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

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<th>Content Area</th>
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| **Reading**  | Students develop literacy skills using texts themed with sustainability content, both fiction and non-fiction, enriching and deepening other content-area studies. | PRIMARY: Picture books collections on gardening, compost, and animal life cycles are used to enhance social studies and science units.  
SECONDARY: Students launch a study of local food systems by reading The Omnivore’s Dilemma Young Reader’s Edition. |
| **Writing**  | Students write to communicate with a real community audience: to inform, to persuade, and to share personal views. | PRIMARY: Students create posters to inform the community about local maple sugaring process from sugar bush to table.  
SECONDARY: Students write speeches to persuade school board members to adopt a “green school” purchasing policy or an “affirmative hiring” policy. |
| **Math**     | Students collect and work with real data in the context of real projects.               | PRIMARY: Students create quality of life report cards and collect data on these indicators in their neighborhood.  
SECONDARY: Students collect and compile data on energy use or on student dropout rates 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. | PRIMARY: Students explore how local businesses operate and how services offered in the community change to meet consumers’ needs.  
SECONDARY: Students host a politicians’ forum prior to election day and prepare questions for the candidates. |
| **Science**  | To inform decision-making, students learn how natural systems work. They learn inquiry skills that enable them to pose questions, conduct research, and interpret patterns. | PRIMARY: Student conduct water quality analysis of rivers in the watershed and present their findings and recommendations to the local natural resource agency.  
SECONDARY: Students conduct a biotic survey in a local park and based on their findings, design a park management plan that they submit to the city manager. |
| **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. | SECONDARY: Students identify consumer habits and home management practices that embody sustainable resource use. |
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| 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. | PRIMARY: Children engage in free play on outdoor play structures that feature natural spaces and uneven terrain to develop dexterity and balance.  
SECONDARY: Classes are outdoor-based and include mindfulness exercises and yoga 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. | PRIMARY: Students create murals of their ideal communities, learning about perspective and dimension.  
SECONDARY: Students film and edit a documentary informing recent immigrants on what resources are available to them to help get them established in the community. |