipate future issues.
3.23	Explain policies and programs for resource management, including the relationship between environmental quality and economic growth.
4	Adult learners develop a historical time and perspective as they study the history of their community, state, nation, and world.
4.1	Sequence days, months, holidays and personal life events in chronological order.

	Adult Louisiana Adult Education Content Standards Social Studies (2006)
4.2	Trace the history of a family (i.e., important events, documents, customs) using primary source materials, i.e.,:
4.2.a	photographs;
4.2.b	artifacts; and
4.2.c	interviews.
4.3	Describe personal family events from the past your family experienced. Consider cultural changes as well as core values and beliefs.
4.4	Describe how people lived in earlier centuries then explain how their lives would be different today.
4.5	Describe examples of honesty, courage, determination, and individual responsibility in United States and world history.
4.6	Sequence key eras in world history, United States history, and Louisiana history over the last millennium.
4.7. =	Describe the positive contributions of selected individuals from world history, United States history and Louisiana history.
4.8	Describe historical examples of architecture, music, art, religion and sports and how they are viewed in the present.
4.9	Describe the distinctive economy, symbols, customs and oral traditions of Louisiana.
4.10	Interpret historical data from graphs, tables, pictures, maps and political cartoons.
4.11	Recognize and understand the impact of key historical places, events, ideas, decisions, and cultures in United States and world history by describing selected cultures of the ancient and medieval world and identify their contributions to world history.
4.12	Recognize and understand the impact of historical events, ideas, decisions, and cultures in United States and world history by describing selected events from the fifteenth to the twenty-first century and their impact on world history.

	Adult Louisiana Adult Education Content Standards Social Studies (2006)
4.13	Use key documents of United States history to analyze past and present issues.
5	Adult learners demonstrate knowledge of the structures, functions and symbols of government and apply these to citizenship.
5.1	Identify the rights and responsibilities of citizens and gives examples of how citizens use their rights and carry out their responsibilities.
5.2	Recognize that in order to select effective leaders, citizens have to become informed about candidates' qualifications and the issues they support.
5.3	Demonstrate how to follow the actions of elected officials and how to communicate with them while in office.
5.4	Identify the fundamental rights guaranteed in the Bill of Rights and can apply these protections to everyday life.
5.5	Explain that the United States government is divided into executive, legislative, and judicial branches with specific responsibilities and powers.
5.6	Demonstrate knowledge of federal, state, and local systems of government by explaining how each system affects their lives.
5.7	Identify and explain the impact of American democratic idea and actions in selected world events.

COVERAGE REPORT ORGANIZED BY PRODUCT TITLE

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Adding & Subtracting Polynomials 2.0.0

- Adult standards covered :0 of 82 (0%) (0 unique)

Adult

No correlations are available for this product using the selected report criteria

Accuracy

- Adult standards covered :0 of 82 (0%) (0 unique)

Adult

No correlations are available for this product using the selected report criteria

Absolute Value

- Adult standards covered :0 of 82 (0%) (0 unique)

Adult

No correlations are available for this product using the selected report criteria

STANDARDS/BENCHMARKS NOT ADDRESSED SUMMARY

This section of the report shows all standards that are not addressed by the set of titles used to create this report

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3.8	Describe the characteristics of maps.
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3.11	Recognize and locate specific land masses and bodies of water.
3.12	Describe how people depend on the physical environment and its natural resources to satisfy basic needs.
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