

## ARIZONA DEPARTMENT OF EDUCATION ACADEMIC STANDARDS

*El Tour de Agua* addresses the following Academic Standards. (Complete versions of the Academic Standards are available at <http://www.azed.gov/standards-practices>.)

SCIENCE STANDARDS	PRE-VISIT VIDEO	CLASSROOM PRESENTATION	POST-VISIT LESSON
<b>SC06-S1C2-04</b> Perform measurements using appropriate scientific tools (e.g., balances, microscopes, probes, micrometers).			✓
<b>SC06-S1C3-01</b> Analyze data obtained in a scientific investigation to identify trends. .			✓
<b>SC06-S1C3-03</b> Evaluate the observations and data reported by others.			✓
<b>SC06-S1C4-01</b> Choose an appropriate graphic representation for collected data: <ul style="list-style-type: none"> <li>• histogram</li> </ul>			✓
<b>SC06-S4C3-02</b> Describe how the following environmental conditions affect the quality of life: water quality, climate, population density, smog.	✓	✓	
<b>SC06-S6C1-04</b> Analyze the interactions between the Earth’s atmosphere and the Earth’s bodies of water (water cycle).	✓	✓	
<b>SC06-S6C2-01</b> Explain how water is cycled in nature.	✓	✓	
<b>SC07-S1C2-04</b> Perform measurements using appropriate scientific tools (e.g., balances, microscopes, probes, micrometers).			✓

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<b>SCIENCE STANDARDS (CONT.)</b>	<b>PRE-VISIT VIDEO</b>	<b>CLASSROOM PRESENTATION</b>	<b>POST-VISIT LESSON</b>
<b>SC07-S1C3-01</b> Analyze data obtained in a scientific investigation to identify trends.			✓
<b>SC07-S1C4-01</b> Choose an appropriate graphic representation for collected data: <ul style="list-style-type: none"> <li>• histogram</li> </ul>			✓
<b>SC07-S3C1-01</b> Analyze environmental risks (e.g., pollution, destruction of habitat) caused by human interaction with biological or geological systems.	✓	✓	
<b>SC08-S1C2-04</b> Perform measurements using appropriate scientific tools (e.g., balances, microscopes, probes, micrometers).			✓
<b>SC08-S1C3-01</b> Analyze data obtained in a scientific investigation to identify trends.			✓
<b>SC08-S1C4-02</b> Choose an appropriate graphic representation for collected data: <ul style="list-style-type: none"> <li>• histogram</li> </ul>			✓
<b>SC08-S3C1-01</b> Analyze the risk factors associated with natural, human induced, and/or biological hazards...	✓		

**ARIZONA DEPARTMENT OF EDUCATION ACADEMIC STANDARDS** *(Continued)*

<b>SOCIAL STUDIES STANDARDS</b>	<b>PRE-VISIT VIDEO</b>	<b>CLASSROOM PRESENTATION</b>	<b>POST-VISIT LESSON</b>
<b>SS06-S4C1-04</b> Locate physical and human features (e.g., significant waterways, mountain ranges, cities, countries) in the United States and in regions of the world on a map.	✓	✓	
<b>SS06-S4C1-05</b> Interpret thematic maps, graphs, charts, and databases depicting various aspects of world regions. (Apply to regions studied).	✓		
<b>SS06-S4C2-02</b> Describe the factors that cause regions and places to change.	✓	✓	
<b>SS06-S4C3 (Connect with SC06-S4C3)</b> Describe how sunlight, water quality, climate, population density and pollution affect quality of life.	✓	✓	
<b>SS06-S4C3 (Connect with SC06-S6C2)</b> Explain the water cycle and factors that affect climate.	✓	✓	
<b>SS06-S4C5-02</b> Describe the intended and unintended consequences of human modification (e.g., irrigation, aqueducts, canals) on the environment.	✓	✓	
<b>SS06-S4C5-03</b> Explain how changes in the natural environment (e.g., flooding of the Nile) can increase or diminish its capacity to support human activities.	✓	✓	
<b>SS07-S4C1-05</b> Interpret thematic maps, graphs, charts, and databases depicting various aspects of the United States and world regions. (Apply to regions studied.)	✓		
<b>SS07-S4C2-04</b> Describe how a place changes over time. (Connect with content studied.)	✓	✓	
<b>SS07-S4C3 (Connect with SC07-S3C1)</b> Analyze environmental benefits and risks of human interactions.	✓	✓	

**ARIZONA DEPARTMENT OF EDUCATION ACADEMIC STANDARDS** *(Continued)*

<b>SOCIAL STUDIES STANDARDS (CONT.)</b>	<b>PRE-VISIT VIDEO</b>	<b>CLASSROOM PRESENTATION</b>	<b>POST-VISIT LESSON</b>
<b>SS07-S4C5-01</b> Identify the physical processes (e.g., conservation of natural resources, mining, water distribution in Arizona) that influence the formation and location of resources.	✓	✓	
<b>SS07-S4C5-03</b> Describe how humans modify environments (e.g., conservation, deforestation, dams) and adapt to the environment.	✓	✓	
<b>SS07-S4C5-04</b> Describe the positive and negative outcomes of human modification on the environment.	✓	✓	
<b>SS07-S4C5-05</b> Explain how modification in one place (e.g., canals, dams, farming techniques, industrialization) often leads to changes in other locations.	✓	✓	
<b>SS07-S4C5-06</b> Describe the ways human population growth can affect environments and the capacity of environments to support populations.	✓	✓	
<b>SS08-S4C1-05</b> Interpret thematic maps, graphs, charts, and databases depicting various aspects of the United States and world regions. (Apply to regions studied.)	✓		
<b>SS08-S4C2-05</b> Describe how a place changes over time. (Connect with content studied.)	✓	✓	
<b>SS08-S4C5-01</b> Describe how (e.g., deforestation, desertification) humans modify ecosystems.	✓	✓	
<b>SS08-S4C5-05</b> Analyze changing ideas and viewpoints on the best use of natural resources (e.g., value of oil, water use, forest management).	✓	✓	

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<b>MATHEMATICS STANDARDS</b>	PRE-VISIT VIDEO	CLASSROOM PRESENTATION	POST-VISIT LESSON
<b>6.NS.B.3</b> Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation			✓
<b>6.SP.B.4</b> Display numerical data in plots on a number line, including dot plots, histograms, and box plots.			✓
<b>6.SP.B.5</b> Summarize numerical data sets in relation to their context...			✓
<b>7.EE.B.3</b> Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically.			✓
<b>SPEAKING AND LISTENING STANDARDS</b>			
<b>6.SL.1</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 6 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly.	✓	✓	
<b>6.SL.2</b> Interpret information presented in diverse media and formats (e.g., visually, quantitatively, and orally) and explain how it contributes to a topic, text, or issue under study.	✓	✓	
<b>7.SL.1</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 7 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly.	✓	✓	
<b>7.SL.2</b> Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, and orally) and explain how the ideas clarify a topic, text, or issue under study.	✓	✓	
<b>8.SL.1</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 8 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly.	✓	✓	