



The *Our Water, Our Future* program addresses the following Academic Standards. (Complete versions of the Academic Standards are available at <http://www.ade.state.az.us>.)

SCIENCE STANDARDS	LESSON 1	LESSON 2	LESSON 3	LESSON 4	PRESENTATION
SC04-S3C1-01 Describe how natural events and human activities have positive and negative impacts on environments (e.g., fire, floods, pollution, dam).					✓
SC04-S4C3-01 Describe ways various resources (e.g., air, <u>water</u> , plants, animals, soil) are utilized to meet the needs of a population.	✓		✓		✓
SC04-S4C3-02 Differentiate renewable resources from nonrenewable resources.	✓				✓
SC04-S4C3-03 Analyze the effect that limited resources (e.g., natural gas, minerals) may have on an environment.					✓
SC04-S4C3-04 Describe ways in which resources can be conserved (e.g., by reducing, reusing, recycling, finding substitutes).	✓		✓		✓
SC04-S6C3-01 Identify the sources of water within an environment (e.g., ground water, surface water, atmospheric water, glaciers).	✓	✓			
SC04-S6C3-02 Describe the distribution of water on the Earth's surface.		✓			



MATHEMATICS STANDARDS	LESSON 1	LESSON 2	LESSON 3	LESSON 4	PRESENTATION
4.NBT.4 Fluently add and subtract multi-digit whole numbers using the standard algorithm.			✓		
5.NBT.5 Fluently multiply multi-digit whole numbers using the standard algorithm.			✓		
SOCIAL STUDIES STANDARDS					
SS04-S1C9-01 Describe changes (e.g., population growth, economic growth, cultural diversity, civil rights) that took place in Arizona during the postwar era.	✓				✓
SS04-S3C4-01 Discuss ways an individual can contribute to a school or community.			✓		✓
SS04-S4C1-05 Describe characteristics of human and physical features: a. physical – (i.e., <u>river</u> , lake, mountain, range, coast, sea, <u>desert</u> , gulf, bay, strait, plain, valley, volcanoes, isthmus, canyon, plateau, mesa, oasis, dunes); b. human – (i.e., equator, four hemispheres, city, state, country, harbor, dams, territory, county).		✓		✓	✓
SS04-S4C1-06 Locate physical and human features using maps, illustrations, images, or globes: a. physical (i.e., <u>river</u> , lake, mountain range, coast, sea, <u>desert</u> , gulf, bay, strait) b. human (i.e., equator four hemispheres, city, state, country, roads, railroads).					✓
SS04-S4C1-07 Locate physical and human features in Arizona using maps, illustrations, or images: a. physical (e.g., Grand Canyon, Mogollon Rim, Colorado River, Gila River, Salt River); b. human (e.g., Phoenix, Yuma, Flagstaff, Tucson, Prescott, Hoover Dam, Roosevelt Dam).					✓
SS04-S4C2-02 Describe ways in which Arizona has changed over time from statehood to today.	✓				✓

SOCIAL STUDIES STANDARDS (Cont.)	LESSON 1	LESSON 2	LESSON 3	LESSON 4	PRESENTATION
SS04-S4C3 Correlates with SC04-S3C1.					✓
SS04-S4C3 Correlates with SC04-S6C3.	✓	✓			✓
SS04-S4C5-01 Describe human dependence on the physical environment and natural resources to satisfy basic needs.					✓
SS04-S4C5-03 Describe the impact of human modifications (e.g., dams, mining, air conditioning, irrigation, agricultural) on the physical environment and ecosystems.					✓
SS04-S4C6-01 Describe the impact of geographic features (e.g., rivers, mountains, resources, deserts, climate) on migration and the location of human activities (e.g., exploration, mining, transportation routes, settlement patterns).	✓				✓
SS05-S3C4-01 Describe ways an individual can contribute to a school or community.			✓		✓
SS05-S4C1-03 Identify the location of significant geographic features from content studied on a physical or political map.					✓
SS05-S4C1-04 Locate physical and human features (e.g., gulf, delta, isthmus, strait, bay, canyon, swamp, peninsula, province, cape, tree line) in the United States and world on an appropriate type of map.					✓



WRITING STANDARDS	LESSON 1	LESSON 2	LESSON 3	LESSON 4	PRESENTATION
4.W.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.				✓	
4.W.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.				✓	
5.W.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.				✓	
5.W.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.				✓	
READING STANDARDS					
5.RL.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.		✓			
A variety of standards may be addressed, based on how the lesson is assigned by the teacher.				✓	
LANGUAGE STANDARDS					
4.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	✓	✓	✓	✓	✓
4.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	✓	✓	✓	✓	✓

LANGUAGE STANDARDS (Cont.)	LESSON 1	LESSON 2	LESSON 3	LESSON 4	PRESENTATION
5.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	✓	✓	✓	✓	✓
5.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	✓	✓	✓	✓	✓
SPEAKING AND LISTENING STANDARDS					
4.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.	✓	✓	✓	✓	✓
4.SL.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	✓	✓	✓		✓
4.SL.3 Identify the reasons and evidence a speaker provides to support particular points.	✓	✓	✓	✓	✓
4.SL.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	✓	✓	✓	✓	✓
5.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.	✓	✓	✓	✓	✓
5.SL.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	✓	✓	✓		✓

SPEAKING AND LISTENING STANDARDS (Cont.)	LESSON 1	LESSON 2	LESSON 3	LESSON 4	PRESENTATION
5.SL.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.	✓	✓	✓	✓	✓
5.SL.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	✓	✓	✓	✓	✓
VISUAL ARTS STANDARDS					
VAVA-S1C1, S1C2, S1C3, S1C4, S1C5 Create: Student will create artworks to communicate ideas, meanings, and/or purposes.		✓			

