

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

Grade	Big Idea	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.
1st & 2nd	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.
3rd & 4th	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.
5th & 6th	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.
7th & 8th	INTER-DEPENDENCE	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.
9th & 10th	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.
11th & 12th	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.