

Arizona Department of Education Academic Standards

The *Talking Trash in Tucson* program for grades 6-8 addresses the following Academic Standards.

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

SCIENCE STANDARDS	LESSON #1	LESSON #2	LESSON #3	LESSON #4
SC06-S1C1-02, SC07-S1C1-01, SC08-S1C1-01 Formulate questions based on observations that lead to the development of a hypothesis.		✓		
SC06-S3C2-01, SC07-S3C2-01, SC08-S3C2-01 Propose viable methods of responding to an identified need or problem.	✓	✓		✓
SC06-S3C2-02, SC07-S3C2-02, SC08-S3C2-02 Compare possible solutions to best address an identified need or problem.	✓	✓		✓
SOCIAL STUDIES STANDARDS				
SS06-S3C4-01 Describe ways an individual can contribute to a school or community.	✓	✓	✓	✓
SS06-S4C5-02 Describe the intended and unintended consequences of human modification (e.g., irrigation, aqueducts, canals) on the environment.	✓			
SS06-S4C5-03 Explain how changes in the natural environment (e.g., flooding of the Nile) can increase or diminish its capacity to support human activities.	✓			
SS06-S5C1-01 Identify how limited resources and unlimited human wants cause people to choose some things and give up others.	✓			
SS07-S4C5-03 Describe how humans modify environments (e.g., conservation, deforestation, dams) and adapt to the environment.	✓			
SS07-S4C5-04 Describe the positive and negative outcomes of human modification on the environment.	✓			
SS07-S4C5-07 Compare different points of view and research on environmental issues (e.g., land use, natural resources, wildlife, biomes).	✓	✓		
SS07-S5C1-01 Identify how limited resources and unlimited human wants cause people to choose some things and give up others.	✓			

SOCIAL STUDIES STANDARDS CONT	LESSON #1	LESSON #2	LESSON #3	LESSON #4
SS08-S4C5-03 Explain how changes in the natural environment can increase or diminish its capacity to support human activities.	✓			
SS08-S4C5-03 Explain how technology positively and negatively affects the environment.			✓	
SS08-S4C5-05 Analyze changing ideas and viewpoints on the best use of natural resources (e.g., value of oil, water use, forest management).	✓			
SS08-S5C1-01 Explain how limited resources and unlimited human wants cause people to choose some things and give up others.	✓			
SS08-S5C1-05 Describe the impact of the availability and distribution of natural resources on an economy.			✓	
WRITING STANDARDS				
6.W.2, 7.W.2, 8.W.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.			✓	
6.W.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.			✓	
7.W.8, 8.W.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.			✓	
8.W.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.			✓	

WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS	LESSON #1	LESSON #2	LESSON #3	LESSON #4
<p>6.WSLHST.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p>			✓	
<p>7.WSLHST.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p>			✓	
<p>8.WSLHST.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p>			✓	
READING STANDARDS FOR INFORMATIONAL TEXT				
<p>6.RI.7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.</p>			✓	✓
SPEAKING AND LISTENING STANDARDS				
<p>6.SL.1, 7.SL.1, 8.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher- led) with diverse partners on <i>grade 6, 7 or 8 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly.</p>	✓	✓	✓	✓
<p>6.SL.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.</p>	✓	✓	✓	✓

SPEAKING AND LISTENING STANDARDS CONT	LESSON #1	LESSON #2	LESSON #3	LESSON #4
<p>6.SL.4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.</p>	✓	✓	✓	✓
<p>6.SL.5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.</p>	✓	✓	✓	✓
<p>7.SL.2 Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.</p>	✓	✓	✓	✓
<p>7.SL.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.</p>	✓	✓	✓	✓
<p>7.SL.5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</p>	✓	✓	✓	✓
<p>8.SL.2 Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</p>	✓	✓	✓	✓
<p>8.SL.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.</p>	✓	✓	✓	✓
<p>8.SL.5 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.</p>	✓	✓	✓	✓

VISUAL ARTS STANDARDS	LESSON #1	LESSON #2	LESSON #3	LESSON #4
VA6-8-S1C1 The student will develop, revise, and reflect on ideas for expression in his or her own artwork.				✓
VA6-8-S1C2 The student will use materials, tools, and techniques in his or her own artwork.				✓
VA6-8-S1C3 The student will use elements of art and principles of design in his or her own artwork.				✓
VA6-8-S1C4 The student will express ideas to communicate meanings or purposes in artwork.				✓
VA6-8-S1C5 The student will apply criteria to assess the quality of in-progress and finished artwork.				✓
EDUCATIONAL TECHNOLOGY STANDARDS				
ET6-S3C2, ET7-S3C2, ET8-S3C2 Locate, organize, analyze, evaluate, synthesize and ethically use information from a variety of sources and media.			✓	
ET6-S4C2, ET7-S4C2, ET8-S4C2 Plan and manage activities to develop solutions to answer a question or complete a project.			✓	