

TRASH CRAFTS/ THE REUSE CONCEPT
For K-8th grade

2010 IDOE Content Standards

NOTE: Literacy standards have not been included in this list because they are too numerous and vary in session versions. Please inquire if this is a standard you want to cover in the session.

KINDERGARTEN Core Standards

Standard 1: Physical Science

Observe, manipulate, sort and generate questions about objects and their physical properties.

- K.1.1. Use all senses as appropriate to observe, sort and describe objects according to their composition and physical properties, such as size, color and shape. Explain these choices to others and generate questions about the objects.
 - K.1.2. Identify and explain possible uses for an object based on its properties and compare these uses with other students' ideas.
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Standard 1: History

Students examine the connections of their own environment with the past. They begin to distinguish between events and people of the past and the present, and use a sense of time in classroom planning and participation.

- K.1.1 Compare children and families of today with those in the past. (Individuals, Society and Culture)
 - K.1.4 Identify and order events that take place in a sequence
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Standard 2: Civics and Government

Students learn that they are citizens of their school, community and the United States; identify symbols of the nation; and understand the importance of being a responsible citizen who knows why rules are needed and follows them.

- K.2.1 Give examples of people who are community helpers and leaders and describe how they help us (Individuals, Society and Culture)
 - K.2.3 Give examples of classroom and school rules and explain how each helps us.
 - K.2.4 Give examples of how to be a responsible family member and member of a group (Individuals, Society and Culture)
 - K.2.5 Identify the role of students in the classroom and the importance of following school rules to ensure order and safety.
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Standard 3: Geography

- K.3.1 Use words related to location, direction and distance, including here/there, over/under, left/right, above/below, forward/backward and between.
 - K.3.3 Locate and describe places in the school and community.
 - K.3.6 Identify and compare similarities and differences in families, classmates, neighbors and neighborhoods, and ethnic and cultural groups. (Individuals, Society, and Culture).
 - K.3.7 Recommend ways that people can improve their environment at home, in school and in the neighborhood.
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Standard 4: Economics

Students explain that people do different jobs and work to meet basic economic wants.

- K.4.4 Give examples of work activities that people do at home.
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GRADE 1 Core Standards

Standard 1: Physical Science

Describe objects in terms of materials that compose them and in terms of their physical properties.

- 1.1.1 Use all senses as appropriate to identify the component parts of objects and the materials from which they are made.

Standard 3: Life Science

Observe, describe and ask questions about living things and their relationships to their environments.

Standard 4: Science, Engineering and Technology

Determine properties of natural and man-made materials and their most important uses.

- 1.4.1 Use all senses as appropriate to sort objects as being composed of materials that are naturally occurring, human made or a combination of the two.

Standard 1: History

Students will identify community and change in the different environments around them, including school and neighborhood communities, and identify individuals, events and symbols that are important to our country.

- 1.1.1 Compare the way individuals in the community lived in the past with the way they live in the present.

Standard 2: Civics and Government

Students will explain the meaning of government; explain why rules and laws are needed in the school and community. They identify individual rights and responsibilities, and use a variety of sources to learn about the functions of government and roles of citizens.

- 1.2.1 Identify rights that people have and identify the responsibilities that accompany these rights. (Individuals, Society and Culture)
- 1.2.2 Define and give examples of rules and laws in the school and the community
- 1.2.3 Explain why rules and laws exist and describe the benefits of having rules and laws.
- 1.2.4 Describe ways that individual actions can contribute to the common good of the community. (Individuals, Society and Culture)
- 1.2.5 Describe what a citizen is and describe the characteristics of good citizenship. (Individuals, Society and Culture)
- 1.2.6 Know the Pledge of Allegiance and understand that it is a promise to be loyal to the United States.

Standard 3: Geography

Students will identify the basic elements of maps and globes and explain basic facts concerning the relationship of the sun to daily and seasonal weather. They will identify selected geographic characteristics of their home, school and neighborhood.

- 1.3.4 Identify and describe physical features and human features of the local community including home, school and neighborhood.
- 1.3.9 Give examples of natural resources found locally and describe how people in the school and community use these resources.

Standard 4: Economics

Students will explain how people in the school and community use goods and services and make choices as both producers and consumers.

- 1.4.1 Identify goods that people use.
- 1.4.2 Identify services that people do for each other.
- 1.4.3 Describe how people in the school and community are both producers and consumers.
- 1.4.5 Explain that people have to make choices about goods and services because of scarcity.
- 1.4.6 Explain that people exchange goods and services to get the things they want.

GRADE 2 Core

Standards

Standard 1: Physical Science

Observe and describe that the properties of materials can change, but not all materials respond in the same way to the same action

Standard 4: Science, Engineering and Technology

Describe how technologies have been developed to meet human needs.

2.4.2 Identify technologies developed by humans to meet human needs. Investigate the limitations of technologies and how they have improved quality of life.

Standard 1: History

Students will differentiate between events that happened in the past and recently, recognize examples of continuity and change in local and regional communities, and consider ways that people and events of the past and present influence their lives.

Identify individuals who had a positive impact on the local community. (Individuals, Society and Culture)

2.1.4 Identify and describe community celebrations, symbols and traditions and explain why they are important. (Individuals, Society and Culture)

Standard 2: Civics and Government

Students will explain why communities have government and laws, demonstrate that people in the United States have both rights and responsibilities, and identify individual actions that contribute to the good of the community and nation.

2.2.4 Describe how people of different ages, cultural backgrounds and traditions contribute to the community and how all citizens can respect these differences. (Individuals, Society and Culture.

2.2.5 Identify people who are good citizens and describe the character traits that make them admirable.

2.2.6 Discuss and explain the meaning of the Pledge of Allegiance and identify other ways citizens can affirm their citizenship.

2.2.7 Explain the consequences of violating laws, including punishment of those who do wrong, and the importance of resolving conflicts appropriately.

Standard 4: Economics

Students will describe how people in a community use productive resources, create a variety of businesses and industries, specialize in different types of jobs, and depend on each other to supply goods and services.

2.4.3 Explain that a price is what people pay when they buy a good or service and what people receive when they sell a good or service.

2.4.5 Explain that because of scarcity, people must make choices and incur opportunity costs.

2.4.6 Define specialization and identify specialized jobs in the school and community.

2.4.7 Explain that income that people do not spend on goods and services is called savings.

GRADE 3 Core Standards**Standard 2: Earth Science**

Observe and describe how natural materials meet the needs of plants and animals (including humans).

3.2.6 Describe how the properties of earth materials make them useful to humans in different ways. Describe ways that humans have altered these resources to meet their needs for survival.

Standard 4: Science, Engineering and Technology

Define a real world problem and list criteria for a successful solution.

3.4.2 Define the uses and types of simple machines and utilize simple machines in the solution to a “real world” problem.

Standard 2: Civics and Government

Students will explain what it means to be citizens of their community, state and nation; be able to identify the functions and major services provided by local governments; use a variety of resources to gather information about their local, state and national governments; and demonstrate understanding of democratic principles and practices.

- 3.2.2 Identify fundamental democratic principles and ideals.
- 3.2.5 Explain the importance of being a good citizen of the state and the nation.
Identify people in the state who exhibit the characteristics of good citizenship.
- 3.2.6 Explain the role citizens have in making decisions and rules within the community, state and nation.
- 3.2.7 Use a variety of information resources to gather information about local, state and regional leaders and civic issues.

Standard 3: Geography

Students will explain that simple grid systems (latitude and longitude) are used to locate places on maps and globes, and will begin to understand the Earth/sun relationship, identify the distinctive physical and cultural features of their community, and explain the geographic relationships within their own community with the state and other states within the region.

- 3.3.10 Use a variety of information resources to identify regional environmental issues and examine the ways that people have tried to solve these problems.
- 3.3.11 Identify and describe the relationship between human systems and physical systems and the impact they have on each other.

Standard 4: Economics

Students will explain how people in the local community make choices about using goods, services and productive resources; how they engage in trade to satisfy their economic wants; how they use a variety of sources to gather and apply information about economic changes in the community; and how they compare costs and benefits in economic decision making.

- 3.4.1 Give examples from the local community that illustrate the scarcity of productive resources. Explain how this scarcity requires people to make choices and incur opportunity costs.
- 3.4.2 Give examples of goods and services provided by local business and industry.
- 3.4.4 Define interdependence and give examples of how people in the local community depend on each other for goods and services.
- 3.4.6 Identify different ways people save their income and explain advantages and disadvantages of each.
- 3.4.7 Explain that buyers and sellers interact to determine the prices of goods and services in markets.
- 3.4.8 Illustrate how people compare benefits and costs when making choices and decisions as consumers and producers.
- 3.4.9 Gather data from a variety of information about a change that will have an economic impact on the community.

GRADE 4 Core Standards

Standard 2: Earth Science

Describe how the supply of natural resources is limited and investigate ways that humans protect and harm the environment.

- 4.2.4 Investigate earth materials that serve as natural resources and gather data to determine which ones are limited by supply.
- 4.2.5 Describe methods that humans currently use to extend the use of natural resources.
- 4.2.6 Describe ways in which humans have changed the natural environment. Explain if these changes have been detrimental or beneficial.

Standard 1: History

- 4.1.9 Give examples of Indiana’s increasing agricultural, industrial, political and business development in the nineteenth century.
- 4.1.11 Identify and describe important events and movements that changed life in Indiana in the early twentieth century.
- 4.1.12 Describe the transformation of Indiana through immigration and through developments in agriculture, industry and transportation. (Individuals, Society and Culture)
- 4.1.13 Identify and describe important events and movements that changed life in Indiana from the mid-twentieth century to the present.
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Standard 2: Civics and Government

Students will describe the components and characteristics of Indiana’s constitutional form of government; explain the levels and three branches of Indiana’s government; understand citizenship rights and responsibilities; investigate civic and political issues and problems; use inquiry and communication skills to report findings in charts, graphs, written and verbal forms; and demonstrate responsible citizenship by exercising civic virtues and participation skills.

- 4.2.2 Describe individual rights, such as freedom of speech, freedom of religion and the right to public education, that people have under Indiana’s Bill of Rights (Article I of the Constitution).
- 4.2.5 explain the right and responsibility of voting.
- 4.2.6 Define and provide examples of civic virtues in a democracy.
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Standard 4: Economics

- 4.4.2 Define productivity and provide examples of how productivity has changed in Indiana during the past 100 years.
- 4.4.3 Explain that prices change as a result of changes in supply and demand for specific products.
- 4.4.4 Describe Indiana’s emerging global connections.
- 4.4.8 Define profit and describe how profit is an incentive for entrepreneurs.
- 4.4.9 Identify important goods and services provided by state and local governments by giving examples of how state and local tax revenues are used.
- 4.4.10 Explain how people save, and develop a savings plan in order to make a future purchase.
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GRADE 5 Core Standards**Standard 1: History**

Students will describe the historical movements that influenced the development of the United States from pre-Columbian times up to 1800, with an emphasis on the American Revolution and the founding of the United States.

- 5.1.1 Identify and describe early cultures and settlements that existed in North American prior to contact with Europeans. (Individuals, Society and Culture).

Standard 2: Civics and Government

- 5.2.8 Describe group and individual actions that illustrate civic virtues, such as civility, cooperation, respect and responsible participation. (Individuals, Society and Culture).
- 5.2.10 Use a variety of information resources to identify and evaluate contemporary issues that involve civic responsibility, individual rights and the common good.
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Standard 4: Economics

Students will describe the productive resources and market relationships that influence the way people produce goods and services and earn a living in the United States in different historical periods.

- 5.4.2 Summarize a market economy and give examples of how the colonial and early American economy exhibited these characteristics.

- 5.4.7 Predict the effect of changes in supply and demand on price.
- 5.4.8 Identify the elements of a personal budget and explain why personal spending and saving decisions are important.

GRADE 6 Core Standards

Standard 1: History

Students will explore the key historic movements, events and figures that contributed to the development of modern Europe and America from early civilizations through modern times by examining religious institutions, trade and cultural interactions, political institutions, and technological developments

- 6.1.15 Describe the impact of industrialization and urbanization on the lives of individuals and on trade and cultural exchange between Europe and the Americas and the rest of the world. (Individuals, Society and Culture).
- 6.1.17 Compare the opportunities and dangers related to the development of a highly technological society.

Standard 2: Civics and Government

Students will compare and contrast forms of government in different historical periods with contemporary political structures of Europe and the Americas and examine the rights and responsibilities of individuals in different political systems.

- 6.2.7 Define and compare citizenship and the citizen's role in selected countries of Europe and the Americas.

Standard 3: Geography

Students will identify the characteristics of climate regions in Europe and the Americas and describe major physical features, countries and cities of Europe and the Western Hemisphere.

- 6.3.12 Compare the distribution of natural gas, oil, forests, uranium, minerals, coal, seafood and water in countries such as Brazil, Mexico, Canada, Great Britain and Russia.
- 6.3.13 Explain the impact of humans on the physical environment in Europe and the Americas.

Standard 4:

Economics

Students will examine the influence of physical and cultural factors upon the economic systems of countries in Europe and the Americas.

- 6.4.4 Describe how different economic systems (traditional, command, market and mixed) in Europe and the Americas answer the basic economic questions on what to produce, how to produce and for whom to produce.
- 6.4.6 Compare the standard of living of various countries in Europe and the Americas today using Gross Domestic Product (GDP) per capita as an indicator.
- 6.4.9 Identify situations in which the actions of consumers and producers in Europe or the Americas create helpful spillovers or harmful spillovers to people inside a country who are not directly involved in the consumption or production of a product.
- 6.4.10 Explain how saving and investing help increase productivity and economic growth and compare and contrast individual saving and investing options.

GRADE 7 Core Standards

Standard 1: History

Students will examine the major movements, events and figures that contributed to the development of nations in modern Africa, Asia and the Southwest Pacific from ancient civilizations to modern times by examining religious institutions, trade and cultural interactions, political institutions, and technological developments.

- 7.1.17 Describe the impact of industrialization, urbanization and globalization in post-colonial South Africa, India, China and Kenya. (Individuals, Society and Culture).

7.1.22 Distinguish between unsupported expressions of opinion and informed hypotheses grounded in historical evidence.

Standard 2: Civics and Government

Students will trace the development of different forms of government in different historical eras and compare various contemporary political structures in Africa, Asia and the Southwest Pacific in terms of power, approach to human rights and the roles of citizens.

7.2.5 Define and compare citizenship and the citizen's role in selected countries of Africa, Asia and the Southwest Pacific.

Standard 3: Geography

Students will explain how atmospheric and oceanic systems affect the seasons and climate. They will understand and use technology and grid systems to identify and locate places geographically. They will identify and categorize the major geographic characteristics and regions of Africa, Asia and the Southwest Pacific. They will also name and locate major physical features, countries and major cities, and use geographic skills and technology to examine geographic relationships within and between these regions and the rest of the world.

7.3.9 Compare and contrast the distribution of natural resources in Africa, Asia and the Southwest Pacific.

7.3.14 Use a variety of information resources to identify current issues and developments related to the environment in selected countries in Africa, Asia and the Southwest Pacific.

Standard 4:

Economics

Students will examine the influence of physical and cultural factors upon the economic systems found in countries of Africa, Asia and the Southwest Pacific.

7.4.2 Identify economic connections between the local community and the countries of Africa, Asia or the Southwest Pacific.

7.4.6 Compare and contrast the standard of living of various countries in Africa, Asia and the Southwest Pacific using Gross Domestic Product (GDP) per capita as an indicator.

7.4.7 Describe ways that people can increase individual human capital.

7.4.8 Identify ways that societies deal with helpful spillovers (e.g. education) or harmful spillovers (e.g. pollution).

7.4.9 Explain how saving and investing help increase productivity and economic growth and examine how individual savings can grow through regular saving and the power of compound interest.

GRADE 8 Core

Standards

Standard 2: Civics and Government

Students will explain the major principles, values and institutions of constitutional government and citizenship, which are based on the founding documents of the United States and how three branches of government share and check power within our federal system of government.

8.2.2 Identify and explain the relationship between rights and responsibilities of citizenship in the United States.

8.2.7 Explain the importance in a democratic republic of responsible participation by citizens in voluntary civil associations/non-governmental organizations that comprise civil society.

Standard 3: Geography

Students will identify the major geographic characteristics of the United States and its regions. They will name and locate the major physical features of the United States, as well as each of the states, capitals and major cities, and will use geographic skills and technology to examine the influence of geographic factors on national development.

- 8.3.11 Identify ways people modified the physical environment as the United States developed and describe the impacts that resulted.
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Standard 4: Economics

Students will identify, describe and evaluate the influence of economic factors on national development from the founding of the nation to the end of Reconstruction.

- 8.4.3 Evaluate how the characteristics of a market economy have affected the economic and labor development of the United States.
- 8.4.6 Relate technological change and inventions to changes in labor productivity in the United States in the eighteenth and nineteenth centuries.
- 8.4.9 Explain and evaluate examples of domestic and international interdependence throughout United States history.
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ALSO APPLIES TO ADVANCED HEALTH AND WELLNESS (AH) STANDARDS

FAMILY & CONSUMER SCIENCE (FACS)

Adult Roles And Responsibilities (2008)

Standard 1

Students will integrate processes of thinking, communication, leadership, and management in order to apply interpersonal relationships knowledge and skills.

- ARR-1.1 Demonstrate components of critical thinking, creative thinking, and reasoning.
- ARR-1.2 Evaluate effective communication processes in school, family, career, and community settings.
- ARR-1.3 Demonstrate leadership that encourages participation and respect for the ideas, perspectives, and contributions of group members.
- ARR-1.4 Apply management, decision-making, and problem solving processes to accomplish tasks and fulfill responsibilities.
- ARR-1.1.5 Examine the interrelationships among thinking, communication, leadership, and management processes to address family, community, and workplace issues.

Standard 2

Students will analyze personal standards, needs, aptitudes, and goals and their impact on family, career, and community interactions.

- ARR-2.2 Determine personal standards and their effects on life choices.
- ARR-2.3 Examine impacts of needs and aptitudes on family and community interactions, choices, and personal fulfillment.

Standard 4

Students will demonstrate management of individual and family resources, including food, clothing, shelter, and transportation.

- ARR-4.1 Demonstrate processes used to set standards, make choices, and satisfy needs and wants for nutrition and wellness, clothing, housing, and transportation.
- ARR-4.2 Apply management and planning skills and processes to organize tasks and fulfill responsibilities.
- ARR-4.3 Demonstrate skills in seeking consumer information, taking consumer responsibility, and exercising consumer rights.
- ARR-4.4 Evaluate features, prices, and performance of consumer goods in light of personal standards, goals, and resources.
- ARR-4.5 Determine individual and family responsibilities in conserving, reusing, and recycling resources to maintain the environment.
- ARR-4.6 Assess the use of technology and its impact on quality of life and family resources.

Standard 5

Students will demonstrate management of financial resources to meet goals of individuals and families across the life span. (See also: Financial Literacy Education high school standards)

ARR-5.1 Financial Responsibility & Decision Making

- 5.1.1 Demonstrate financial planning strategies that reflect needs, wants, standards, goals, and economic resources.
 - 5.1.2 Determine financial practices that foster economic self-sufficiency for individuals and families.
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