

2008

K-12 Maine School Recycling Guide: Tips & Learning Results



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In 2008, the Center for Environmental Education (CEE) celebrates twenty years as an international resource center and clearinghouse for environmental education. We believe that anyone can become an environmental leader and that teachers, administrators, students and parents must be well informed and supported toward that end.

Our mission is to provide the necessary resources, curriculum, expertise and guidance to cultivate environmental leadership in K-12 schools. We work to create environmentally healthy schools where children learn how to choose sustainable lifestyles. You can visit the Center for Environmental Education Online at www.cceonline.org.



Unity College is the home of the Center for Environmental Education. The Center operates as an exclusive yet additive entity within this supportive academic environment. Unity is a leader in the environmental movement, focused on sustainability in the classroom and in the real world. Our friendly campus community is full of active learners—both students and teachers—who collaborate in creating adventures that help you grow personally and professionally.

Unity is a college for contemporary times. Founded in 1965, we've been around long enough to know what we're doing while we focus on contemporary issues and the future of the planet. We're located on 225 wooded acres of farmland overlooking Unity Pond in the village of Unity, Maine, home to 1,800 friendly folks. Just over 500 eclectic, adventuresome students study here with nearly 60 dedicated, professional, outdoor-loving faculty members. And the whole state of Maine serves as our hands-on learning laboratory.

At Unity College, you learn by doing, through active and collaborative adventures that balance theory and practice. You can live your passion and make a difference in others' lives and in the natural world. And you'll develop your leadership skills in a welcoming, friendly community. We know you'll like it here!

Introduction

Recycling is one of the most rewarding challenges you can take on in your school to make a positive impact on the environment. The [EPA](#)¹ estimates that the United States produced 14 million tons of [plastic](#), 13.2 million tons of [glass](#), 2 million tons of [aluminum](#), and 85 million tons of [paper waste](#) in 2006. That's a lot of waste, but recycling even a portion of these items can go further than you think! For example, [recycling one aluminum can](#)² saves 95% of the energy needed to produce it in the first place, which is enough to run a computer for three hours or a TV for two hours. And the [Resourceful Schools Project](#)³ reports that recycling just one ton of paper can save 17 trees, 380 gallons of oil, three cubic yards of landfill area, 4,000 kilowatts of energy, and 7,000 gallons of water!

In this guide, we provide you with the resources you need to get you well along your way toward building your own successful recycling program. The ***Tips for Recycling at Your School*** offers you the framework necessary for starting and maintaining a school-wide program. The ***Recycling and Maine Learning Results*** gives you a context for incorporating concepts from the program into class curriculum by matching concepts to specific learning results. If your students can participate first-hand in recycling and understand how and why the program runs, then they can carry with them a sense of empowerment that their actions do make a difference in meeting the environmental challenges of a changing world.

¹ <http://www.epa.gov/epaoswer/non-hw/muncpl/index.htm>

² <http://www.epa.gov/wastewise/wrr/factoid.htm>

³ <http://www.resourcefulschools.org/facts.html>

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1 Tips for Recycling at Your School

Start with school administrators

Share with top school administrators your idea for a recycling program and generate enthusiasm for it. They will make gathering the resources easier and they have the power to develop a school-wide or district-wide policy and ethic around recycling. Further, school administrators have the unique power to influence staff to take the program seriously. Even if your program starts small, successful schools have stressed that the program needs to be taken seriously from the beginning in order to be successful. Finally, a key component of a successful program is to have a reward element to it. Teachers can take care of student awards, but school administrators are in the best position to create staff awards.

Conduct a physical waste assessment

Before starting a program, get an idea of what items would be best to try recycling and how much volume there is. Go around the school, inspecting classrooms and trash bins and taking notes about how waste is generated, what kinds of waste, and approximately how much of each kind of waste. Some easy items to focus on are paper, cardboard, milk cartons, and high-volume plastic items. Before or after conducting the assessment, research what can actually be recycled locally. To distinguish between the different types of recyclables, check out our recycling chapter of *Blueprint for a Green School*¹. The ultimate goal of the assessment is to decide WHAT should be recycled in the school and approximately how much bin space and staff time would have to be dedicated to recycling those items. Also, approximate what percentage of the trash could be recycled (this is important information for the monetary assessment). Don't be afraid to start small and only recycle a few major items if need be.

Maine residents, check out the state's recycling information guide² and the guide listing items that local recycling centers collect³.

Conduct a monetary waste assessment

After the physical waste assessment, try to translate those results into financial terms. First, look at the bills for how much it currently costs to get the trash hauled. Then estimate what percentage of that volume may be reduced by recycling items. Detailed notes will aid you in doing a cost/benefit analysis before starting the program and serve as a reference later when evaluating the effectiveness of the program. See the *Recycling Makes Sense Guide*⁴ for more detailed help on doing a cost/benefit analysis.

Case Study: Belgrade Central School

Recycling reduced their need from a 12 ft³ trash bin to a 10 ft³ bin.

Establish Roles & Find a Leader

Get as many people involved as possible, including principals, teachers, custodians, students, and even parents. Everyone involved needs a clearly defined role. The people with critical roles such as moving the bins to a pick-up location on a set schedule need to be highly dependable. They also should have a

¹ <http://www.cceonline.org/greenGuide/rwmanagement/take/RecyclingTakeIntro.aspx>

² <http://maine.gov/spo/recycle/mainerecycles/whathappenstorecyclables.htm>

³ <http://maine.gov/spo/recycle/docs/municipalrecyclingdirectory.play.doc>

http://mainegov-images.informe.org/spo/recycle/docs/recycling_programs.pdf

⁴ Pg. 14-15 of http://www.nerc.org/documents/town_business/recycling_makes_sense_guide.pdf

back-up incase they can't complete the job. Students especially need an adult back-up to ensure the job gets done. If everyone is on board, has a specific role, a sense of responsibility, and a personal stake in it, the program is on track to be successful!

You also need a motivated team leader: a teacher, custodian, or older student. The leader's role will be to initiate the program, spread information as needed to make it function, monitor its success, problem solve along the way, and communicate between all involved parties such as the work force, the administrators, and the local recycling center.

Case Study:
Belgrade Central School

The motivated leader is a parent active in the school.

Give it a catchy name

Catchy names can go a long way toward motivating students, building the idea that everyone is part of a team, and inspiring the community.

Case Study:
Belgrade Central School

The group that started recycling is named Green Fashion.

Coordinate with your local recycling center

In order to have a recycling program at your school, you need to have a destination in mind for where to recycle those items. For most schools, this destination is a local recycling center either run by the town or a private business. Maine.gov gives a framework for coordinating with a recycling center based on WHO, HOW, WHAT, and WHERE. Find out WHO collects for the center or if you have to bring the materials there. Find out HOW the items are collected by pick-up or drop-off, and how they should be sorted or bagged. Find out WHAT items they actually accept because not all places accept all recyclables. Find out WHERE the place is located. Many states have lists of where recycling centers are located and what they accept. Maine's guides for businesses and municipalities are listed online⁵ but they are only updated every two years, so double-check the information after you contact your local center. Nerc.Org's *Recycling Makes Sen\$e Guide*⁶ breaks down the WHO, HOW, WHAT, and WHERE into specific questions you can ask the recycling center to make sure you don't miss any information:

What types of materials can be collected?
Is a minimum amount required for a pickup?
Is there a charge for collection? How is the charge fixed (per haul, by volume, or a standard fee)?
Is a contract required for service? What are the terms and contract duration?
If the trash hauler and recycling service provider are the same, can the current trash contract be re-negotiated to reflect a lower volume of trash? Are recycling services offered at no-cost or reduced rates?
Are revenues paid for high-grade paper or other materials in large volumes? [i.e. white paper]
Can records be provided on the amount of material collected for recycling?
How are material(s) collected?
Is collection regularly scheduled or on-call?
Are collection and storage bins provided? How many? How big are they? Is there a rental fee?
Is cardboard acceptable with other types of paper?
What is considered a contaminant? How is contamination handled?
Are confidential material destruction services offered (e.g., paper shredding)?
Is help provided to organize and promote the program to employees?

⁵ <http://maine.gov/spo/recycle/docs/municipalrecyclingdirectory.play.doc>

http://mainegov-images.informe.org/spo/recycle/docs/recycling_programs.pdf

⁶ Pg. 8 of [http://www.nerc.org/documents/town_business/recycling_makes_sen\\$e_guide.pdf](http://www.nerc.org/documents/town_business/recycling_makes_sen$e_guide.pdf)

Establish a collection method and schedule

Decide how and how often recyclables will be taken from classrooms and hallways and consolidated in a central location to be shipped out from the school or picked up. What will the schedule be for consolidation and for shipping recyclables out?

Decide on bins & where to put them

First, decide what kinds of bins you will use to collect recyclables. Some municipalities have bins you can use or buy. Sometimes the recycling center you're working with will provide bins. If neither of these provide bins, then you'll have to buy them. Another option, however, is just to use cardboard boxes for your first year of the program. Then, after you prove that the program can be successful, you can set aside money to buy better bins.

Estimate how many you need, decide how items will be sorted into them, and label them accordingly. Depending on how your recycling center accepts paper, you may have to separate paper into as many as four grades. You or your students should create crystal clear signs that explain exactly WHAT IS ACCEPTED in the bin and WHAT IS NOT ACCEPTED. Also, bins and signs should be color-coded and follow the same color pattern school-wide.

Nerc.org adds that bins should be placed strategically so that they are as close as possible to the source of the recycled material, but also situated in a way that makes it easy for them to be transported to the consolidation site. Larger bins may be useful in central locations that get a lot of traffic such as the copier room, the teacher lounge, and hallways. Bins should also be located near the trash so that they are easier for recyclers to find.

Establish a collection area and an overflow storage area

Establish a location where all recyclables in the school will be consolidated before they are shipped out or picked up and brought to the local recycling center. This location needs to also have a container to hold the items. Options include a dumpster, toter⁷, large laundry hamper, or reusable bags.

If the recycling center is picking up the recyclables directly from your school, then they may have a special type of collection bin they require. If the container is stored outside, consider having a locking one to prevent people from accidentally putting trash into it. It's also a good idea to label the container RECYCLING so that it's clear for the people consolidating, it's clear for the people picking up the material, and it's clear for people who might otherwise mistake it for trash.

Also establish a location for storage in the event that the recyclables are not shipped out or picked up on schedule. This may or may not be the same as the pick-up location. If space is limited at the pick-up location, then you'll have to find another space. Again, you'll need proper containers and labeling that clearly states that it's recycling material and also that it's overflow, not meant to be the primary pick-up location.

Case Study:
Belgrade Central School

Students consolidate recyclables in the school on a set schedule. Recyclables are picked up by a district-wide maintenance worker who makes rounds to all schools on a set schedule. Other recyclables are picked up regularly by the municipal recycling center.

⁷ "Toters are wheeled containers for collection and storage of recyclables, typically holding 60 - 100 gallons" (http://www.nerc.org/documents/town_business/recycling_makes_senSe_guide.pdf)

Educate everyone to ensure smooth operation & to inspire spirit

One of the best ways to ensure a successful program is to educate everyone in the school about exactly which items will be recycled, exactly where the bins are located, what colored bins correspond to which items, and what awards are being offered if there is a rewards program. While educating everyone, it also helps to explain why it's important to recycle: how the school will benefit from it by saving money and making the community proud, and how the environment will benefit. If you can inspire staff and students to feel like recycling really does make a difference, then they will be more likely to put effort into the program. Consider having your students put on a presentation, a skit, or a video that not only shows how the recycling system will operate, but also shows the audience items made out of recyclable materials. If the presentation is in a school-wide assembly, bags of recycled items could be presented to the audience and products made out of those recycled materials could be passed around for everyone to touch and appreciate. If your school has a purchasing policy focused on "closing the loop,"⁸ then you should proudly explain that as well. If you're a Maine resident, there is a guide⁹ showing you which recyclables are used to make which products.

Case Study:
Belgrade Central School

Making a big deal out of recycling made the task seem fun and energized the program!

Set goals

When you first start, it helps to set goals so that you not only have something clear you're working toward, but so that you have something to show after your trial run. And most importantly, goals are fun for the people involved! Your initial goals should be easy to reach and easy to calculate. For example, maybe just base them on a couple of the largest volume items and set the standards fairly low. That way you can more easily hit your target and clearly identify some initial success. After meeting goals, make sure you tell everyone in the school that the goals were met. Later, you should add greater goals and base them on more criteria.

Measure Success

Determine some methods for gauging success. You can measure success by estimating the space recyclables take up, by weighing them, by keeping track of any money specific items saved or generated, and by having regular meetings where roleplayers have a chance to speak up and voice their concerns or ideas. To physically measure how much material you recycle, you may be able to weigh the items in the school in the consolidation area before they are shipped out or your local recycling center may have a scale so that you can weigh a truckload of recyclables coming in, and then weigh it coming out. Measuring success is important for everyone involved to feel a sense of accomplishment, so that you can compare your program to other schools, and most importantly, so that you can identify places to make improvements.

Set aside money you save or make

Find a way to set aside any money your school saves by reducing waste hauling or any money you make if certain recyclables generate a profit. You can use that money to have a pizza party to

⁸ "Closing the loop" means supporting the recycling effort from the other end, which is by buying products that have been made out of recycling content. See "Close the Loop" below for more information.

⁹ <http://maine.gov/spo/recycle/mainerecycles/whatrecyclablesbecome.htm>

celebrate with all the role players, or you can use it toward increasing the effectiveness of the program, like by replacing the cardboard bins you started out with for new nice plastic bins.

Build a reward program

Schools that have experienced success stress the value of a rewards program for students, and even staff. Think creatively about how you might be able to award people who put extra effort into the program. Or, think of ways you may be able to reward the whole school if the program is successful. Some schools have started competitions between classrooms or grades and the group that recycles the most gets a certificate, a treat, or even a small party. Rewards at any level should emphasize the importance of teamwork in order to motivate everyone to stay involved.

Close the loop

Many recycling programs miss out on this key concept that could really inspire your team. “Closing the loop” means developing a purchasing policy as a school where you will try to buy as many products as you can that have recycled content. More recycled content in a product is better, and post-consumer recycled content is better than just recycled content. “Post-consumer” content means that it was taken from material that was recycled by the consumer, which is what your school is contributing to by its recycling efforts. Making students and staff aware of the effort to “close the loop” can inspire a tremendous amount of pride, showing that the school makes a difference all the way around, keeping the recycling circle going. See Recycling Makes Sen\$e¹⁰ for help on purchasing policy.

Utilize Resources

Find informational and financial resources and utilize them. Here is a list to get started:

Information

Implementation Guide for Small Business Recycling Cooperatives from nerc.org

<http://www.nerc.org/documents/coop/index.html>

Recycling Makes Sen\$e from nerc.org

[http://www.nerc.org/documents/town_business/recycling_makes_sen\\$e_guide.pdf](http://www.nerc.org/documents/town_business/recycling_makes_sen$e_guide.pdf)

Guide to what you can recycle and how to identify it

<http://www.cceonline.org/greenGuide/rwmanagement/take/RecyclingTakeIntro.aspx>

Information for K-12 schools recycling in Maine

<http://maine.gov/spo/recycle/mainerecycle/schools/k12recycle.htm>

How to recycle miscellaneous items in Maine

<http://www.maine.gov/dep/rwm/recycle/index.htm>

Funding Opportunities

Project Learning Tree project grant

http://www.plt.org/cms/pages/21_19_1.html

EPA grant for educating people about something environmental in the New England Area

<http://www.epa.gov/region01/ra/ed/edgrant.html>

Other grants may be available at...

<http://grants.gov/>

¹⁰ Pg. 17-18 of [http://www.nerc.org/documents/town_business/recycling_makes_sen\\$e_guide.pdf](http://www.nerc.org/documents/town_business/recycling_makes_sen$e_guide.pdf)

Contents of *Recycling & the Maine Learning Results*

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2 Recycling & the Maine Learning Results



Teach how recycling can save money because recyclables are used to make new products, whereas trash has to be paid for to dump in a landfill

MATH

Grades Pre-K—2

Rational Number--Pg. 56-58

STUDENTS LEARN FRACTIONS, DO OPERATIONS WITH THEM, AND APPLY THEM TO REAL LIFE QUANTITIES.

Measurement and Approximation--Pg. 60-62

STUDENTS UNDERSTAND AND MEASURE CAPACITY

Data Analysis--Pg. 62-63

STUDENTS COLLECT AND REPRESENT DATA IN TABLES AND GRAPHS.

Grade 3

Rational Number--Pg. 56-58

STUDENTS LEARN FRACTIONS, DO OPERATIONS WITH THEM, AND APPLY THEM TO REAL LIFE QUANTITIES.

Measurement and Approximation--Pg. 60-62

STUDENTS UNDERSTAND AND MEASURE CAPACITY

Data Analysis--Pg. 62-63

STUDENTS COLLECT AND REPRESENT DATA IN TABLES AND GRAPHS.

Grade 4

Rational Number--Pg. 56-58

STUDENTS LEARN FRACTIONS, DO OPERATIONS WITH THEM, AND APPLY THEM TO REAL LIFE QUANTITIES.

Measurement and Approximation--Pg. 60-62

STUDENTS UNDERSTAND AND MEASURE CAPACITY

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STUDENTS COLLECT AND REPRESENT DATA IN TABLES AND GRAPHS.

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STUDENTS USE TABLES, FORMULAS, DIAGRAMS, AND GRAPHS TO REPRESENT AND ANALYZE RELATIONSHIPS BETWEEN QUANTITIES.

Grade 5

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STUDENTS LEARN FRACTIONS, DO OPERATIONS WITH THEM, AND APPLY THEM TO REAL LIFE QUANTITIES.

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Grade 6

Rational Number--Pg. 56-58

STUDENTS LEARN FRACTIONS, DO OPERATIONS WITH THEM, AND APPLY THEM TO REAL LIFE QUANTITIES. STUDENTS ALSO LEARN AND APPLY PERCENTAGES.

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STUDENTS UNDERSTAND AND MEASURE CAPACITY

Data Analysis--Pg. 62-63

STUDENTS COLLECT AND REPRESENT DATA IN TABLES AND GRAPHS. STUDENTS ALSO LEARN HOW TO CALCULATE MEAN, MEDIAN, AND MODE AND INTERPRET WHAT THEY MEAN.

Symbols and Expressions--Pg. 73-74

STUDENTS LEARN TO CREATE AND EVALUATE EXPRESSIONS WITH TWO OR MORE VARIABLES.

Equations and Inequalities--Pg. 74-77

STUDENTS FIND THE UNKNOWN IN SIMPLE EQUATIONS.

Functions and Relations--Pg. 77-79

STUDENTS USE TABLES, FORMULAS, DIAGRAMS, AND GRAPHS TO REPRESENT AND ANALYZE RELATIONSHIPS BETWEEN QUANTITIES.

Grade 7

Rational Number--Pg. 56-58

STUDENTS LEARN FRACTIONS, DO OPERATIONS WITH THEM, AND APPLY THEM TO REAL LIFE QUANTITIES. STUDENTS ALSO LEARN AND APPLY PERCENTAGES.

Measurement and Approximation--Pg. 60-62

STUDENTS UNDERSTAND AND MEASURE CAPACITY

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STUDENTS COLLECT AND REPRESENT DATA IN TABLES AND GRAPHS. STUDENTS ALSO LEARN HOW TO CALCULATE MEAN, MEDIAN, AND MODE AND INTERPRET WHAT THEY MEAN.

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STUDENTS FIND THE UNKNOWN IN SIMPLE EQUATIONS.

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STUDENTS USE TABLES, FORMULAS, DIAGRAMS, AND GRAPHS TO REPRESENT AND ANALYZE RELATIONSHIPS BETWEEN QUANTITIES.

Grade 8

Rational Number--Pg. 56-58

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STUDENTS UNDERSTAND AND MEASURE CAPACITY, WHILE ALSO LEARNING HOW TO CONVERT DIFFERENT UNITS AND TYPES OF MEASUREMENTS.

Data Analysis--Pg. 62-63

STUDENTS COLLECT AND REPRESENT DATA IN TABLES AND GRAPHS. STUDENTS ALSO LEARN HOW TO CALCULATE MEAN, MEDIAN, AND MODE AND INTERPRET WHAT THEY MEAN.

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STUDENTS FIND VOLUME OF CYLINDERS AND OTHER FIGURES COMPOSED OF SOLIDS.

Symbols and Expressions--Pg. 73-74

STUDENTS LEARN TO CREATE AND EVALUATE EXPRESSIONS WITH TWO OR MORE VARIABLES.

Equations and Inequalities--Pg. 74-77

STUDENTS FIND THE UNKNOWN IN SIMPLE EQUATIONS.

Functions and Relations--Pg. 77-79

STUDENTS USE TABLES, FORMULAS, DIAGRAMS, AND GRAPHS TO REPRESENT AND ANALYZE RELATIONSHIPS BETWEEN QUANTITIES.

Grades 9-Diploma

Rational Number--Pg. 56-58

STUDENTS LEARN FRACTIONS, DO OPERATIONS WITH THEM, AND APPLY THEM TO REAL LIFE QUANTITIES. STUDENTS ALSO LEARN AND APPLY PERCENTAGES.

Measurement and Approximation--Pg. 60-62

STUDENTS UNDERSTAND AND MEASURE CAPACITY, WHILE ALSO LEARNING HOW TO CONVERT DIFFERENT UNITS AND TYPES OF MEASUREMENTS.

Data Analysis--Pg. 62-63

STUDENTS COLLECT AND REPRESENT DATA IN TABLES AND GRAPHS. STUDENTS ALSO LEARN HOW TO CALCULATE MEAN, MEDIAN, AND MODE AND INTERPRET WHAT THEY MEAN.

Geometric Measurements--Pg. 68-71

STUDENTS FIND VOLUME OF CYLINDERS AND OTHER FIGURES COMPOSED OF SOLIDS.

Symbols and Expressions--Pg. 73-74

STUDENTS LEARN TO CREATE AND EVALUATE EXPRESSIONS WITH TWO OR MORE VARIABLES.

Equations and Inequalities--Pg. 74-77

STUDENTS FIND THE UNKNOWN IN SIMPLE EQUATIONS.

Functions and Relations--Pg.77-79

STUDENTS USE TABLES, FORMULAS, DIAGRAMS, AND GRAPHS TO REPRESENT AND ANALYZE RELATIONSHIPS BETWEEN QUANTITIES.

SCIENCE & TECHNOLOGY

Grades 3-5

Models--Pg. 84.A2.

STUDENTS USE MODELS TO REPRESENT OBJECTS, PROCESSES, AND EVENTS FROM THE PHYSICAL SETTING, THE LIVING ENVIRONMENT, AND THE TECHNOLOGICAL WORLD; **A.** REPRESENT THE FEATURES OF A REAL OBJECT, EVENT, OR PROCESS USING MODELS INCLUDING GEOMETRIC FIGURES, NUMBER SEQUENCES, GRAPHS, DIAGRAMS, SKETCHES, MAPS, OR THREE-DIMENSIONAL FIGURES AND NOTE WAYS IN WHICH THOSE REPRESENTATIONS DO (AND DO NOT) MATCH FEATURES OF THE ORIGINALS.

SOCIAL STUDIES

Grades 6-8

Economic Knowledge, Concepts, Themes & Patterns--Pg. 113.C1.

STUDENTS UNDERSTAND THE PRINCIPLES AND PROCESSES OF PERSONAL ECONOMICS, THE INFLUENCE OF ECONOMICS ON PERSONAL LIFE AND BUSINESS...; **C.** IDENTIFY FACTORS THAT CONTRIBUTE TO PERSONAL... EXPENSES & BUDGETS.

Grades 9-Diploma

Economic Knowledge, Concepts, Themes & Patterns--Pg. 113.C1.

STUDENTS UNDERSTAND THE PRINCIPLES AND PROCESSES OF PERSONAL ECONOMICS...

Researching & Developing Positions on Current Social Studies Issues--Pg.107.A1.

RESEARCH, DEVELOP, AND DEFEND POSITIONS ON CURRENT SOCIAL STUDIES ISSUES...



Students create surveys to identify household recycling and waste habits, and then analyze the results.

LANGUAGE ARTS

All Grades

Research--Pg. 27.C.

STUDENTS ENGAGE IN INQUIRY BY DEVELOPING RESEARCH QUESTIONS, ACCESSING AND VERIFYING A VARIETY OF SOURCES, COMMUNICATING FINDINGS, AND APPLYING THE CONVENTIONS OF DOCUMENTATION. STUDENTS PRESENT FINDINGS ORALLY, IN WRITING, OR USING MIXED MEDIA).

MATH

Grades Pre-K-2--4

Rational Number--Pg. 56-58

STUDENTS LEARN FRACTIONS, DO OPERATIONS WITH THEM, AND APPLY THEM TO REAL LIFE QUANTITIES.

Data Analysis--Pg. 62-63

STUDENTS COLLECT AND REPRESENT DATA IN TABLES AND GRAPHS.

Grade 5

Rational Number--Pg. 56-58

STUDENTS LEARN FRACTIONS, DO OPERATIONS WITH THEM, AND APPLY THEM TO REAL LIFE QUANTITIES.

Data Analysis--Pg. 62-63

STUDENTS COLLECT AND REPRESENT DATA IN TABLES AND GRAPHS. STUDENTS ALSO LEARN HOW TO CALCULATE MEAN, MEDIAN, AND MODE AND INTERPRET WHAT THEY MEAN.

Grades 6-7

Rational Number--Pg. 56-58

STUDENTS LEARN FRACTIONS, DO OPERATIONS WITH THEM, AND APPLY THEM TO REAL LIFE QUANTITIES. STUDENTS ALSO LEARN AND APPLY PERCENTAGES.

Data Analysis--Pg. 62-63

STUDENTS COLLECT AND REPRESENT DATA IN TABLES AND GRAPHS. STUDENTS ALSO LEARN HOW TO CALCULATE MEAN, MEDIAN, AND MODE AND INTERPRET WHAT THEY MEAN.

Grades 8-Diploma

Rational Number--Pg. 56-58

STUDENTS LEARN FRACTIONS, DO OPERATIONS WITH THEM, AND APPLY THEM TO REAL LIFE QUANTITIES. STUDENTS ALSO LEARN AND APPLY PERCENTAGES.

Data Analysis--Pg. 62-63

STUDENTS COLLECT AND REPRESENT DATA IN TABLES AND GRAPHS. STUDENTS ALSO LEARN HOW TO CALCULATE MEAN, MEDIAN, AND MODE AND INTERPRET WHAT THEY MEAN.

SCIENCE & TECHNOLOGY

Grades 3-5

Models--Pg. 84.A2.

STUDENTS USE MODELS TO REPRESENT OBJECTS, PROCESSES, AND EVENTS FROM THE PHYSICAL SETTING, THE LIVING ENVIRONMENT, AND THE TECHNOLOGICAL WORLD; **A:** REPRESENT THE FEATURES OF A REAL OBJECT, EVENT, OR PROCESS USING MODELS INCLUDING GEOMETRIC FIGURES, NUMBER SEQUENCES, GRAPHS, DIAGRAMS, SKETCHES, MAPS, OR THREE-DIMENSIONAL FIGURES AND NOTE WAYS IN WHICH THOSE REPRESENTATIONS DO (AND DO NOT) MATCH FEATURES OF THE ORIGINALS.

SOCIAL STUDIES

Grades 6-8

Economic Knowledge, Concepts, Themes & Patterns--Pg. 113.C1.

STUDENTS UNDERSTAND THE PRINCIPLES AND PROCESSES OF PERSONAL ECONOMICS, THE INFLUENCE OF ECONOMICS ON PERSONAL LIFE AND BUSINESS...; **C:** IDENTIFY FACTORS THAT CONTRIBUTE TO PERSONAL... EXPENSES & BUDGETS

Grades 9-Diploma

Researching & Developing Positions on Current Social Studies Issues--Pg. 107.A1.

B: SELECT AND APPLY RESEARCH METHODS THAT ARE APPROPRIATE FOR THE PURPOSE OF THE INQUIRY; **D:** SYNTHESIZE INFORMATION FROM VARIOUS SOURCES, FIELDWORK, EXPERIMENTS, AND/OR INTERVIEWS THAT REFLECT MULTIPLE PERSPECTIVES

Economic Knowledge, Concepts, Themes & Patterns--Pg. 113.C1.

STUDENTS UNDERSTAND THE PRINCIPLES AND PROCESSES OF PERSONAL ECONOMICS...

Economic Knowledge, Concepts, Themes & Patterns--Pg. 114.C1.

E: ANALYZE ECONOMIC ACTIVITIES AND POLICIES IN RELATIONSHIP TO FREEDOM, EFFICIENCY, EQUITY, SECURITY, GROWTH, AND SUSTAINABILITY.



Students learn the teamwork concept by participating in the recycling team as team members or by helping to plan and implement a functional recycling team.

CAREER & EDUCATION DEVELOPMENT

Grades Pre-k-2

Interpersonal Skills--Pg. 7.A3.

A: GETTING ALONG WITH OTHERS; **C:** WORKING AS A MEMBER OF A TEAM

Grades 3-5

Interpersonal Skills--Pg. 7.A3.

C: WORKING AS A MEMBER OF A TEAM

Grades 6-8

Interpersonal Skills--Pg. 7.A3.

C: WORKING AS A MEMBER OF A TEAM

Grades 9-Diploma

Interpersonal Skills--Pg. 7.A3.

C: WORKING AS A MEMBER OF A TEAM

SOCIAL STUDIES

Grades Pre-k-2

Taking Action Using Social Studies Knowledge and Skills--Pg.109.A3.

STUDENTS SELECT, PLAN, AND PARTICIPATE IN A CIVIC ACTION OR SERVICE-LEARNING PROJECT BASED ON A CLASSROOM OR SCHOOL ASSET OR NEED, AND DESCRIBE THE PROJECT'S POTENTIAL CIVIC CONTRIBUTION

Grades 3-5

Taking Action Using Social Studies Knowledge and Skills--Pg.109.A3.

STUDENTS SELECT, PLAN, AND PARTICIPATE IN A CIVIC ACTION OR SERVICE-LEARNING PROJECT BASED ON A CLASSROOM, SCHOOL, OR LOCAL COMMUNITY ASSET OR NEED, AND DESCRIBE EVIDENCE OF THE PROJECT'S EFFECTIVENESS AND CIVIC CONTRIBUTION

Grades 6-8

Taking Action Using Social Studies Knowledge and Skills--Pg.109.A3.

STUDENTS SELECT, PLAN, AND IMPLEMENT A CIVIC ACTION OR SERVICE-LEARNING PROJECT BASED ON A SCHOOL, COMMUNITY, OR STATE ASSET OR NEED, AND ANALYZE THE PROJECT'S EFFECTIVENESS AND CIVIC CONTRIBUTION

Grades 9-Diploma

Taking Action Using Social Studies Knowledge and Skills--Pg.109.A3.

STUDENTS SELECT, PLAN, AND IMPLEMENT A CIVIC ACTION OR SERVICE-LEARNING PROJECT BASED ON A COMMUNITY, SCHOOL, STATE, NATIONAL, OR INTERNATIONAL ASSET OR NEED, AND EVALUATE THE PROJECT'S EFFECTIVENESS AND CIVIC CONTRIBUTION



Students create signs for appropriate use of recycling bins and general informative signs covering topics about why recycling is important.

LANGUAGE ARTS

Grades Pre-K-2

Practical Application--Pg. 26.B5.

STUDENTS CONVEY SIMPLE NEEDS IN WRITING C. WRITE ONE-STEP AND TWO-STEP DIRECTIONS FOR COMPLETING A SIMPLE TASK

Grades 3-5

Practical Application--Pg. 26.B5.

STUDENTS WRITE LETTERS, OTHER REQUESTS FOR INFORMATION OR DIRECTIONS FOR COMPLETING A PROCESS

Grades 6-8

Practical Application--Pg. 26.B5.

STUDENTS WRITE SIMPLE BUSINESS LETTERS AND DOCUMENTS RELATED TO CAREER DEVELOPMENT

Grades 9-Diploma

Practical Application--Pg. 26.B5.

STUDENTS WRITE PERSONAL COMMUNICATION AND PIECES RELATED TO EDUCATIONAL DEVELOPMENT, CAREER ISSUES, AND CIVIC PARTICIPATION

SCIENCE & TECHNOLOGY

Grades 3-5

Science, Technology, and Society-- Pg.90.C3.

C: EXPLAIN THAT NATURAL RESOURCES ARE LIMITED, AND THAT REUSING, RECYCLING, AND REDUCING MATERIALS AND USING RENEWABLE RESOURCES IS IMPORTANT

Models--Pg. 84.A2.

STUDENTS USE MODELS TO REPRESENT OBJECTS, PROCESSES, AND EVENTS FROM THE PHYSICAL SETTING, THE LIVING ENVIRONMENT, AND THE TECHNOLOGICAL WORLD; **A:** REPRESENT THE FEATURES OF A REAL OBJECT, EVENT, OR PROCESS USING MODELS INCLUDING GEOMETRIC FIGURES, NUMBER SEQUENCES, GRAPHS, DIAGRAMS, SKETCHES, MAPS, OR THREE-DIMENSIONAL FIGURES AND NOTE WAYS IN WHICH THOSE REPRESENTATIONS DO (AND DO NOT) MATCH FEATURES OF THE ORIGINALS

Grades 6-8

Science, Technology, and Society-- Pg.90.C3.

A: DESCRIBE HOW SCIENCE AND TECHNOLOGY CAN HELP ADDRESS SOCIETAL CHALLENGES RELATED TO POPULATION, NATURAL HAZARDS, SUSTAINABILITY, PERSONAL HEALTH AND SAFETY, AND ENVIRONMENTAL QUALITY; **B:** IDENTIFY PERSONAL CHOICES THAT CAN EITHER POSITIVELY OR NEGATIVELY IMPACT SOCIETY INCLUDING POPULATION, ECOSYSTEM SUSTAINABILITY, PERSONAL HEALTH, AND ENVIRONMENTAL QUALITY

Grades 9-Diploma

Science, Technology, and Society-- Pg.90.C3.

A: EXPLAIN HOW SCIENCE AND TECHNOLOGY INFLUENCE THE CARRYING CAPACITY AND SUSTAINABILITY OF THE PLANET.

Earth--Pg. 93.D2

D: DESCRIBE AND ANALYZE THE EFFECTS OF HUMAN INFLUENCES ON EARTH SYSTEMS

SOCIAL STUDIES

Grades 9-Diploma

Researching & Developing Positions on Current Social Studies Issues--Pg.107.A1.

E: UTILIZE MEDIA RELEVANT TO AUDIENCE AND PURPOSE THAT EXTEND AND SUPPORT ORAL, WRITTEN, AND VISUAL COMMUNICATION; **H:** PRESENT AND DEFEND A WELL-SUPPORTED POSITION TO A VARIETY OF AUDIENCES USING A PRESCRIBED FORMAT.

VISUAL & PERFORMING ARTS

Grades Pre-k-2

Elements of Art and Principles of Design--Pg.129.A2.

Media, Tools, Techniques, and Processes—Pg.129.A3.

Creation, Performance, and Expression —Pg.132.B.

THEATRE: STUDENTS CREATE, PERFORM, AND EXPRESS THROUGH THE ART DISCIPLINE

Media Skills--Pg. 133.B1.

STUDENTS USE BASIC MEDIA, TOOLS, AND TECHNIQUES TO CREATE ORIGINAL ART WORKS

Making Meaning--Pg. 134 B3.

STUDENTS CREATE ART WORKS THAT COMMUNICATE IDEAS AND FEELINGS...

Application of Creative Process--Pg. 135.C1.

CREATIVE PROBLEM-SOLVING SKILLS TO IMPROVE THE EFFECTIVENESS OF THEIR OWN WORK AND THAT OF OTHERS

Grades 3-5

Elements of Art and Principles of Design--Pg.129.A2.

Media, Tools, Techniques, and Processes—Pg.129.A3.

Creation, Performance, and Expression —Pg.132.B.

THEATRE: STUDENTS CREATE, PERFORM, AND EXPRESS THROUGH THE ART DISCIPLINE

Media Skills--Pg. 133.B1.

STUDENTS USE A VARIETY OF MEDIA, TOOLS, TECHNIQUES, AND PROCESSES TO CREATE ORIGINAL ART WORKS

Making Meaning--Pg. 134 B3.

STUDENTS CREATE ART WORKS THAT COMMUNICATE IDEAS AND FEELINGS...

Application of Creative Process--Pg. 135.C1.

CREATIVE PROBLEM-SOLVING SKILLS TO IMPROVE THE EFFECTIVENESS OF THEIR OWN WORK AND THAT OF OTHERS

Grades 6-8

Elements of Art and Principles of Design--Pg.129.A2.

Media, Tools, Techniques, and Processes—Pg.129.A3.

Creation, Performance, and Expression —Pg.132.B.

THEATRE: STUDENTS CREATE, PERFORM, AND EXPRESS THROUGH THE ART DISCIPLINE

Media Skills--Pg. 133.B1.

STUDENTS CHOOSE SUITABLE MEDIA, TOOLS, TECHNIQUES, AND PROCESSES TO CREATE ORIGINAL ART WORKS

Making Meaning--Pg. 134 B3.

STUDENTS CREATE ART WORKS THAT COMMUNICATE AN INDIVIDUAL POINT OF VIEW

Application of Creative Process--Pg. 135.C1.

CREATIVE PROBLEM-SOLVING SKILLS TO IMPROVE THE EFFECTIVENESS OF THEIR OWN WORK AND THAT OF OTHERS

Aesthetics & Criticism--Pg. 136.D1.

C: COMPARE THE EFFECTIVENESS OF SELECTED MEDIA, TECHNIQUES, AND PROCESSES IN COMMUNICATING IDEAS

Grades 9-Diploma

Elements of Art and Principles of Design--Pg.129.A2.

Media, Tools, Techniques, and Processes—Pg.129.A3.

Creation, Performance, and Expression —Pg.132.B.

THEATRE: STUDENTS CREATE, PERFORM, AND EXPRESS THROUGH THE ART DISCIPLINE

Media Skills--Pg. 133.B1.

STUDENTS CHOOSE MULTIPLE SUITABLE MEDIA, TOOLS, TECHNIQUES, AND PROCESSES TO CREATE A VARIETY OF ORIGINAL ART WORK

Making Meaning--Pg. 134 B3.

STUDENTS CREATE ART WORKS THAT COMMUNICATE AND INDIVIDUAL POINT OF VIEW; A: STUDENTS DEMONSTRATE SOPHISTICATED USE OF MEDIA, TOOLS, TECHNIQUES, AND PROCESSES

Application of Creative Process--Pg. 135.C1.

CREATIVE PROBLEM-SOLVING SKILLS TO IMPROVE THE EFFECTIVENESS OF THEIR OWN WORK AND THAT OF OTHERS



Challenge students to make skits and videos that teach others the proper way to recycle in order to make the recycling program effective. Students can also present research about why recycling is important.

LANGUAGE ARTS

Grades Pre-K-2

Research--Pg. 27.C.

STUDENTS ENGAGE IN INQUIRY BY DEVELOPING RESEARCH QUESTIONS, ACCESSING AND VERIFYING A VARIETY OF SOURCES, COMMUNICATING FINDINGS, AND APPLYING THE CONVENTIONS OF DOCUMENTATION. STUDENTS PRESENT FINDINGS ORALLY, IN WRITING, OR USING MIXED MEDIA

Speaking--Pg. 30.E2.

B: MAKE SIMPLE PRESENTATIONS USING EYE CONTACT

Grades 3-5

Research--Pg. 27.C.

STUDENTS ENGAGE IN INQUIRY BY DEVELOPING RESEARCH QUESTIONS, ACCESSING AND VERIFYING A VARIETY OF SOURCES, COMMUNICATING FINDINGS, AND APPLYING THE CONVENTIONS OF DOCUMENTATION. STUDENTS PRESENT FINDINGS ORALLY, IN WRITING, OR USING MIXED MEDIA

Speaking--Pg. 30.E2.

STUDENTS USE ACTIVE SPEAKING SKILLS TO COMMUNICATE EFFECTIVELY IN A VARIETY OF CONTEXTS

Grades 6-8

Research--Pg. 27.C.

STUDENTS ENGAGE IN INQUIRY BY DEVELOPING RESEARCH QUESTIONS, ACCESSING AND VERIFYING A VARIETY OF SOURCES, COMMUNICATING FINDINGS, AND APPLYING THE CONVENTIONS OF DOCUMENTATION. STUDENTS PRESENT FINDINGS ORALLY, IN WRITING, OR USING MIXED MEDIA

Speaking--Pg. 30.E2.

STUDENTS ADJUST SPEAKING STRATEGIES FOR FORMAL AND INFORMAL DISCUSSIONS, DEBATES, OR PRESENTATIONS APPROPRIATE TO THE AUDIENCE AND PURPOSE

Grades 9-Diploma

Research--Pg. 27.C.

STUDENTS ENGAGE IN INQUIRY BY DEVELOPING RESEARCH QUESTIONS, ACCESSING AND VERIFYING A VARIETY OF SOURCES, COMMUNICATING FINDINGS, AND APPLYING THE CONVENTIONS OF DOCUMENTATION. STUDENTS PRESENT FINDINGS ORALLY, IN WRITING, OR USING MIXED MEDIA

Speaking--Pg. 30.E2.

STUDENTS DETERMINE SPEAKING STRATEGIES FOR FORMAL AND INFORMAL DISCUSSIONS, DEBATES, OR PRESENTATIONS APPROPRIATE TO THE AUDIENCE AND PURPOSE

SCIENCE & TECHNOLOGY

Grades 3-5

Science, Technology, and Society--Pg. 90.C3.

C: EXPLAIN THAT NATURAL RESOURCES ARE LIMITED, AND THAT REUSING, RECYCLING, AND REDUCING MATERIALS AND USING RENEWABLE RESOURCES IS IMPORTANT

Models--Pg. 84.A2.

STUDENTS USE MODELS TO REPRESENT OBJECTS, PROCESSES, AND EVENTS FROM THE PHYSICAL SETTING, THE LIVING ENVIRONMENT, AND THE TECHNOLOGICAL WORLD; **A:** REPRESENT THE FEATURES OF A REAL OBJECT, EVENT, OR PROCESS USING MODELS INCLUDING GEOMETRIC FIGURES, NUMBER SEQUENCES, GRAPHS, DIAGRAMS, SKETCHES, MAPS, OR THREE-DIMENSIONAL FIGURES AND NOTE WAYS IN WHICH THOSE REPRESENTATIONS DO (AND DO NOT) MATCH FEATURES OF THE ORIGINALS

Grades 6-8

Science, Technology, and Society--Pg. 90.C3.

A: DESCRIBE HOW SCIENCE AND TECHNOLOGY CAN HELP ADDRESS SOCIETAL CHALLENGES RELATED TO POPULATION, NATURAL HAZARDS, SUSTAINABILITY, PERSONAL HEALTH AND SAFETY, AND ENVIRONMENTAL QUALITY; **B:** IDENTIFY PERSONAL CHOICES THAT CAN EITHER POSITIVELY OR NEGATIVELY IMPACT SOCIETY INCLUDING POPULATION, ECOSYSTEM SUSTAINABILITY, PERSONAL HEALTH, AND ENVIRONMENTAL QUALITY.

Grades 9-Diploma

Science, Technology, and Society--Pg. 90.C3.

A: EXPLAIN HOW SCIENCE AND TECHNOLOGY INFLUENCE THE CARRYING CAPACITY AND SUSTAINABILITY OF THE PLANET

Earth--Pg. 93.D2

D: DESCRIBE AND ANALYZE THE EFFECTS OF HUMAN INFLUENCES ON EARTH SYSTEMS.

SOCIAL STUDIES

Grades 9-Diploma

Researching & Developing Positions on Current Social Studies Issues--Pg. 107.A1.

E: UTILIZE MEDIA RELEVANT TO AUDIENCE AND PURPOSE THAT EXTEND AND SUPPORT ORAL, WRITTEN, AND VISUAL COMMUNICATION; **H:** PRESENT AND DEFEND A WELL-SUPPORTED POSITION TO A VARIETY OF AUDIENCES USING A PRESCRIBED FORMAT

Economic Knowledge, Concepts, Themes, and Patterns--Pg.113-114.C1.

E: ANALYZE ECONOMIC ACTIVITIES AND POLICIES IN RELATIONSHIP TO FREEDOM, EFFICIENCY, EQUITY, SECURITY, GROWTH, AND SUSTAINABILITY.

VISUAL & PERFORMING ARTS

Grades Pre-K-2

Theatre--Movement--Pg. 132 .B1.

STUDENTS PARTICIPATE IN SKITS, PUPPET SHOWS, THEATRE GAMES, AND/OR SHOW AND TELL USING MOVEMENT SKILLS

Theatre--Improvisation—Pg.132.B3.

STUDENTS IMPROVISE THROUGH THEATRE GAMES BY USING PLOT, SETTING, AND CHARACTERS

Media Skills--Pg. 133.B1

STUDENTS USE BASIC MEDIA, TOOLS, AND TECHNIQUES TO CREATE ORIGINAL ART WORKS

Making Meaning--Pg. 134.B3.

STUDENTS CREATE ART WORKS THAT COMMUNICATE IDEAS AND FEELINGS...

Application of Creative Process--Pg.135.C1.

CREATIVE PROBLEM-SOLVING SKILLS TO IMPROVE THE EFFECTIVENESS OF THEIR OWN WORK AND THAT OF OTHERS

Grades 3-5

Theatre--Movement--Pg. 132 B1.

STUDENTS PARTICIPATE IN SKITS, PUPPET SHOWS, THEATRE GAMES, AND/OR SHOW AND TELL USING MOVEMENT SKILLS

Theatre--Improvisation—Pg.132.B3.

STUDENTS IMPROVISE THROUGH THEATRE USING VARIOUS TECHNIQUES

Media Skills--Pg. 133.B1

STUDENTS USE A VARIETY OF MEDIA, TOOLS, TECHNIQUES, AND PROCESSES TO CREATE ORIGINAL ART WORKS

Making Meaning--Pg. 134.B3.

STUDENTS CREATE ART WORKS THAT COMMUNICATE IDEAS AND FEELINGS

Application of Creative Process--Pg.135.C1.

CREATIVE PROBLEM-SOLVING SKILLS TO IMPROVE THE EFFECTIVENESS OF THEIR OWN WORK AND THAT OF OTHERS

Grades 6-8

Theatre--Movement--Pg. 132 B1.

STUDENTS PARTICIPATE IN SKITS, PUPPET SHOWS, THEATRE GAMES, AND/OR SHOW AND TELL USING MOVEMENT SKILLS

Theatre--Improvisation—Pg.132.B3.

STUDENTS IMPROVISE THROUGH THEATRE USING VARIOUS TECHNIQUES

Media Skills--Pg. 133.B1

STUDENTS CHOOSE SUITABLE MEDIA, TOOLS, TECHNIQUES, AND PROCESSES TO CREATE ORIGINAL ART WORKS

Making Meaning--Pg. 134.B3.

STUDENTS CREATE ART WORKS THAT COMMUNICATE AN INDIVIDUAL POINT OF VIEW

Application of Creative Process--Pg.135.C1.

CREATIVE PROBLEM-SOLVING SKILLS TO IMPROVE THE EFFECTIVENESS OF THEIR OWN WORK AND THAT OF OTHERS

Aesthetics & Criticism--Pg. 136.D1.

C: COMPARE THE EFFECTIVENESS OF SELECTED MEDIA, TECHNIQUES, AND PROCESSES IN COMMUNICATING IDEAS

Grades 9-Diploma

Theatre--Movement--Pg. 132 B1.

STUDENTS PARTICIPATE IN SKITS, PUPPET SHOWS, THEATRE GAMES, AND/OR SHOW AND TELL USING MOVEMENT SKILLS

Theatre--Improvisation—Pg.132.B3.

STUDENTS IMPROVISE THROUGH THEATRE USING VARIOUS TECHNIQUES

Media Skills--Pg. 133.B1

STUDENTS CHOOSE MULTIPLE SUITABLE MEDIA, TOOLS, TECHNIQUES, AND PROCESSES TO CREATE A VARIETY OF ORIGINAL ART WORK.

Making Meaning--Pg. 134.B3.

STUDENTS CREATE ART WORKS THAT COMMUNICATE AN INDIVIDUAL POINT OF VIEW; A: DEMONSTRATE SOPHISTICATED USE OF MEDIA, TOOLS, TECHNIQUES, AND PROCESSES

Application of Creative Process--Pg.135.C1.

CREATIVE PROBLEM-SOLVING SKILLS TO IMPROVE THE EFFECTIVENESS OF THEIR OWN WORK AND THAT OF OTHERS



Teach the value of different types of recycled items, explaining how different materials are more useful than others. Reference Maine’s Guide on how different recyclables are used:

<http://maine.gov/spo/recycle/mainerecycles/whathappenstorecyclables.htm>

SCIENCE & TECHNOLOGY

Grades 3-5

Science, Technology, and Society--Pg. 90.C3.

C: EXPLAIN THAT NATURAL RESOURCES ARE LIMITED, AND THAT REUSING, RECYCLING, AND REDUCING MATERIALS AND USING RENEWABLE RESOURCES IS IMPORTANT

Grades 6-8

Science, Technology, and Society--Pg. 90.C3.

A: DESCRIBE HOW SCIENCE AND TECHNOLOGY CAN HELP ADDRESS SOCIETAL CHALLENGES RELATED TO POPULATION, NATURAL HAZARDS, SUSTAINABILITY, PERSONAL HEALTH AND SAFETY, AND ENVIRONMENTAL QUALITY; B: IDENTIFY PERSONAL CHOICES THAT CAN EITHER POSITIVELY OR NEGATIVELY IMPACT SOCIETY INCLUDING POPULATION, ECOSYSTEM SUSTAINABILITY, PERSONAL HEALTH, AND ENVIRONMENTAL QUALITY

Grades 9-Diploma

Science, Technology, and Society--Pg. 90.C3.

A: EXPLAIN HOW SCIENCE AND TECHNOLOGY INFLUENCE THE CARRYING CAPACITY AND SUSTAINABILITY OF THE PLANET

Matter and Energy--Pg. 94-95.D3.

A-L: ELEMENTS AND FACTORS THAT AFFECT CHEMICAL REACTIONS.

SOCIAL STUDIES

Grades 3-5

Economic Knowledge, Concepts, Themes, and Patterns--Pg.113- 114.C1.

EXPLAIN HOW ENTREPRENEURS AND OTHER PRODUCERS OF GOODS AND SERVICES HELP SATISFY THE WANTS AND NEEDS OF CONSUMERS IN A MARKET ECONOMY, LOCALLY AND NATIONALLY, BY USING NATURAL, HUMAN, AND CAPITAL RESOURCES.



Teach about and show students the different products made from recyclables

SCIENCE & TECHNOLOGY

Grades Pre-K-2

Systems--Pg. 83.A1.

A: EXPLAIN THAT MOST MAN-MADE AND NATURAL OBJECTS ARE MADE OF PARTS

Grades 3-5

Science, Technology, and Society--Pg. 90.C3.

C: EXPLAIN THAT NATURAL RESOURCES ARE LIMITED, AND THAT REUSING, RECYCLING, AND REDUCING MATERIALS AND USING RENEWABLE RESOURCES IS IMPORTANT

Grades 6-8

Systems--Pg. 83.A1.

B: EXPLAIN HOW THE OUTPUT OF ONE PART OF A SYSTEM, INCLUDING WASTE PRODUCTS FROM MANUFACTURING OR ORGANISMS, CAN BECOME THE INPUT OF ANOTHER PART OF A SYSTEM; C: DESCRIBE HOW SYSTEMS ARE NESTED AND THAT SYSTEMS MAY BE THOUGHT OF AS CONTAINING SUBSYSTEMS (AS WELL AS BEING A SUBSYSTEM OF A LARGER SYSTEM) AND APPLY THE UNDERSTANDING TO ANALYZE SYSTEMS

Science, Technology, and Society--Pg. 90.C3.

A: DESCRIBE HOW SCIENCE AND TECHNOLOGY CAN HELP ADDRESS SOCIETAL CHALLENGES RELATED TO POPULATION, NATURAL HAZARDS, SUSTAINABILITY, PERSONAL HEALTH AND SAFETY, AND ENVIRONMENTAL QUALITY; B: IDENTIFY PERSONAL CHOICES THAT CAN EITHER POSITIVELY OR NEGATIVELY IMPACT SOCIETY INCLUDING POPULATION, ECOSYSTEM SUSTAINABILITY, PERSONAL HEALTH, AND ENVIRONMENTAL QUALITY

Grades 9-Diploma

Science, Technology, and Society--Pg. 90.C3.

A: EXPLAIN HOW SCIENCE AND TECHNOLOGY INFLUENCE THE CARRYING CAPACITY AND SUSTAINABILITY OF THE PLANET

Matter and Energy—Pg. 94-95.D3.

A-L: ELEMENTS AND FACTORS THAT AFFECT CHEMICAL REACTIONS.

SOCIAL STUDIES

Grades 3-5

Economic Knowledge, Concepts, Themes, and Patterns--Pg.113- 114.C1.

EXPLAIN HOW ENTREPRENEURS AND OTHER PRODUCERS OF GOODS AND SERVICES HELP SATISFY THE WANTS AND NEEDS OF CONSUMERS IN A MARKET ECONOMY, LOCALLY AND NATIONALLY, BY USING NATURAL, HUMAN, AND CAPITAL RESOURCES.



Teach the difference between post-consumer recycled material vs. non-post-consumer recycled material

SCIENCE & TECHNOLOGY

Grades 3-5

Science, Technology, and Society--Pg. 90.C3.

C: EXPLAIN THAT NATURAL RESOURCES ARE LIMITED, AND THAT REUSING, RECYCLING, AND REDUCING MATERIALS AND USING RENEWABLE RESOURCES IS IMPORTANT

Grades 6-8

Science, Technology, and Society--Pg. 90.C3.

A: DESCRIBE HOW SCIENCE AND TECHNOLOGY CAN HELP ADDRESS SOCIETAL CHALLENGES RELATED TO POPULATION, NATURAL HAZARDS, SUSTAINABILITY, PERSONAL HEALTH AND SAFETY, AND ENVIRONMENTAL QUALITY; B: IDENTIFY PERSONAL CHOICES THAT CAN EITHER POSITIVELY OR NEGATIVELY IMPACT SOCIETY INCLUDING POPULATION, ECOSYSTEM SUSTAINABILITY, PERSONAL HEALTH, AND ENVIRONMENTAL QUALITY.

Grades 9-Diploma

Science, Technology, and Society--Pg. 90.C3.

A: EXPLAIN HOW SCIENCE AND TECHNOLOGY INFLUENCE THE CARRYING CAPACITY AND SUSTAINABILITY OF THE PLANET

SOCIAL STUDIES

Grades 3-5

Economic Knowledge, Concepts, Themes, and Patterns--Pg.113- 114.C1.

EXPLAIN HOW ENTREPRENEURS AND OTHER PRODUCERS OF GOODS AND SERVICES HELP SATISFY THE WANTS AND NEEDS OF CONSUMERS IN A MARKET ECONOMY, LOCALLY AND NATIONALLY, BY USING NATURAL, HUMAN, AND CAPITAL RESOURCES.



Investigate the different types and percentages of recycled material in various recycled products

SCIENCE & TECHNOLOGY

Grades Pre-K-2

Systems--Pg. 83.A1.

A: EXPLAIN THAT MOST MAN-MADE AND NATURAL OBJECTS ARE MADE OF PARTS

Grades 3-5

Science, Technology, and Society--Pg. 90.C3.

C: EXPLAIN THAT NATURAL RESOURCES ARE LIMITED, AND THAT REUSING, RECYCLING, AND REDUCING MATERIALS AND USING RENEWABLE RESOURCES IS IMPORTANT

Grades 6-8

Science, Technology, and Society--Pg. 90.C3.

A: DESCRIBE HOW SCIENCE AND TECHNOLOGY CAN HELP ADDRESS SOCIETAL CHALLENGES RELATED TO POPULATION, NATURAL HAZARDS, SUSTAINABILITY, PERSONAL HEALTH AND SAFETY, AND ENVIRONMENTAL QUALITY; B: IDENTIFY PERSONAL CHOICES THAT CAN EITHER POSITIVELY OR NEGATIVELY IMPACT SOCIETY INCLUDING POPULATION, ECOSYSTEM SUSTAINABILITY, PERSONAL HEALTH, AND ENVIRONMENTAL QUALITY.

Systems--Pg. 83.A1.

B: EXPLAIN HOW THE OUTPUT OF ONE PART OF A SYSTEM, INCLUDING WASTE PRODUCTS FROM MANUFACTURING OR ORGANISMS, CAN BECOME THE INPUT OF ANOTHER PART OF A SYSTEM; C: DESCRIBE HOW SYSTEMS ARE NESTED AND THAT SYSTEMS MAY BE THOUGHT OF AS CONTAINING SUBSYSTEMS (AS WELL AS BEING A SUBSYSTEM OF A LARGER SYSTEM) AND APPLY THE UNDERSTANDING TO ANALYZE SYSTEMS

Grades 9-Diploma

Science, Technology, and Society--Pg. 90.C3.

A: EXPLAIN HOW SCIENCE AND TECHNOLOGY INFLUENCE THE CARRYING CAPACITY AND SUSTAINABILITY OF THE PLANET

Matter and Energy—Pg. 94-95.D3.

A-L: ELEMENTS AND FACTORS THAT AFFECT CHEMICAL REACTIONS.

SOCIAL STUDIES

Grades 3-5

Economic Knowledge, Concepts, Themes, and Patterns--Pg.113- 114.C1.

EXPLAIN HOW ENTREPRENEURS AND OTHER PRODUCERS OF GOODS AND SERVICES HELP SATISFY THE WANTS AND NEEDS OF CONSUMERS IN A MARKET ECONOMY, LOCALLY AND NATIONALLY, BY USING NATURAL, HUMAN, AND CAPITAL RESOURCES.



Students research various items that can be recycled locally. They become experts by learning the difference between various grades of plastics, different types of metals, glass, and even the recycling potential of electronic devices, compact fluorescent lights, and hazardous waste. Students can share knowledge on how to recycle the items with their family, the class, the whole school, or the community through a presentation, video, skit, display or written report.

LANGUAGE ARTS

Grades Pre-K-2

Informational Texts--Pg. 20.A3.

STUDENTS READ, PARAPHRASE, AND SUMMARIZE INFORMATIONAL TEXTS, WITHIN A GRADE APPROPRIATE SPAN OF TEXT COMPLEXITY, MAKING DECISIONS ABOUT USEFULNESS BASED ON PURPOSE.

Practical Application--Pg. 26.B5.

STUDENTS CONVEY SIMPLE NEEDS IN WRITING C. WRITE ONE-STEP AND TWO-STEP DIRECTIONS FOR COMPLETING A SIMPLE TASK

Research--Pg. 27.C.

STUDENTS ENGAGE IN INQUIRY BY DEVELOPING RESEARCH QUESTIONS, ACCESSING AND VERIFYING A VARIETY OF SOURCES, COMMUNICATING FINDINGS, AND APPLYING THE CONVENTIONS OF DOCUMENTATION. STUDENTS PRESENT FINDINGS ORALLY, IN WRITING, OR USING MIXED MEDIA

Speaking--Pg. 30.E2.

B: MAKE SIMPLE PRESENTATIONS USING EYE CONTACT

Grades 3-5

Informational Texts--Pg. 20.A3.

STUDENTS READ, PARAPHRASE, AND SUMMARIZE INFORMATIONAL TEXTS, WITHIN A GRADE APPROPRIATE SPAN OF TEXT COMPLEXITY, MAKING DECISIONS ABOUT USEFULNESS BASED ON PURPOSE.

Practical Application--Pg. 26.B5.

STUDENTS WRITE LETTERS, OTHER REQUESTS FOR INFORMATION OR DIRECTIONS FOR COMPLETING A PROCESS

Research--Pg. 27.C.

STUDENTS ENGAGE IN INQUIRY BY DEVELOPING RESEARCH QUESTIONS, ACCESSING AND VERIFYING A VARIETY OF SOURCES, COMMUNICATING FINDINGS, AND APPLYING THE CONVENTIONS OF DOCUMENTATION. STUDENTS PRESENT FINDINGS ORALLY, IN WRITING, OR USING MIXED MEDIA

Speaking--Pg. 30.E2.

STUDENTS USE ACTIVE SPEAKING SKILLS TO COMMUNICATE EFFECTIVELY IN A VARIETY OF CONTEXTS

Grades 6-8

Informational Texts--Pg. 20.A3.

STUDENTS READ, PARAPHRASE, AND SUMMARIZE INFORMATIONAL TEXTS, WITHIN A GRADE APPROPRIATE SPAN OF TEXT COMPLEXITY, MAKING DECISIONS ABOUT USEFULNESS BASED ON PURPOSE.

Practical Application--Pg. 26.B5.

STUDENTS WRITE SIMPLE BUSINESS LETTERS AND DOCUMENTS RELATED TO CAREER DEVELOPMENT

Research--Pg. 27.C.

STUDENTS ENGAGE IN INQUIRY BY DEVELOPING RESEARCH QUESTIONS, ACCESSING AND VERIFYING A VARIETY OF SOURCES, COMMUNICATING FINDINGS, AND APPLYING THE CONVENTIONS OF DOCUMENTATION. STUDENTS PRESENT FINDINGS ORALLY, IN WRITING, OR USING MIXED MEDIA

Speaking--Pg. 30.E2.

STUDENTS ADJUST SPEAKING STRATEGIES FOR FORMAL AND INFORMAL DISCUSSIONS, DEBATES, OR PRESENTATIONS APPROPRIATE TO THE AUDIENCE AND PURPOSE

Grades 9-Diploma

Informational Texts--Pg. 20.A3.

STUDENTS READ, PARAPHRASE, AND SUMMARIZE INFORMATIONAL TEXTS, WITHIN A GRADE APPROPRIATE SPAN OF TEXT COMPLEXITY, MAKING DECISIONS ABOUT USEFULNESS BASED ON PURPOSE.

Practical Application--Pg. 26.B5.

STUDENTS WRITE PERSONAL COMMUNICATION AND PIECES RELATED TO EDUCATIONAL DEVELOPMENT, CAREER ISSUES, AND CIVIC PARTICIPATION

Research--Pg. 27.C.

STUDENTS ENGAGE IN INQUIRY BY DEVELOPING RESEARCH QUESTIONS, ACCESSING AND VERIFYING A VARIETY OF SOURCES, COMMUNICATING FINDINGS, AND APPLYING THE CONVENTIONS OF DOCUMENTATION. STUDENTS PRESENT FINDINGS ORALLY, IN WRITING, OR USING MIXED MEDIA

Speaking--Pg. 30.E2.

STUDENTS DETERMINE SPEAKING STRATEGIES FOR FORMAL AND INFORMAL DISCUSSIONS, DEBATES, OR PRESENTATIONS APPROPRIATE TO THE AUDIENCE AND PURPOSE

SCIENCE & TECHNOLOGY

Grades Pre-K-2

Systems--Pg. 83.A1.

A: EXPLAIN THAT MOST MAN-MADE AND NATURAL OBJECTS ARE MADE OF PARTS

Grades 3-5

Models--Pg. 84.A2.

STUDENTS USE MODELS TO REPRESENT OBJECTS, PROCESSES, AND EVENTS FROM THE PHYSICAL SETTING, THE LIVING ENVIRONMENT, AND THE TECHNOLOGICAL WORLD; **A:** REPRESENT THE FEATURES OF A REAL OBJECT, EVENT, OR PROCESS USING MODELS INCLUDING GEOMETRIC FIGURES, NUMBER SEQUENCES, GRAPHS, DIAGRAMS, SKETCHES, MAPS, OR THREE-DIMENSIONAL FIGURES AND NOTE WAYS IN WHICH THOSE REPRESENTATIONS DO (AND DO NOT) MATCH FEATURES OF THE ORIGINALS

Grades 6-8

Systems--Pg. 83.A1.

B: EXPLAIN HOW THE OUTPUT OF ONE PART OF A SYSTEM, INCLUDING WASTE PRODUCTS FROM MANUFACTURING OR ORGANISMS, CAN BECOME THE INPUT OF ANOTHER PART OF A SYSTEM; **C:** DESCRIBE HOW SYSTEMS ARE NESTED AND THAT SYSTEMS MAY BE THOUGHT OF AS CONTAINING SUBSYSTEMS (AS WELL AS BEING A SUBSYSTEM OF A LARGER SYSTEM) AND APPLY THE UNDERSTANDING TO ANALYZE SYSTEMS

VISUAL & PERFORMING ARTS

Grades Pre-K-2

Elements of Art and Principles of Design--Pg. 129.A2.

Media, Tools, Techniques, and Processes—Pg. 129.A3.

Theatre--Movement--Pg. 132.B1.

STUDENTS PARTICIPATE IN SKITS, PUPPET SHOWS, THEATRE GAMES, AND/OR SHOW AND TELL USING MOVEMENT SKILLS

Theatre--Improvisation--Pg. 133.B3.

STUDENTS IMPROVISE THROUGH THEATRE GAMES BY USING PLOT, SETTING, AND CHARACTERS

Media Skills--Pg. 133.B1.

STUDENTS USE BASIC MEDIA, TOOLS, AND TECHNIQUES TO CREATE ORIGINAL ART WORKS

Making Meaning--Pg. 134.B3.

STUDENTS CREATE ART WORKS THAT COMMUNICATE IDEAS AND FEELINGS...

Application of Creative Process--Pg. 135.C1.

CREATIVE PROBLEM-SOLVING SKILLS TO IMPROVE THE EFFECTIVENESS OF THEIR OWN WORK AND THAT OF OTHERS.

Grades 3-5

Elements of Art and Principles of Design--Pg. 129.A2.

Media, Tools, Techniques, and Processes—Pg. 129.A3.

Theatre--Movement--Pg. 132.B1.

STUDENTS PARTICIPATE IN SKITS, PUPPET SHOWS, THEATRE GAMES, AND/OR SHOW AND TELL USING MOVEMENT SKILLS

Theatre--Improvisation--Pg. 133.B3.

STUDENTS IMPROVISE THROUGH THEATRE USING VARIOUS TECHNIQUES

Media Skills--Pg. 133.B1.

STUDENTS USE A VARIETY OF MEDIA, TOOLS, TECHNIQUES, AND PROCESSES TO CREATE ORIGINAL ART WORKS

Making Meaning--Pg. 134.B3.

STUDENTS CREATE ART WORKS THAT COMMUNICATE IDEAS AND FEELINGS

Application of Creative Process--Pg. 135.C1.

CREATIVE PROBLEM-SOLVING SKILLS TO IMPROVE THE EFFECTIVENESS OF THEIR OWN WORK AND THAT OF OTHERS.

Grades 6-8

Elements of Art and Principles of Design--Pg. 129.A2.

Media, Tools, Techniques, and Processes—Pg. 129.A3.

Theatre--Movement--Pg. 132.B1.

STUDENTS PARTICIPATE IN SKITS, PUPPET SHOWS, THEATRE GAMES, AND/OR SHOW AND TELL USING MOVEMENT SKILLS

Theatre--Improvisation--Pg. 133.B3.

STUDENTS IMPROVISE THROUGH THEATRE USING VARIOUS TECHNIQUES

Media Skills--Pg. 133.B1.

STUDENTS CHOOSE SUITABLE MEDIA, TOOLS, TECHNIQUES, AND PROCESSES TO CREATE ORIGINAL ART WORKS

Making Meaning--Pg. 134.B3.

STUDENTS CREATE ART WORKS THAT COMMUNICATE AN INDIVIDUAL POINT OF VIEW

Application of Creative Process--Pg. 135.C1.

CREATIVE PROBLEM-SOLVING SKILLS TO IMPROVE THE EFFECTIVENESS OF THEIR OWN WORK AND THAT OF OTHERS.

Aesthetics & Criticism--Pg. 136.D1.

C: COMPARE THE EFFECTIVENESS OF SELECTED MEDIA, TECHNIQUES, AND PROCESSES IN COMMUNICATING IDEAS.

Grades 9-Diploma

Elements of Art and Principles of Design--Pg. 129.A2.

Media, Tools, Techniques, and Processes—Pg. 129.A3.

Theatre--Movement--Pg. 132.B1.

STUDENTS PARTICIPATE IN SKITS, PUPPET SHOWS, THEATRE GAMES, AND/OR SHOW AND TELL USING MOVEMENT SKILLS

Theatre--Improvisation--Pg. 133.B3.

STUDENTS IMPROVISE THROUGH THEATRE USING VARIOUS TECHNIQUES

Media Skills--Pg. 133.B1.

STUDENTS CHOOSE MULTIPLE SUITABLE MEDIA, TOOLS, TECHNIQUES, AND PROCESSES TO CREATE A VARIETY OF ORIGINAL ART WORK

Making Meaning--Pg. 134.B3.

STUDENTS CREATE ART WORKS THAT COMMUNICATE AN INDIVIDUAL POINT OF VIEW; A: DEMONSTRATE SOPHISTICATED USE OF MEDIA, TOOLS, TECHNIQUES, AND PROCESSES

Application of Creative Process--Pg. 135.C1.

CREATIVE PROBLEM-SOLVING SKILLS TO IMPROVE THE EFFECTIVENESS OF THEIR OWN WORK AND THAT OF OTHERS.



Students develop and implement ways to measure the weight or volume of recycled material in order to gauge the overall recycling program's progress or a group's progress as part of a school recycling competition.

SCIENCE & TECHNOLOGY

Grades 3-5

Scale--Pg. 85.A4.

A: MEASURE THINGS TO COMPARE SIZES, SPEEDS, TIMES, DISTANCES, AND WEIGHTS; B: USE FRACTIONS AND MULTIPLES TO MAKE COMPARISONS OF SCALE

MATH

Grades Pre-K-2-3

Measurement and Approximation--Pg. 60-62

STUDENTS UNDERSTAND AND MEASURE CAPACITY

Data Analysis--Pg. 62-63

STUDENTS COLLECT AND REPRESENT DATA IN TABLES AND GRAPHS.

Grade 4

Measurement and Approximation--Pg. 60-62

STUDENTS UNDERSTAND AND MEASURE CAPACITY

Data Analysis--Pg. 62-63

STUDENTS COLLECT AND REPRESENT DATA IN TABLES AND GRAPHS.

Functions and Relations--Pg. 77-79

STUDENTS USE TABLES, FORMULAS, DIAGRAMS, AND GRAPHS TO REPRESENT AND ANALYZE RELATIONSHIPS BETWEEN QUANTITIES.

Grades 5-7

Measurement and Approximation--Pg. 60-62

STUDENTS UNDERSTAND AND MEASURE CAPACITY

Data Analysis--Pg. 62-63

STUDENTS COLLECT AND REPRESENT DATA IN TABLES AND GRAPHS. STUDENTS ALSO LEARN HOW TO CALCULATE MEAN, MEDIAN, AND MODE AND INTERPRET WHAT THEY MEAN.

Functions and Relations--Pg. 77-79

STUDENTS USE TABLES, FORMULAS, DIAGRAMS, AND GRAPHS TO REPRESENT AND ANALYZE RELATIONSHIPS BETWEEN QUANTITIES.

Grades 8-Diploma

Measurement and Approximation--Pg. 60-62

STUDENTS UNDERSTAND AND MEASURE CAPACITY, WHILE ALSO LEARNING HOW TO CONVERT DIFFERENT UNITS AND TYPES OF MEASUREMENTS.

Data Analysis--Pg. 62-63

STUDENTS COLLECT AND REPRESENT DATA IN TABLES AND GRAPHS. STUDENTS ALSO LEARN HOW TO CALCULATE MEAN, MEDIAN, AND MODE AND INTERPRET WHAT THEY MEAN.

Geometric Measurements--Pg. 68-71

STUDENTS FIND VOLUME OF CYLINDERS AND OTHER FIGURES COMPOSED OF SOLIDS.

Functions and Relations--Pg. 77-79

STUDENTS USE TABLES, FORMULAS, DIAGRAMS, AND GRAPHS TO REPRESENT AND ANALYZE RELATIONSHIPS BETWEEN QUANTITIES.



Teach students what it means to “close the loop” and how purchasing decisions can be just as important as recycling decisions

SCIENCE & TECHNOLOGY

Grades 3-5

Science, Technology, and Society—Pg. 90.C3.

C: EXPLAIN THAT NATURAL RESOURCES ARE LIMITED, AND THAT REUSING, RECYCLING, AND REDUCING MATERIALS AND USING RENEWABLE RESOURCES IS IMPORTANT

Grades 6-8

Science, Technology, and Society—Pg. 90.C3.

B: IDENTIFY PERSONAL CHOICES THAT CAN EITHER POSITIVELY OR NEGATIVELY IMPACT SOCIETY INCLUDING POPULATION, ECOSYSTEM SUSTAINABILITY, PERSONAL HEALTH, AND ENVIRONMENTAL QUALITY

Grades 9-Diploma

Science, Technology, and Society—Pg. 90.C3.

A: EXPLAIN HOW SCIENCE AND TECHNOLOGY INFLUENCE THE CARRYING CAPACITY AND SUSTAINABILITY OF THE PLANET

SOCIAL STUDIES

Grades 9-Diploma

Economic Knowledge, Concepts, Themes, and Patterns—Pg. 114.C1.

E: ANALYZE ECONOMIC ACTIVITIES AND POLICIES IN RELATIONSHIP TO FREEDOM, EFFICIENCY, EQUITY, SECURITY, GROWTH, AND SUSTAINABILITY.



Teach the Three Rs: Reduce, Reuse, & Recycle

SCIENCE & TECHNOLOGY

Grades 3-5

Science, Technology, and Society—Pg. 90.C3.

C: EXPLAIN THAT NATURAL RESOURCES ARE LIMITED, AND THAT REUSING, RECYCLING, AND REDUCING MATERIALS AND USING RENEWABLE RESOURCES IS IMPORTANT

Grades 6-8

Science, Technology, and Society—Pg. 90.C3.

B: IDENTIFY PERSONAL CHOICES THAT CAN EITHER POSITIVELY OR NEGATIVELY IMPACT SOCIETY INCLUDING POPULATION, ECOSYSTEM SUSTAINABILITY, PERSONAL HEALTH, AND ENVIRONMENTAL QUALITY

SOCIAL STUDIES

Grades 9-Diploma

Economic Knowledge, Concepts, Themes, and Patterns—Pg. 114.C1.

E: ANALYZE ECONOMIC ACTIVITIES AND POLICIES IN RELATIONSHIP TO FREEDOM, EFFICIENCY, EQUITY, SECURITY, GROWTH, AND SUSTAINABILITY.



Teach or challenge students to explore recycling policy at the school level, the local community, or even beyond. Students can research what policy is, how it’s used to make a program like recycling work, and then different ways it can be effective

LANGUAGE ARTS

Grades 6-8

Informational Texts--Pg. 20.A3.

STUDENTS READ, PARAPHRASE, AND SUMMARIZE INFORMATIONAL TEXTS, WITHIN A GRADE APPROPRIATE SPAN OF TEXT COMPLEXITY, MAKING DECISIONS ABOUT USEFULNESS BASED ON PURPOSE.

Research--Pg. 27.C.

STUDENTS ENGAGE IN INQUIRY BY DEVELOPING RESEARCH QUESTIONS, ACCESSING AND VERIFYING A VARIETY OF SOURCES, COMMUNICATING FINDINGS, AND APPLYING THE CONVENTIONS OF DOCUMENTATION. STUDENTS PRESENT FINDINGS ORALLY, IN WRITING, OR USING MIXED MEDIA

Grades 9-Diploma

Informational Texts--Pg. 20.A3.

STUDENTS READ, PARAPHRASE, AND SUMMARIZE INFORMATIONAL TEXTS, WITHIN A GRADE APPROPRIATE SPAN OF TEXT COMPLEXITY, MAKING DECISIONS ABOUT USEFULNESS BASED ON PURPOSE.

Practical Application--Pg. 26.B5.

STUDENTS WRITE PERSONAL COMMUNICATION AND PIECES RELATED TO EDUCATIONAL DEVELOPMENT, CAREER ISSUES, AND CIVIC PARTICIPATION

Research--Pg. 27.C.

STUDENTS ENGAGE IN INQUIRY BY DEVELOPING RESEARCH QUESTIONS, ACCESSING AND VERIFYING A VARIETY OF SOURCES, COMMUNICATING FINDINGS, AND APPLYING THE CONVENTIONS OF DOCUMENTATION. STUDENTS PRESENT FINDINGS ORALLY, IN WRITING, OR USING MIXED MEDIA

SCIENCE & TECHNOLOGY

Grades 3-5

Science, Technology, and Society—Pg. 90.C3.

C: EXPLAIN THAT NATURAL RESOURCES ARE LIMITED, AND THAT REUSING, RECYCLING, AND REDUCING MATERIALS AND USING RENEWABLE RESOURCES IS IMPORTANT

Grades 6-8

Science, Technology, and Society—Pg. 90.C3.

B: IDENTIFY PERSONAL CHOICES THAT CAN EITHER POSITIVELY OR NEGATIVELY IMPACT SOCIETY INCLUDING POPULATION, ECOSYSTEM SUSTAINABILITY, PERSONAL HEALTH, AND ENVIRONMENTAL QUALITY

SOCIAL STUDIES

Grades 3-5

Economic Knowledge, Concepts, Themes, and Patterns--Pg.113- 114.C1.

EXPLAIN HOW ENTREPRENEURS AND OTHER PRODUCERS OF GOODS AND SERVICES HELP SATISFY THE WANTS AND NEEDS OF CONSUMERS IN A MARKET ECONOMY, LOCALLY AND NATIONALLY, BY USING NATURAL, HUMAN, AND CAPITAL RESOURCES.

Grades 6-8

Economic Knowledge, Concepts, Themes & Patterns--Pg. 113.C1.

STUDENTS UNDERSTAND THE PRINCIPLES AND PROCESSES OF PERSONAL ECONOMICS, THE INFLUENCE OF ECONOMICS ON PERSONAL LIFE AND BUSINESS...;C: IDENTIFY FACTORS THAT CONTRIBUTE TO PERSONAL... EXPENSES & BUDGETS

Grades 9-Diploma

Researching & Developing Positions on Current Social Studies Issues--Pg.107.A1.

H: PRESENT AND DEFEND A WELL-SUPPORTED POSITION TO A VARIETY OF AUDIENCES USING A PRESCRIBED FORMAT.

Economic Knowledge, Concepts, Themes, and Patterns—Pg. 114.C1.

E: ANALYZE ECONOMIC ACTIVITIES AND POLICIES IN RELATIONSHIP TO FREEDOM, EFFICIENCY, EQUITY, SECURITY, GROWTH, AND SUSTAINABILITY.