

**Prince George's County Public Schools'
Science Curriculum Framework Connections to
Recycling**



<u>Recycling Program</u>	<p>Paper Recycling-</p> <ul style="list-style-type: none"> • PGCPS Howard B. Owens Science Center • Abibow (formerly AbitibiBowater) provides free recycling bins through the Paper Retriever program to schools in their service area, which are roughly all schools located on and north of Central Avenue. They hope to expand service to all schools in the future. Visit their website at www.paperretriever.com, or call 1-800-874-1301. <p>Copier Toner Cartidges, Paper & Plastics Recycling- PGCPS William S. Schmidt Outdoor Education Center</p>
<u>Elementary & Middle School</u>	<p>Environmental Science</p> <p>Students will use scientific skills and processes to explain the interactions of environmental factors (living and non-living) and analyze their impact from a local to a global perspective.</p>
1st Grade	<p>Environmental Issues- Recognize that caring about the environment is an important human activity.</p> <ul style="list-style-type: none"> • Recognize and describe that individual and group actions, such as recycling, help the environment. • Recognize and describe that individual and group actions, such as littering, harm the environment. • Give reasons why people should take care of their environments.
2nd Grade	<p>Environmental Issues- Recognize and describe that the activities of individuals or groups of individuals can affect the environment.</p> <ul style="list-style-type: none"> • Identify and describe that individual and group actions, such as turning off lights, conserving water, recycling, picking up litter, or joining an organization can extend the natural resources of the environment. • Identify and describe those individual and group actions, such as leaving lights on, wasting water, or throwing away recyclables, can limit the natural resources of the environment.
4th Grade	<p>Environmental Issues- Recognize and describe that consequences may occur when Earth's natural resources are used.</p> <ul style="list-style-type: none"> • Explain how human activities may have positive consequences on the natural environment. <ul style="list-style-type: none"> ○ Recycling centers ○ Native plantings ○ Good farming practice • Explain how human activities may have a negative consequence on the natural environment. <ul style="list-style-type: none"> ○ Damage or destruction done to habitats ○ Air, water, and land pollution • Identify and describe that an environmental issue affects individual people and groups of people differently
5th Grade	<p>Environmental Issues- Recognize and describe that consequences may occur when Earth's natural resources are used.</p> <ul style="list-style-type: none"> • Explain how human activities may have positive consequences on the natural environment. <ul style="list-style-type: none"> ○ Recycling centers ○ Native plantings ○ Good farming practice • Identify and describe that an environmental issue affects individual people and groups of people differently.

<p>6th Grade</p>	<p>Environmental Issues- Recognize and explain that human-caused changes have consequences for Maryland's environment as well as for other places and future times.</p> <ul style="list-style-type: none"> • Identify and describe a range of local issues that have an impact on people in other places. • Recognize and describe how environmental change in one part of the world can have consequences for other parts of the world. • Identify and describe that ecosystems can be impacted by human activities. <ul style="list-style-type: none"> ○ Protection of the Chesapeake Bay watershed ○ Resource acquisition and use ○ Land use decisions (agriculture, mining, and development) ○ Recycling ○ Use and disposal of toxic substances
<p><u>High School</u></p>	<p>Environmental Science- The student will demonstrate the ability to use the scientific skills and processes (Core Learning Goal 1) and major environmental science concepts to understand interrelationships of the natural world and to analyze environmental issues and their solutions</p>
<p>9th Grade:</p>	<p>Integrating The Sciences</p> <ul style="list-style-type: none"> • Energy Unit on Recycling Batteries <p>Biology</p> <ul style="list-style-type: none"> • Ecology Unit • Explain how human activities may have positive consequences on the natural environment. <ul style="list-style-type: none"> ○ Recycling centers ○ Native plantings ○ Good farming practice • Explain how human activities may have a negative consequence on the natural environment. <ul style="list-style-type: none"> ○ Damage or destruction done to habitats ○ Air, water, and land pollution
<p>11th Grade</p>	<p>Environmental Issues</p> <ul style="list-style-type: none"> • Students will calculate their ecological footprint in order to compare and analyze their ecological footprints to those of classmates and people around the world. • Students will examine sources of pollution in order to assess the availability of water for human use. • Students will distinguish between urban and rural land in order to evaluate the interrelationship between humans and land resources. • Students will determine the amount of packaging of different products in order to evaluate the interrelationship between humans and land resources. • Students will create a concept map in order to describe several major international meetings and agreements relating to the environment. • Students will discuss the roles of U.S. departments and agencies in order to evaluate how environmental issues are addressed by political, consumer and physical action.