

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

Content Area	Lens of Sustainability	Curricular Example
<b>Reading</b>	Students develop literacy skills using texts themed with sustainability content, both fiction and non-fiction, enriching and deepening other content-area studies.	<p><b>PRIMARY:</b> Picture books collections on gardening, compost, and animal life cycles are used to enhance social studies and science units.</p> <p><b>SECONDARY:</b> Students launch a study of local food systems by reading <i>The Omnivore's Dilemma Young Reader's Edition</i>.</p>
<b>Writing</b>	Students write to communicate with a real community audience: to inform, to persuade, and to share personal views.	<p><b>PRIMARY:</b> Students create posters to inform the community about local maple sugaring process from sugar bush to table.</p> <p><b>SECONDARY:</b> Students write speeches to persuade school board members to adopt a "green school" purchasing policy or an "affirmative hiring" policy.</p>
<b>Math</b>	Students collect and work with real data in the context of real projects.	<p><b>PRIMARY:</b> Students create quality of life report cards and collect data on these indicators in their neighborhood.</p> <p><b>SECONDARY:</b> 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.</p>
<b>Social Studies</b>	Students explore how social and economic systems work to inform community planning. They also investigate historical patterns and change over time in these systems.	<p><b>PRIMARY:</b> Students explore how local businesses operate and how services offered in the community change to meet consumers' needs.</p> <p><b>SECONDARY:</b> Students host a politicians' forum prior to election day and prepare questions for the candidates.</p>
<b>Science</b>	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.	<p><b>PRIMARY:</b> Student conduct water quality analysis of rivers in the watershed and present their findings and recommendations to the local natural resource agency.</p> <p><b>SECONDARY:</b> 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.</p>
<b>Family &amp; Consumer Sciences</b>	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.	<p><b>SECONDARY:</b> Students identify consumer habits and home management practices that embody sustainable resource use.</p>

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<b>Physical Education</b>	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.	<b>PRIMARY:</b> Children engage in free play on outdoor play structures that feature natural spaces and uneven terrain to develop dexterity and balance. <b>SECONDARY:</b> Classes are outdoor-based and include mindfulness exercises and yoga as well as physical fitness.
<b>Visual/ Performing Arts/Music</b>	Students develop their expressive skills in order to communicate their understanding of the world and their vision for it.	<b>PRIMARY:</b> Students create murals of their ideal communities, learning about perspective and dimension. <b>SECONDARY:</b> Students film and edit a documentary informing recent immigrants on what resources are available to them to help get them established in the community.