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# Dr. Ellen Ochoa: First Hispanic Woman in Space

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**Discovery EDUCATION**

## Dr. Ellen Ochoa: First Hispanic Woman in Space

The National Aeronautics and Space Administration (NASA) started training U.S. astronauts in 1959. This elite corps includes well-trained pilots and academic specialists. The term "astronaut" is derived from the Greek words *astron*, meaning "star," and *nautes*, meaning "sailor." Accordingly, these Americans have become known as heroic explorers. Since April 1959, when the original seven *Mercury* astronauts were chosen, U.S. astronauts have been accepted in groups of 6 to 25 men and women. The astronauts are then trained in spacecraft and vehicle systems, zero-gravity simulation, and flight instruction (for both pilots and non-pilot astronauts).

In 1990, NASA selected Dr. Ellen Ochoa to join its 13th group of U.S. astronauts. Dr. Ochoa followed in the footsteps of the other few female astronauts. These included Sally Ride (STS-7, 1983; and STS-41G, 1984) and Judith Resnik (STS-41D, 1984; and STS-51L, 1986), both of whom Dr. Ochoa lists among her role models.



Dr. Ellen Ochoa has stated that her favorite part of space flight is seeing Earth from space.

In 1993, after completing her training, Dr. Ochoa became the first Hispanic woman in space. Her first mission was aboard the STS-56 *Discovery*. During this 9-day space shuttle flight, Dr. Ochoa completed a spacewalk and controlled a robotic arm to move a space satellite. Dr. Ochoa went on to serve on the STS-66 *Atlantis*, STS-96 *Discovery*, and STS-110 *Atlantis* missions. Dr. Ochoa says that her favorite part of space flight is "looking out the window at the Earth."

After her years as an active astronaut on four space flights (1993–2002), Dr. Ochoa immediately moved into astronaut management at the Johnson Space Center (JSC) in Houston, Texas. The JSC is home to the astronaut corps and training program, the Mission Control Center, and the NASA Center for the International Space Station. Dr. Ochoa was promoted to deputy director of the JSC in 2007, overseeing all

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**Science Techbook is infused with resources and instructional strategies that support culturally responsive teaching and learning.**

Instruction is relevant to students' lives and the world around them.

Instructional resources are relatable to students with varying backgrounds and perspectives.

Instructional resources provide students with a clear purpose and rationale for learning.

Teaching prepares students to be future ready.

Instructional resources enhance student learning.

# TECHBOOK

by  
Topic

CULTURAL  
RESPONSIVENESS

Discovery Education Science Techbook builds content knowledge and strengthens literacy skills. It also makes the educator's role in meeting the needs of diverse learners through culturally responsive teaching easier with access to robust resources and lessons that use research-based strategies.

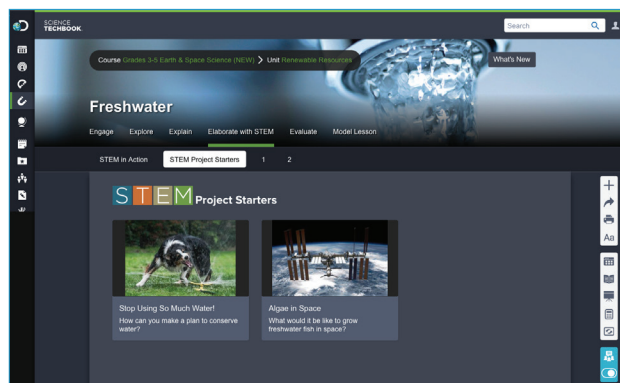
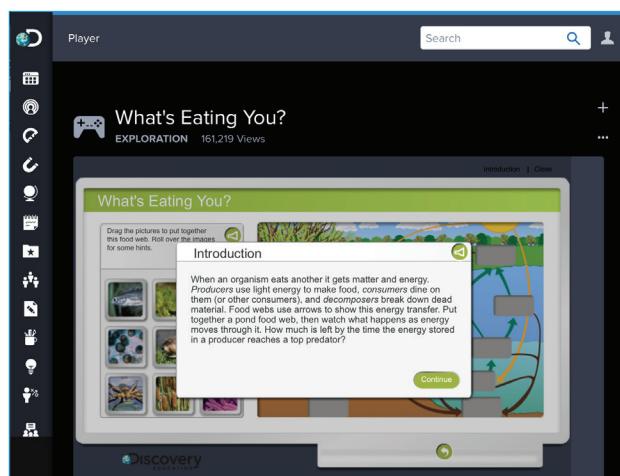
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# TECHBOOK by Topic

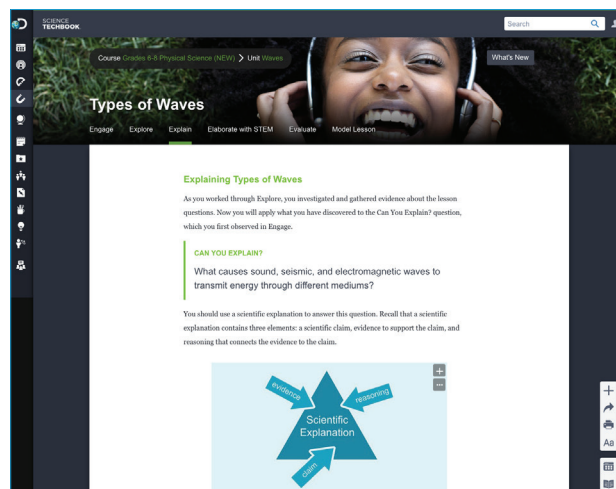
## Accommodate the differences in learners through student-centered instruction.

The use of digital activities, such as high-quality graphics, game play, virtual labs, and robust science challenges, motivate students to think deeply about topics traditionally taught through direct instruction, allowing for more student-centered instruction.



## Emphasize the collectivity of interactions as well as individuality.

There are several parts of Science Techbook that are designed for students to collaborate and also contribute as individuals. The Explore tab offers ongoing opportunities for students to work collaboratively. Can You Explain questions and embedded assessments bring in the element of individuality as well as individual accountability.



## Pose real-world problems in which students can "see themselves" in the content.

Science Techbook's digital content captures up-to-date images, situations, and subjects to illustrate and pose real-world problems, so that students of all abilities and backgrounds not only have a high level of engagement but also see themselves in the content, thus creating relevance.

Recent advancements in virtual reality provide experiences for students that would be impossible to replicate in any other way. Virtual reality gives students the opportunity to see themselves in immersive experiences or in places or events that they have not experienced firsthand.



## Change the “belief gap” narrative by showing what all students can do using digital resources.

The belief gap is the gap between what students can achieve and what others believe they can achieve. Science Techbook provides students with a multitude of opportunities to move from consumers of information to creators of information. It also allows students to easily share, display, and showcase their work, along with their thinking and their accomplishments both locally and globally.

**Builder Tools** | Search | Sports, Culture and Society | Culture and Society | Print | Teacher Board | 0 Likes | like | Details

### Sports, Culture, and Society

This Board Builder is designed to showcase popular sports around the world so that you can better understand differences and similarities among other cultures. Let's take a look around the world.

Popular sports around the world

- American Football**  
Popular in the United States and Australia  
Origin: In late 1880s the game of football was introduced to the United States by immigrants from Ireland and Scotland.
- Football (Soccer)**  
Popular throughout the world in South America, Africa, Europe, and Asia.  
Origin: Created in 1863 in England as the game of Football (soccer) branched from the traditional game of rugby.
- Tennis**  
Most popular in Paraguay  
Origin- Developed in the 11th century in France. It was originally called "jeu de paume".
- Cricket**  
Popular in Botswana and India  
Origin: Developed in the late 16th century in England.
- Ice Hockey**  
Popular in Canada, Finland, Switzerland, Czech Republic, and Belarus
- Rugby**  
Most popular in New Zealand  
Origin: Developed in the late 17th century in England.  
Media: <https://youtu.be/MkCxbX15zvl>

### Importance of Sport in Society

Adams, S. (Director). (2015, May 11). *The real importance of sports* [Video file]. Retrieved from <https://www.youtube.com/watch?v=5R0d1N6mQ>

**What have you learned?**

## Affirm students through cultural connections, particularly in relationship to the curricular topics.

Science Techbook supports educators seeking to create an inclusive and culturally responsive environment with content that reflects the values, backgrounds, and learning styles of a diverse student population. The students and people represented in the videos and images within Science Techbook offer a wide variety of backgrounds, including people of various races, ages, cultures, and physical abilities.

Science Techbook provides authentic learning opportunities that speak to students' daily lives, validating their personal experience and motivating them to explore issues that extend beyond the classroom. For example, a Science Techbook lesson on renewable and nonrenewable energy resources asks students to investigate the types of energy resources used in their community and the source of those resources.

**SCIENCE TECHBOOK** | Search | Course: Grades 3-5 Life Science (NEW) | Unit: Habitat | What's New

### Habitat Characteristics

Engage | Explore | Explain | Elaborate with STEM | Evaluate | Model Lesson

STEM in Action | STEM Project Starters | 1 | 2 | 3 | 4

#### Project: Comparing Habitats

How does the climate of a location determine what lives there?

**SCIENCE TECHBOOK** | Search | Course: Grades 3-5 Life Science (NEW) | Unit: Ecosystem Change | What's New

### Short-Term Changes in Ecosystems

Engage | Explore | Explain | Elaborate with STEM | Evaluate | Model Lesson

STEM in Action | STEM Project Starters | 1 | 2 | 3 | 4

#### STEM Project Starters

- Ponder!** This How might park development affect a forest ecosystem?
- Hazards at Home** How can household hazardous waste affect ecosystems?
- Designing Tools for an Ecosystem Cleanup** How can tools help us clean up an ecosystem?
- Mining and the Environment** Why do we need mines and what does it do to the environment?