

Waste Education Program Plan

Stage 1 – Desired Results

Content Standards:

- Minnesota Academic Science Standards
 - 4.1.2.1.1 – Describe the positive and negative impacts that the designed world has on the natural world as more and more engineered products and services are created and used.
 - 5.3.4.1.3 – Compare the impact of individual decisions on natural systems.
 - 5.4.4.1.1 – Give examples of beneficial and harmful human interaction with natural systems.
- AAAS Project 2061 Benchmarks
 - 4B/M10c* – Recycling materials and the development of substitutes for those materials can reduce the rate of depletion of resources but may also be costly. Some materials are not easily recycled.
 - 8B/E3b – Sometimes it is possible to use the materials from discarded products to make new products, but materials differ widely in the ease with which they can be recycled.
- Core Knowledge Sequence for Science
 - Grade 3 Science V – Man-made threats to the environment: Air pollution: emissions, smog; Water pollution: industrial waste, run-off from farming
 - Grade 3 Science V – Measures we can take to protect the environment (for example, conservation, recycling)

Understanding goals:

Students will understand that:

- **Recycling**
 - Many items that we use every day can be recycled.
 - In Rice County recycling is easy to do.
- **Reduction**
 - Our choices can greatly influence the amount of waste that we produce.
 - Reducing our waste is the best way to produce less waste instead of simply recycling or reusing.

Essential Question(s):

- **Recycling**
 - Which items do you use that can be recycled?
 - Which items do you use that can't be recycled?
- **Reduction**
 - How can choices we make affect the amount of waste we produce?
 - What choices can you make that will reduce the amount of waste that you produce?

Student objectives (outcomes):

Students will be able to:

- **Recycling**
 - Properly identify items that are recyclable in Rice County.
 - Properly identify items that are not recyclable in Rice County.
 - Describe the different parts of the recycling process.
- **Reduction**
 - Explain the difference between a need and a want.
 - Differentiate between items that produce a lot of waste and items that do not produce a lot of waste.
 - Recognize the choices they can personally make that affect the amount of waste they

individually produce.

Stage 2 – Assessment Evidence

Performance Task(s):

- Recycling**
- Recycling Stations
- Reduction**
- Build Your Own Lunch

Other Evidence:

- Recycling**
- Conclusion
- Recycling Review Worksheet
- Reduction**
- Conclusion
- Reduction Review Worksheet

Stage 3 – Learning Plan

Learning Activities:

- Recycling**
- Waste Decomposition Timeline
- Blue Bin Activity
- Reduction**
- *The Lorax*
- Cereal Packaging Activity