

## Arizona Department of Education Academic Standards

The *Too Good to Throw Away!* program for grades 1-2 addresses the following Academic Standards.

(Complete versions of the Academic Standards are available at <http://www.azed.gov/standards-practices/>.)

<b>SCIENCE STANDARDS</b>	ACTIVITY #1	ACTIVITY #2	ACTIVITY #3	PRESENTATION
<b>SC01-S1C3-01</b> Organize (e.g., compare, classify, and sequence) objects, organisms, and events according to various characteristics.		✓		✓
<b>SC01-S6C1-03</b> Identify common uses (e.g., construction, decoration) of basic earth materials (i.e., rocks, water, soil).				✓
<b>SC01-S6C1-04</b> Identify the following as being natural resources: air, water, soil, trees, wildlife.	✓	✓		✓
<b>SC01-S6C1-05</b> Identify ways to conserve natural resources (e.g., reduce, reuse, recycle, find alternatives).	✓	✓	✓	✓
<b>SOCIAL STUDIES STANDARDS</b>	ACTIVITY #1	ACTIVITY #2	ACTIVITY #3	PRESENTATION
<b>SS01-S3C4-01</b> Identify examples of responsible citizenship in the school setting and in stories about the past and present.		✓		✓
<b>SS01-S3C4-03</b> Discuss the importance of students contributing to a community (e.g., helping others, working together, cleaning up the playground.)		✓		✓
<b>SS01-S4C2-01</b> Discuss human features (e.g., cities, parks, railroad tracks, hospitals, shops, schools) in the world.	✓			✓
<b>SS01-S4C2-04</b> Discuss the ways places change over time.				✓
<b>SS01-S4C3</b> Correlates with SC01-S6C1.	✓	✓	✓	✓
<b>SS01-S4C4-02</b> Discuss how land in the students' community is used for industry, housing, business, agriculture, and recreation.				✓

<b>SOCIAL STUDIES STANDARDS (CONT.)</b>	ACTIVITY #1	ACTIVITY #2	ACTIVITY #3	PRESENTATION
<b>S01-S4C5-02</b> Identify resources that are renewable, recyclable, and non-renewable.	✓	✓		✓
<b>SS01-S5C1-02</b> Recognize that people need to make choices because of limited resources.	✓	✓		✓
<b>SS02-S3C4-01</b> Discuss examples of responsible citizenship in the school setting and in stories about the past and present.		✓		✓
<b>SS02-S3C4-03</b> Describe the importance of students contributing to a community (e.g., helping others, working together, service projects).		✓		✓
<b>SS02-S4C2-02</b> Discuss human features (e.g., cities, parks, railroad tracks, hospitals, shops, schools) in the world.	✓	✓		✓
<b>SS02-S4C2-04</b> Discuss the ways places change over time.				✓
<b>SS02-S4C5-01</b> Identify ways (e.g., agriculture, structures, roads) in which humans depend upon, adapt to, and impact the earth.	✓			✓
<b>SS02-S4C5-02</b> Recognize ways of protecting natural resources.	✓	✓		✓
<b>SS02-S5C1-01</b> Discuss how scarcity requires people to make choices due to their unlimited needs and wants with limited resources.				✓
<b>SS02-S5C1-03</b> Identify differences among <u>natural resources</u> (e.g., water, soil, and wood), human resources (e.g., people at work), and capital resources (e.g., machines, tools and buildings).	✓	✓		✓
<b>SPEAKING AND LISTENING STANDARDS</b>	ACTIVITY #1	ACTIVITY #2	ACTIVITY #3	PRESENTATION
<b>1.SL.1</b> Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.	✓	✓	✓	✓



<b>SPEAKING AND LISTENING STANDARDS (CONT.)</b>	ACTIVITY #1	ACTIVITY #2	ACTIVITY #3	PRESENTATION
<b>1.SL.2</b> Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	✓	✓	✓	✓
<b>1.SL.3</b> Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	✓	✓	✓	✓
<b>1.SL.5</b> Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	✓	✓		
<b>2.SL.1</b> Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.	✓	✓	✓	✓
<b>2.SL.2</b> Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	✓	✓	✓	✓
<b>2.SL.3</b> Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.	✓	✓	✓	✓
<b>VISUAL ARTS STANDARDS</b>	ACTIVITY #1	ACTIVITY #2	ACTIVITY #3	PRESENTATION
<b>VA01-S1C1-001</b> Contribute to a discussion about ideas for his or her own artwork.		✓	✓	
<b>VA01-S1C2-001</b> Identify and experiment with materials, tools, and techniques in his or her own artwork.		✓	✓	
<b>VA01-S1C2-002</b> Use materials, tools, and techniques appropriately in his or her own artwork.		✓	✓	
<b>VA01-S1C4-001</b> Describe and explain his or her own artwork.		✓	✓	
<b>VA02-S1C1-001</b> Contribute to a discussion about ideas for his or her own artwork.		✓	✓	

<b>VISUAL ARTS STANDARDS</b> (CONT.)	ACTIVITY #1	ACTIVITY #2	ACTIVITY #3	PRESENTATION
<b>VA02-S1C2-001</b> Identify and experiment with materials, tools, and techniques in his or her own artwork.		✓	✓	
<b>VA02-S1C2-002</b> Use materials, tools, and techniques appropriately in his or her own artwork.		✓	✓	
<b>VA02-S1C4-001</b> Select and use subject matter and/or <b>symbols</b> in his or her own artwork.		✓	✓	

*Teacher Note: Pursuing the suggested Extension Ideas at the end of the pre- and post-visit activities will allow you to address additional ADE standards in a variety of subject areas.*