## Watching Our Water

## Arizona Department of Education Academic Standards



The Our Water, Our Future program addresses the following Academic Standards. (Complete versions of the Academic Standards are available at www.azed.gov/standards-practices/.)





| Construct a model that above the cycling of matter and flow of energy in coopystems.  LIUS-11  Line evidence to construct an argument regarding the impact of human activities on the environment and how they possible of the registery and resources in acceptations.  Construct a model that shows the cycling of matter and flow of energy in the atmosphere, hydrosphere, and geosphere.  ESTIDAT  Obtain, evaluate, and communicate information about data and historical patterns to predict natural hazards and other geological events.  ESTIDAT  Obtain, evaluate, and communicate information about data and historical patterns to predict natural hazards and other geological events.  ESTIDAT  Obtain, evaluate, and communicate information about data and historical patterns to predict natural hazards and other geological events.  ESTIDAT  SETURA  SETUR      | SCIENCE STANDARDS  | PRE-VISIT<br>LESSON | PRESENTATION  | POST-VISIT<br>LESSON |
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| L3.21.5.11 Use evidence to constitut an argument regarding the impact of human activities on the environment and how they positively and negatively affect the competition for energy and resources in ecosystems.  F2.61.1.5.12.1.5.1.5.1.5.1.5.1.5.1.5.1.5.1.5  | 6.L2U1.14 Construct a model that shows the cycling of matter and flow of energy in ecceyetems  | 1                   | 1             | ./                   |
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| 8.0.14 Engage in projects to help or inform others such as community service and service-learning projects. 8.0.12 Explain specific roles, rights and responsibilities of people in a society. 8.0.11 Use geographic tools and representations to analyze historical and modern political and economic issues and events. Key tools and representations such as maps, globes, aerial and other photos, remotely sensed images, tables, graphs, and geospatial technology 8.0.2.1 Examine impact of and responses to environmental issues such as air, water, and land poliution, deforestation, urban spraw, and changes to climate. 8.0.2.1 Examine impact of and responses to environmental issues such as air, water, and land poliution, deforestation, urban spraw, and changes to climate. 8.0.2.2 Explain how geographic and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions. 8.14.2.3 Explain how geographic and environmental factors shaped communities and how competition over resources have affected government policies.  MATHEMATICS STANDARDS 6.8.18.2.3 Flibently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.  EEE.A2 Write, read, and evaluate algebraic expressions. C. Evaluate expressions given specific values of their variables. Include expressions that arise from formulas used to solve mathematical problems and problems in real-world context  S.PSP 4. Display numerical data in plots on a number line, including dot plots, histograms, and box plots.  S.PSP 8. Display numerical data sets in relation to their context  MEMP 4.TMP 6. MPP 4. Model with mathematics. Mathematically proficient students apply the mathematics they know to solve problems arising in everyday life, society, and the workplace  4. Apoly properties of operations as strategies to multiply and divide rational numbers.  4. Apoly properties of operations as strategies to multiply and divide rational numbers in any form (whole numbers, fracti               | 8.SP4.3  |                     | ,             | ,                    |
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| 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.  PRE-VISIT LESSON  PRE-VISIT LESSON  PRESENTATION  PRESENTATION  PRESENTATION  PRESENTATION  Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers is a considerable problems). The presentation of the positive problems are not 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.  Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers.)  PRE-VISIT LESSON  FRESENTATION  Solve multi-step real-life and mathematical problems possed with positive and negative rational numbers in any form (whole numbers.)  PRE-VISIT LESSON  Solve multi-step real-life and mathematical problems possed with positive and negative rational numbers in any form (whole numbers.)  PRE-VISIT LESSON  Solve multi-step rational numbers in any form (whole numbers.)  PRE-VISIT LESSON  Solve multi-step rational numbers in any form (whole numbers.)  PRE-VISIT LESSON  Solve multi-step rational numbers.  PRE-VISIT LESSON  Solve multi-step rational numbers.  PRE-VISIT LESSON  Solve multi-step rational numbers in any form (whole numbers.)  PRE-VISIT LESSON  Solve multi-step rational numbers.  PRE-VISIT       | 7.NS.A.2 Multiply and divide integers and other rational numbers. c. Apply properties of operations as strategies to multiply and divide rational numbers.   |                     | /             | 1                    |
| ENGLISH LANGUAGE ARTS STANDARDS  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.  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  | 7.EE.B.3  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.   |                     |               | /                    |
| 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.  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   | ENGLISH LANGUAGE ARTS STANDARDS  | PRE-VISIT<br>LESSON | PRESENTATION  | POST-VISIT<br>LESSON |
| coherent understanding of a topic or issue.  S.L.1, S.L.1, B.S.L.1  Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on  | 6.RI.7   | ELOUGH              | - AZOZITATION | LECOON               |
| Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on  | coherent understanding of a topic or issue.  |                     |               | ✓                    |
| grade of 1, or o topico, toxic, and issues, building on onicis fueds and expressing their own deathy.   | 6.SL.1, 7.SL.1, 8.SL.1<br>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6, 7, or 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. | 1                   | 1             | 1                    |