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

Key:  
- **EQ**: Essential Question;  
- **S**: EF 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.

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<th>Subject</th>
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| Arts          | **EQ**: How do we make the most of what we have while living within the means of a healthy system?  
B: D, E  
C: The function of the Commons in the classroom, school, and community, and our role in sustaining them.  
**EQ**: How do our choices and actions affect the sustainability of our environment?  
B: A, B  
C: Paper use and responsibility.  
**EQ**: How do our choices and actions affect the sustainability of our environment?  
B: A, E  
C: Sustaining animals' habitats.  
**EQ**: How are our choices as artists and environmental interconnect?  
S: A, C, E, D  
C: Artists confront design problems and sustainability.  
**EQ**: If there is no such place as away, how do we sustain "here"?  
S: A, C  
C: Choices in Art and Music using Trash as one's raw material.  
**EQ**: How do the choices we make about paper consumption affect the sustainability of local and world communities?  
B: S, D, E, I  
C: Literature based unit to investigate needs and wants, and research based persuasive writing on "going green".  
**EQ**: How do the choices we make affect the sustainability of local and world communities?  
S: B, D, E, I  
C: Architecture integrated into the natural environment.  
**EQ**: How do the choices we make affect the sustainability of local and world communities?  
S: B, D, E, I  
C: Visioning to create installations honoring nature.  
**EQ**: How can we learn to live responsibly within nature to ensure a sustainable future?  
S: A, B, F, G, H  
C: Installation of reduce, reuses, and recycle.  
**EQ**: As global citizens, how will our attitudes and choices impact our sustainable future?  
S: A, H  
C: Finding one's own lens or voice to influence & inspire a sustainable future.
| ELA | **EQ**: How do the choices we make affect the sustainability of our environment?  
B: B, D, E  
**EQ**: How is it mean to live well and responsibly within our environment?  
B: A, B  
C: The function of the Commons in the classroom, school, and community, and our role in sustaining them.  
**EQ**: How do our choices and actions affect the sustainability of our environment?  
B: A, B  
C: World communities and their environments; a case study on the tropical rain forest.  
**EQ**: How did the past, how does the present, and how will the future choices of human beings impact the commons?  
S: A, B, C, G, I  
C: NYS environment at four time periods: Native Americans, the Dutch, the British, the Industrial Revolution and NYS today.  
**EQ**: How do the choices we make about paper consumption affect the sustainability of local communities and all the communities of the Western Hemisphere?  
S: B, A, C, D, E, I  
C: The history and impact of paper production in the Western Hemisphere.  
**EQ**: How do the choices we make affect the sustainability of local and world communities?  
S: B, D, E, I  
C: Literature based unit to investigate needs and wants, and research based persuasive writing on "going green".  
**EQ**: How can we learn to live responsibly within nature to ensure a sustainable future?  
S: A, G, H  
C: “Catalysts for Change” as reflected in literature through character analysis, and personal reflection.  
**EQ**: As global citizens, how will our attitudes and choices impact our sustainable future?  
S: B, D, H  
C: A study of conflict resolution, microcosm, and character flaw in literature and move to long term individual choices.
| Math | **EQ**: What is the idea of altruism?  
B: C, D, F, H, I  
C: Sorting waste materials, investigating our use of paper, food packaging, and our impact on animals' habitats.  
**EQ**: What is a healthy system?  
B: C, D, F  
C: Natural systems, light, sun, batteries, and water. Alternative energy sources and choosing the most efficient ways to use energy and water.  
**EQ**: How do we affect a system in a healthy system?  
B: C, D, F  
C: Identities and how a system affect us.  
**EQ**: How do we reduce, reuse, or recycle waste?  
B: C, D, F, H, I  
C: Sorting waste materials, investigating our use of paper, food packaging, and our impact on animals' habitats.  
**EQ**: How do we make our choices?  
B: C, D, F, H, I  
C: Sorting waste materials, investigating our use of paper, food packaging, and our impact on animals' habitats.  
**EQ**: How do our choices and actions affect the sustainability of our environment?  
B: A, B  
C: The function of the Commons in the classroom, school, and community, and our role in sustaining them.  
**EQ**: How do we make our choices?  
B: C, D, F, H, I  
C: Sorting waste materials, investigating our use of paper, food packaging, and our impact on animals' habitats.  
**EQ**: Are humans and cycles interconnected?  
B: C, D, F, I  
C: Natural systems, light, sun, batteries, and water. Alternative energy sources and choosing the most efficient ways to use energy and water.  
**EQ**: How do our choices and actions affect the sustainability of our environment?  
B: A, B  
C: The function of the Commons in the classroom, school, and community, and our role in sustaining them.  
**EQ**: How do humans and cycles interact?  
B: C, D, F  
C: Interdependence of nature and what we do.  
**EQ**: How do we make our choices?  
B: C, D, F, H, I  
C: Sorting waste materials, investigating our use of paper, food packaging, and our impact on animals' habitats.  
**EQ**: How do our choices and actions affect the sustainability of our environment?  
B: A, B  
C: The function of the Commons in the classroom, school, and community, and our role in sustaining them.  
**EQ**: How are our choices affect the sustainability of our environment?  
B: C, D  
C: Interdependence in cycles and systems. Creation of an action plan to "make a difference."  
**EQ**: How do we make our choices?  
B: C, D, F, I  
C: Sorting waste materials, investigating our use of paper, food packaging, and our impact on animals' habitats.
| Science | See Mathematics  
S: See Mathematics  
C: See Mathematics  
**EQ**: How do the choices we make affect the sustainability of local and world communities?  
S: B, D, E, I  
C: Analysis of consumption and production data on water bottles to determine "true cost." Creation of possible solutions.  
**EQ**: How do the choices we make affect the sustainability of local and world communities?  
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S: B, D, E, I  
C: Analysis of consumption and production data on water bottles to determine "true cost." Creation of possible solutions.
| Social Studies | See ELA  
S: See ELA  
C: See ELA  
**EQ**: How do the choices we make affect the sustainability of local and world communities?  
S: B, E, I  
C: Historical view of the connection of water and world communities, Investigation of water issues today in a World Café.  
**EQ**: How do the choices we make affect the sustainability of local and world communities?  
S: B, E, I  
C: Historical view of the connection of water and world communities, Investigation of water issues today in a World Café.  
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