



What does Education for Sustainability look like in....

Grade Level	Big Ideas of Sustainability	Curricular Example
Pre-K /Kindergarten	Community	Students study community by exploring the roles that people play in the community, and how community members depend on each other. Students explore their own role as community helpers through service projects in their school and community.
1 st & 2 nd	Cycles	Students engage in a study of cycles through exploring cycles all around them— investigating everything from insects to state of matter to seasonal cycles in nature- and how these cycles impact their own lives. Students learn about the local agricultural cycles of maple sugaring and apple growing, and engage with local farmers and businesses in the community involved in these product cycles.
3 rd & 4 th	Systems, Diversity	Students investigate local food systems by tracing locally available selections back to their source and evaluate and assess the impact of different food choices. Students also explore best practices in farming through working with local farmers to better understand the importance of ecological diversity. Students develop skills for reading and writing informational text by creating informational posters about the local food system for display at a local Co-op.
5 th & 6 th	Change	Students learn about change over time as they explore biological and social adaptation. They research local immigration patterns through time, and how shifting demographics and diversity has shaped the local community. Students also explore the impacts of human migration on the natural world. As a culminating project, students create a museum display with maps illustrating how their community has changed over time.
7 th & 8 th	Interdependence	Students explore economics by launching a small business with their classmates. With the help of local business people, they conduct market research, create a business plan, and track data on costs and revenues. Finally, students write annual reports to shareholders, describing the economic, environmental, and social outcomes of their business.
9 th & 10 th	Limits, Equity	Students are immersed in a study of water: watersheds, management, rights, natural limits, and equity issues. They compare local water use and regulation to locales with similar demographics and geography, both nationally and internationally. Students then make recommendations to local regulating agencies on resource management.
11 th & 12 th	Long-term Effects	Students analyze energy sources and usage in the community and evaluate locally available options. Students then research best practices, and compare local finding with the ideal. Students present their findings and recommendations to the city, making recommendations to improve the energy infrastructure and efficiency.



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Content Area	Lens of Sustainability	Curricular Example
Reading	Students develop literacy skills using texts themed with sustainability content, both fiction and non-fiction, enriching and deepening other content-area studies.	<i>Primary:</i> Picture books collections on gardening, compost, and animal life cycles are used to enhance social studies and science units. <i>Secondary:</i> Students launch a study of local food systems by reading <i>The Omnivore's Dilemma Young Reader's Edition</i> .
Writing	Students write to communicate with a real community audience: to inform, to persuade, and to share personal views.	<i>Primary:</i> Students create posters to inform the community about local maple sugaring process from sugar bush to table. <i>Secondary:</i> Students write speeches to persuade school board members to adopt a "green school" purchasing policy
Math	Students collect and work with real data in the context of real projects.	<i>Primary:</i> Students create quality of life report cards and collect data on these indicators in their neighborhood. <i>Secondary:</i> Students collect and compile data on energy use on the school's campus, and analyze it to find area for improvement.
Social Studies	Students explore how social and economic systems work to inform community planning. They also investigate historical patterns and change over time in these systems.	<i>Primary:</i> Students explore how local businesses operate and how services offered in the community change to meet consumers' needs. <i>Secondary:</i> Students host a politicians' forum prior to election day and prepare questions for the candidates.
Science	Students learn how natural systems work to inform decision-making. They learn inquiry skills that enable them to pose questions, conduct research, and interpret patterns.	<i>Primary:</i> Students investigate the living and non-living components of nearby ponds and water systems. <i>Secondary:</i> Student conduct water quality analysis of rivers in the watershed and present their findings and recommendations to the local natural resource agency,
Family & Consumer Sciences	Students study how to best manage personal and family responsibilities and resources, and promote wellness while considering the impacts of their choices—community/personal, ecological and economic.	<i>Secondary:</i> Students identify consumer habits and home management practices that embody sustainable resource use.
Physical Education	Students understand the importance of vitality and health, and the mind-body connection. They have the opportunity to develop gross motor skills in diverse settings.	<i>Primary:</i> Play structures feature natural spaces and uneven terrain to develop dexterity and balance; children play outside. <i>Secondary:</i> Classes are outdoor-based and include on mind-bodywork as well as physical fitness.
Visual/ Performing Arts/Music	Students develop their expressive skills in order to communicate their understanding of the world and their vision for it.	<i>Primary:</i> Students create murals of their ideal communities. <i>Secondary:</i> Students film and edit a documentary informing recently-landed immigrants on how to get started in the community.