



	PRE-VISIT LESSON	PRESENTATION	POST-VISIT LESSON
SCIENCE STANDARDS			
1.E1U1.5 Obtain, evaluate, and communicate information about the properties of Earth materials and investigate how humans use natural resources in everyday life.	✓	✓	✓
2.E1U1.4 Observe and investigate how wind and water change the shape of the land resulting in a variety of landforms.		✓	✓
2.E1U1.5 Develop and use models to represent that water can exist in different states and is found in oceans, glaciers, lakes, rivers, ponds, and the atmosphere.	✓	✓	✓
2.E1U3.7 Construct an argument from evidence regarding positive and negative changes in water and land systems that impact humans and the environment.	✓	✓	✓
HISTORY AND SOCIAL SCIENCE STANDARDS			
1.SP1.2 Understand how events of the past affect students' lives and communities.		✓	✓
1.SP3.2 With support identify evidence drawn from multiple sources to answer questions about issues in your community.		✓	✓
1.SP3.3 With support construct and communicate solutions to issues in your community.		✓	✓
1.SP3.4 Take group or individual action to help address community issues.		✓	✓
1.SP3.5 Ask and answer questions about explanations given.	✓	✓	✓
1.C1.1 Apply values of respect, responsibility, equality, and fairness as a member of a community.		✓	✓
1.C3.3 Explain how community groups work to accomplish common tasks and fulfill responsibilities.		✓	✓
1.E2.1 Explain how needs, wants, and availability of resources affect decision making.	✓	✓	✓
1.E2.2 Identify the benefits and costs of making various personal decisions.	✓	✓	✓
1.G1.1 Use, explore and construct maps, graphs and other geographical representations to support content focus.	✓	✓	✓
1.G2.1 Compare how human activities affect culture and the environment now and in the past.		✓	✓
1.G3.2 Compare places past and present as it relates to content focus.		✓	
1.H1.1 Explain how ideas and innovation can contribute to a community by utilizing primary sources (artifacts, photographs, newspapers, speakers) and secondary sources (biographies, stories, articles).		✓	
2.SP1.1 Create a chronological sequence of multiple events.		✓	
2.SP1.2 Understand how events of the past affect students' lives and community.		✓	✓
2.SP3.4 Gather relevant information from one or two sources.	✓	✓	✓
2.SP3.5 Ask and answer questions about explanations and arguments.	✓	✓	✓
2.SP3.6 Present a summary of an argument or explanation using print, oral, or digital technology.		✓	
2.C2.2 Explain how all people, not just official leaders, play important roles in the world.		✓	✓
2.G1.1 Use and construct maps, graphs, and other geographic representations of familiar and unfamiliar places in the world; and locate physical and human features.	✓	✓	✓
2.G1.1 Use maps, globes, and other simple geographic models to identify and explain cultural and environmental characteristics of places in the world based on stories shared.		✓	✓

2.G2.1 Explain how weather, climate, and other environmental characteristics affect people's lives in a place or region being studied.	✓	✓	✓
2.G1.2 Describe how human activities affect the communities and the environment of places or regions.	✓	✓	✓
2.G2.3 Describe the positive and negative effects of using natural resources.	✓	✓	✓
3.SP1.2 Compare life in specific historical time periods to life today.		✓	
3.SP3.3 Identify and use evidence that draws information from multiple sources to answer compelling questions about Arizona.		✓	✓
3.SP3.4 Compare information provided by various sources about Arizona.		✓	
3.SP3.6 Construct arguments and explanations using reasoning, examples, and details from sources.		✓	
3.SP3.7 Present summaries of arguments and explanations using print, oral, and digital technologies.	✓		
3.SP4.1 Explain probable causes and effects of events.	✓	✓	✓
3.E2.1 Explain how availability of resources affects decision making in Arizona with respect to water and other natural resources.	✓	✓	✓
3.E2.2 Describe how Arizona is connected to other states, Mexico, and other nations by movement of people, goods, and ideas.		✓	
3.G1.1 Use and construct maps and graphs to represent changes in Arizona over time.	✓	✓	✓
3.G2.1 Explain how people modify and adapt to the Arizona environment.	✓	✓	✓
3.G4.1 Describe how Arizona has changed over time.		✓	✓
ENGLISH AND LANGUAGE ARTS STANDARDS			
1.RI.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.			✓
1.SL.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.	✓	✓	
1.SL.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	✓	✓	
1.SL.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	✓	✓	
1.SL.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	✓	✓	
1.SL.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	✓		
2.RI.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.			✓
2.SL.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.	✓	✓	
2.SL.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	✓	✓	
2.SL.3 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.	✓	✓	
2.SL.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	✓	✓	
3.RI.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.			✓
3.RI.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).			✓
3.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.	✓	✓	
3.SL.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	✓	✓	

3.SL.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.	✓	✓	
VISUAL ARTS STANDARDS	PRE-VISIT LESSON	PRESENTATION	POST-VISIT LESSON
VA.CN.10.2 Create works of art about events in home, school, or community life.	✓		
VA.CR.1.3a Create an imaginative artwork (such as a work that responds to a story or an invented fantasy) and add details.	✓		
VA.CR.1.3b Investigate personal ideas through the art-making process.	✓		