

## Education for Sustainability: Overview of Curriculum Grade K-8

Key: **EQ** = Essential Question; **S** = EfS Standards (see attached); **C** = Main Content Emphasis of Unit

Notes: Kindergarten chose to develop its grade level holistically rather than by individual subject, here listed under ELA; in Grades 3-5 Mathematics/Science, and ELA/Social Studies were developed as integrated units.

Subject	K	1	2	3	4	5	6	7	8	
<b>Arts</b>	<p><b>EQ:</b> How can we work together to create a healthy and sustainable future?  <b>S:</b> B, C, D, E, F, G  <b>C:</b> Sustainability in the classroom: healthy habits; use of resources, and responsible actions. Introduction to a tree as a system.</p>	<p><b>EQ:</b> How does every-thing we do and don't do make a difference in our classroom, our school community and our world?  <b>S:</b> B, E, I  <b>C:</b> Responsibility and the "3 Rs."</p>	<p><b>EQ:</b> What impact does making paper have on our environment?  <b>S:</b> A, E, I  <b>C:</b> Paper use and responsibility.</p>	<p><b>EQ:</b> How do our choices and actions affect the sustainability of communities?  <b>S:</b> E, G  <b>C:</b> Sustaining animals' habitats.</p>	<p><b>EQ:</b> How are our choices as artists and our environment interconnected?  <b>S:</b> A, C, E, D  <b>C:</b> Artists confront design problems and sustainability.</p>	<p><b>EQ:</b> If "there is no such place as away," how do we sustain "here?"  <b>S:</b> A, C, I  <b>C:</b> Choices in Art and Music using Trash as one's raw material.</p>	<p><b>EQ:</b> How do the choices we make affect the sustainability of local and world communities?  <b>S:</b> B, D, E, I  <b>C:</b> Architecture integrated into the natural environment.</p>	<p><b>EQ:</b> How can we learn to live responsibly within nature to ensure a sustainable future?  <b>S:</b> A, B, F, G, H, I  <b>C:</b> Visioning to create installations honoring nature.</p>	<p><b>EQ:</b> As global citizens, how will our attitudes and choices impact our sustainable future?  <b>S:</b> A, H, I  <b>C:</b> Finding one's own lens or voice to influence &amp; inspire a sustainable future.</p>	
<b>ELA</b>		<p><b>EQ:</b> How do we make the most of what we have while living within the means of a healthy system?  <b>S:</b> B, D, E  <b>C:</b> Establishment of routines for sustainable living. The life cycle of a crayon. Implementation of reduce, reuses, and recycle.</p>	<p><b>EQ:</b> What does it mean to live well and responsibly within our environment? Why is it important?  <b>S:</b> A, B, E  <b>C:</b> The function of the Commons in the classroom, school, and community, and our role in sustaining them.</p>	<p><b>EQ:</b> How do our choices and actions affect the sustainability of communities?  <b>S:</b> B, C, E, F, H, I  <b>C:</b> World communities and their environments; a case study on the tropical rain forest.</p>	<p><b>EQ:</b> How did the past, how does the present, and how will the future choices of human beings impact the commons?  <b>S:</b> A, B, C, G, I  <b>C:</b> NYS environment at four time periods: Native Americans, the Dutch, the British, the Industrial Revolution and NYS today.</p>	<p><b>EQ:</b> How do the choices we make about paper consumption affect the sustainability of local communities and all the communities of the Western Hemisphere?  <b>S:</b> A, B, C, D, E, H  <b>C:</b> The history and impact of paper production in the Western Hemisphere.</p>	<p><b>EQ:</b> How do the choices we make affect the sustainability of local and world communities?  <b>S:</b> B, D, E, I  <b>C:</b> Literature based unit to investigate needs and wants, and research based persuasive writing on "going green".</p>	<p><b>EQ:</b> How can we learn to live responsibly within nature to ensure a sustainable future?  <b>S:</b> A, G, H, I  <b>C:</b> "Catalysts for Change" as reflected in literature through character analysis, and personal reflection.</p>	<p><b>EQ:</b> As global citizens, how will our attitudes and choices impact our sustainable future?  <b>S:</b> B, C, D, H, I  <b>C:</b> A study of conflict resolution, microcosm, and character flaw in literature as a gateway to long term individual choices.</p>	
<b>Math</b>		<p><b>EQ:</b> What choices can we make to reduce, reuse, or recycle waste?  <b>S:</b> C, D, F, H, I  <b>C:</b> Sorting waste materials, investigating our use of paper, food packaging, and our impact on animals' habitats.</p>	<p><b>EQ:</b> What is a healthy system? How do we affect a system and how does a system affect us?  <b>S:</b> C, F  <b>C:</b> Habitats and healthy systems, and our role in sustaining them.</p>	<p><b>EQ:</b> Are humans and cycles interdependent?  <b>S:</b> C, D, F, I  <b>C:</b> Natural systems, light bulbs, batteries, and water. Alternative energy sources and choosing the most efficient ways to use energy and water.</p>	<p><b>EQ:</b> How does sustainable behavior within interrelated systems ensure healthy commons?  <b>S:</b> C, E, F  <b>C:</b> Interdependence in cycles and systems. Creation of an action plan to "make a difference."</p>	<p><b>EQ:</b> How can we use scientific inquiry to promote a sustainable future?  <b>S:</b> C, G, I  <b>C:</b> Investigations of consumption and waste patterns, development of plans to change habits in present and future.</p>	<p><b>EQ:</b> How do the choices we make affect the sustainability of local and world communities?  <b>S:</b> B, D, E, I  <b>C:</b> Analysis of consumption and production data on water bottles to determine "true cost." Creation of possible solutions.</p>	<p><b>EQ:</b> How can we learn to live responsibly within nature to ensure a sustainable future?  <b>S:</b> B, F, G, I  <b>C:</b> Applying math skills such as central tendency, double bar graph, histograms to issues of sustainability.</p>	<p><b>EQ:</b> As global citizens, how will our attitudes and choices impact our sustainable future?  <b>S:</b> B, D, G  <b>C:</b> A case study using mathematical calculation: Conventional vs. Hybrid Cars including the hidden costs and environmental impact.</p>	
<b>Science</b>		See Mathematics	See Mathematics	See Mathematics	See Mathematics	See Mathematics	See Mathematics	<p><b>EQ:</b> How do the choices we make affect the sustainability of local and world communities?  <b>S:</b> B, D, F, I  <b>C:</b> Investigation of our carbon footprint, packaging, energy sources, and participation in an energy audit.</p>	<p><b>EQ:</b> How can we learn to live responsibly within nature to ensure a sustainable future?  <b>S:</b> A, B, F, G, H, I  <b>C:</b> The cell as a model of sustainability, comparison of a cell to our homes, and a case study of Kaibab Deer. The Unit ends with an investigation of alternative energy sources and choices.</p>	<p><b>EQ:</b> As global citizens, how will our attitudes and choices impact our sustainable future?  <b>S:</b> C, F, G, H  <b>C:</b> Investigation of how systems function and maintain dynamic equilibrium, analysis of inputs and outputs and feedback mechanisms, and investigate the relationship between systems.</p>
<b>Social Studies</b>		See ELA	See ELA	See ELA	See ELA	See ELA	See ELA	<p><b>EQ:</b> How do the choices we make affect the sustainability of local and world communities?  <b>S:</b> E, I  <b>C:</b> Historical view of the connection of water and world communities, Investigation of water issues today in a World Café.</p>	<p><b>EQ:</b> How can we learn to live responsibly within nature to ensure a sustainable future?  <b>S:</b> B, G, H, I  <b>C:</b> A case study of Native Americans and sustainability, contemporary examples of responsible citizenship.</p>	<p><b>EQ:</b> As global citizens, how will our attitudes and choices impact our sustainable future?  <b>S:</b> A, B, C, D, F, H  <b>C:</b> Sustainability in U.S. History: Industrialization, Great Depression/Dust Bowl, and the Cold War/1950s. Responsible citizenship today.</p>