



# Education for Sustainability

K-12 Scope and Sequence

Standards & Performance Indicators

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<i>Grade</i>	<i>Kindergarten</i> Sustainability Grade K	<i>Kindergarten</i> Sustainability Grade K	<i>Kindergarten</i> Sustainability Grade K	<i>Kindergarten</i> Sustainability Grade K
<b>Unit</b>	<b>Sep / Oct</b> (Week 1 - Week 11)	<b>Nov/Dec</b> (Week 12 - Week 20)	<b>Jan/Feb</b> (Week 21 - Week 28)	<b>March/April</b> (Week 29 - Week 37)
Subject	EFS: Education for Sustainability	EFS: Education for Sustainability	EFS: Education for Sustainability	EFS: Education for Sustainability
Standard	<b>B. Responsible Local &amp; Global Citizenship</b>	<b>C. The Dynamics of Systems &amp; Change</b>	<b>A. Cultural Preservation &amp; Transformation</b>	<b>A. Cultural Preservation &amp; Transformation</b>
Indicator	<b>Activating Participation</b>  7. Demonstrate individual and collective respect for themselves and others, and for the things that they all share, depend on, and are responsible for (the commons).	<b>Taking Responsibility for the Difference We Make</b>  28. Define how their own (or other peoples') actions affect the systems (e.G. Their body, their classroom) they are in.  29. Demonstrate an understanding of how one event can influence another.	<b>Connecting the Biosphere and the Ethnosphere</b>  1. Discuss the inter-relationships between healthy people and healthy ecosystems.	<b>Uncovering and Catalyzing through Arts and Culture</b>  8. Use stories and the arts to document and make visible what we want to preserve and what needs to change to contribute to the sustainability of our communities in our places over time.
Standard	<b>C. The Dynamics of Systems &amp; Change</b>	<b>E. Healthy Commons</b>	<b>B. Responsible Local &amp; Global Citizenship</b>	<b>B. Responsible Local &amp; Global Citizenship</b>
Indicator	<b>Recognizing Systems as the Context</b>  2. Define what a system is, and distinguish between things that are systems and things that are not (e.g. a human body is a system, a pile of rocks is not).	<b>Protecting the Commons</b>  6. Develop and agree on the criteria they can use to reconcile when someone's individual rights conflict with their responsibilities for the commons.	<b>Leading Change</b>  11. Participate in group decision making processes and be able to make collective decisions that are vision oriented, solve more than one problem at a time, and minimize new problems.  12. Develop a sense of self-empowerment and ability to advocate for what is important to them by using authentic voice as a tool (e.g. drawing, storytelling, etc.).	<b>Activating Participation</b>  8. Demonstrate an ability to be fair, to cooperate, to be a good team member, to resolve conflicts and to build consensus when addressing challenges about sustainability.
Standard	<b>E. Healthy Commons</b>	<b>H. Multiple Perspectives</b>	<b>D. Sustainable Economics</b>	<b>C. The Dynamics of Systems &amp; Change</b>
Indicator	<b>Framing the Commons</b>  1. Define "The Commons" in their own words and in relation to their own experiences. Know the difference between private, and common areas.	<b>Developing Perspective Consciousness</b>  11. Develop the ability to respect, if not agree with, others' points of view.	<b>Informing Our Choices</b>  2. Understand the difference between materials produced in the natural world and materials produced by people.	<b>Being Strategic</b>  41. Ask probing questions when things do not turn out the way they were planned.
Standard			<b>F. Natural Laws &amp; Ecological Principles</b>	<b>H. Multiple Perspectives</b>
Indicator			<b>Understanding the Natural Laws and Ecological Principles</b>  3. Provide examples of the dependence of humans on our shared natural resources for sustenance and a suitable quality of life (food, shelter, health, and aesthetics).	<b>Appreciating Diversity</b>  7. Demonstrate the ability to work well together with people who present different perspectives.
Standard			<b>G. Inventing &amp; Affecting the Future</b>	<b>I. Strong Sense of Place</b>
Indicator			<b>Accepting and Taking Risks</b>  27. Provide examples of when they were required to try something new in order to do what they wanted to do and to be who they wanted to be.	<b>Developing Our School as a Green School</b>  27. Discuss and create green school initiatives (e.g. make a garden in the classroom, find a way to re-use waste to make art).

Grade	Grade 1 Sustainability Grade 1	Grade 1 Sustainability Grade 1	Grade 1 Sustainability Grade 1
Unit	Sep / Oct (Week 1 - Week 11)	Nov/Feb (Week 12 - Week 28)	March/April (Week 29 - Week 41)
Subject	EFS: Education for Sustainability		
Standard	B. Responsible Local & Global Citizenship	A. Cultural Preservation & Transformation	B. Responsible Local & Global Citizenship
Indicator	<p><b>Understanding Citizenship</b></p> <p>5. Identify different types of leadership that exist in their classroom, school, and community and discuss which types of leadership contribute to sustainable communities.</p> <p><b>Activating Participation</b></p> <p>7. Demonstrate individual and collective respect for themselves and others, and for the things that they all share, depend on, and are responsible for (the commons).</p>	<p><b>Connecting the Biosphere and the Ethnosphere</b></p> <p>1. Discuss the inter-relationships between healthy people and healthy ecosystems.</p>	<p><b>Activating Participation</b></p> <p>8. Demonstrate an ability to be fair, to cooperate, to be a good team member, to resolve conflicts and to build consensus when addressing challenges about sustainability.</p>
Standard	C. The Dynamics of Systems & Change	B. Responsible Local & Global Citizenship	C. The Dynamics of Systems & Change
Indicator	<p><b>Recognizing Systems as the Context</b></p> <p>3. Be able to step back and see the big picture.</p> <p>4. See and be able to describe the interrelatedness of at least two variables (e.g. eating and waste) and tell a story about it.</p>	<p><b>Leading Change</b></p> <p>11. Participate in group decision making processes and be able to make collective decisions that are vision oriented, solve more than one problem at a time, and minimize new problems.</p> <p>12. Develop a sense of self-empowerment and ability to advocate for what is important to them by using authentic voice as a tool (e.g. drawing, storytelling, etc.).</p>	<p><b>Taking the Long View</b></p> <p>18. Take responsibility for the effect of their actions on present and future generations</p> <p><b>Being Strategic</b></p> <p>41. Ask probing questions when things do not turn out the way they were planned.</p>
Standard	E. Healthy Commons	C. The Dynamics of Systems & Change	G. Inventing & Affecting the Future
Indicator	<p><b>Framing the Commons</b></p> <p>2. Articulate the distinguishing characteristics of a commons and the types of measures required to keep different types of commons healthy.</p> <p>3. Identify several examples of commons in their classroom, school, town and in our world and explain how those commons function—i.e., the rules for access and use and who or what enforces them.</p>	<p><b>Taking the Long View</b></p> <p>20. Know what the difference is between long term and short term goals.</p>	<p><b>Envisioning, Creating, and Thinking Out of the Box</b></p> <p>2. Set goals; develop indicators (rubrics, checklists, and quantitative measures) to measure the extent to which they are moving toward or away from their goals.</p> <p>5. Utilize lateral thinking skills (“out of the box” thinking) to address problems in the service of their vision.</p> <p><b>Persevering</b></p> <p>17. Demonstrate a willingness to take a risk in an area they want to succeed and understand how to learn from their mistakes (especially what not to do the next time).</p>
Standard		D. Sustainable Economics	H. Multiple Perspectives
Indicator		<p><b>Informing Our Choices</b></p> <p>3. &amp; 4. Follow the life cycle of a product and consider that there is no end to the materials cycle (no such place as away).</p>	<p><b>Appreciating Diversity</b></p> <p>7. Demonstrate the ability to work well together with people who present different perspectives.</p>
Standard		F. Natural Laws & Ecological Principles	I. Strong Sense of Place
Indicator		<p><b>Understanding the Natural Laws and Ecological Principles</b></p> <p>1. Explore different elements that support life on earth (e.g. fresh water, land and atmosphere) and how they are related to one another (interconnectivity). This includes the relation of high quality and abundant water, soil and air essential to support all life.</p> <p>3. Provide examples of the dependence of humans on our shared natural resources for sustenance and a suitable quality of life (food, shelter, health, and aesthetics).</p> <p><b>Advocating for Living by the Natural Laws and Principles</b></p> <p>7. Demonstrate an understanding of some basic natural laws and principles (materials cycles, photosynthesis, material value, and appropriate scale). Explain why it is important for us to live by them.</p>	<p><b>Framing the Bio-Region</b></p> <p>3. Identify plants, animals, and bodies of water in their bio-region or community. Explore how these parts relate to one another (interdependency) and the benefits and threats to them and us associated with our behavior.</p> <p><b>Developing Our School as a Green School</b></p> <p>27. Discuss and create green school initiatives (e.g. make a garden in the classroom, find a way to re-use waste to make art).</p>

Grade	Grade 2 Sustainability Grade 2	Grade 2 Sustainability Grade 2	Grade 2 Sustainability Grade 2
Unit	Sep / Oct (Week 1 - Week 11)	Nov/Feb (Week 12 - Week 28)	March/April (Week 29 - Week 41)
Subject	EFS: Education for Sustainability	EFS: Education for Sustainability	EFS: Education for Sustainability
Standard	B. Responsible Local & Global Citizenship	A. Cultural Preservation & Transformation	A. Cultural Preservation & Transformation
Indicator	<p><b>Understanding Citizenship</b></p> <p>1. Articulate the rights and responsibilities of democratic participation and leadership in the classroom, school and/or local context. Apply what they have learned by practicing in the classroom and in the community.</p> <p><b>Activating Participation</b></p> <p>7. Demonstrate individual and collective respect for themselves and others, and for the things that they all share, depend on, and are responsible for (the commons).</p>	<p><b>Connecting the Biosphere and the Ethnosphere</b></p> <p>1. Discuss the inter-relationships between healthy people and healthy ecosystems.</p>	<p><b>Reconciling Tradition and Change</b></p> <p>4. Explain how cultural traditions and languages can influence people's ability to live well in their places over time. Students then identify their own cultural traditions and language(s) and determine what should be preserved and what needs to change in order to thrive over time.</p> <p><b>Uncovering and Catalyzing through Arts and Culture</b></p> <p>8. Use stories and the arts to document and make visible what we want to preserve and what needs to change to contribute to the sustainability of our communities in our places over time.</p>
Standard	C. The Dynamics of Systems & Change	B. Responsible Local & Global Citizenship	B. Responsible Local & Global Citizenship
Indicator	<p><b>Recognizing Systems as the Context</b></p> <p>3. Be able to step back and see the big picture.</p> <p>5. Illustrate that what we see depends on where we are (our perspective). If we want to see more or differently, we can change perspectives.</p>	<p><b>Leading Change</b></p> <p>10. Demonstrate their awareness that our choices have consequences that can be good or bad for people and for all living systems, and practice making good choices.</p> <p>11. Participate in group decision making processes and be able to make collective decisions that are vision oriented, solve more than one problem at a time, and minimize new problems.</p> <p>12. Develop a sense of self-empowerment and ability to advocate for what is important to them by using authentic voice as a tool (e.g. drawing, storytelling, etc.).</p>	<p><b>Activating Participation</b></p> <p>8. Demonstrate an ability to be fair, to cooperate, to be a good team member, to resolve conflicts and to build consensus when addressing challenges about sustainability.</p>
Standard	E. Healthy Commons	C. The Dynamics of Systems & Change	C. The Dynamics of Systems & Change
Indicator	<p><b>Framing the Commons</b></p> <p>2. Articulate the distinguishing characteristics of a commons and the types of measures required to keep different types of commons healthy.</p> <p>4. Explore examples of healthy commons locally and compare and contrast the various ways people use, protect and care for them.</p>	<p><b>Recognizing Systems as the Context</b></p> <p>1. See both the whole system (e.g. the body, a garden, a plant) and its parts and be able to place themselves within the system.</p> <p>2. Define what a system is, and distinguish between things that are systems and things that are not (e.g. a human body is a system, a pile of rocks is not).</p> <p>4. See and be able to describe the interrelatedness of at least two variables (e.g. eating and waste) and tell a story about it.</p>	<p><b>Taking the Long View</b></p> <p>18. Take responsibility for the effect of their actions on present and future generations</p> <p>Being Strategic</p> <p>41. Ask probing questions when things do not turn out the way they were planned.</p> <p>Shifting Mental Models</p> <p>50. Fully consider an issue about sustainability and resist the urge to come to a quick conclusion.</p>
Standard	I. Strong Sense of Place	D. Sustainable Economics	D. Sustainable Economics
Indicator	<p><b>Framing the Bio-Region</b></p> <p>1. Draw the parameters of their bio-region (watershed) and/or community (e.g. class, school, and/or neighborhood). Identify the characteristics of that place and why it is important to be able to do so.</p> <p><b>Creating Social and Ecological Memory</b></p> <p>7. Document the heritage and current condition of the place in which they live (e.g. drawing a picture, acting out a play, writing a poem, making a collage), and provide a vision of what they want that place to look like in the future to an authentic audience (e.g. other classrooms, a nursing home, a parent event).</p> <p>12. Create a celebration of the unique cultural character of a place.</p>	<p><b>Informing Our Choices</b></p> <p>5. Articulate how our health and the health of the natural world is affected by our consumption choices, and use critical thinking and questioning to understand the media's role in shaping and influencing our consumption patterns.</p> <p><b>Making Informed Choices</b></p> <p>6. Define consumer buying power and be able to discuss how they can use it to contribute to a sustainable future.</p> <p>7. Envision how their choices and actions can contribute to a sustainable future.</p>	<p><b>Informing Our Choices</b></p> <p>3. &amp; 4. Follow the life cycle of a product and consider that there is no end to the materials cycle (no such place as away).</p>

Standard		F. Natural Laws & Ecological Principles	G. Inventing & Affecting the Future
Indicator		<p style="text-align: center;"><b>Understanding the Natural Laws and Ecological Principles</b></p> <p>1. Explore different elements that support life on earth (e.g. fresh water, land and atmosphere) and how they are related to one another (interconnectivity). This includes the relation of high quality and abundant water, soil and air essential to support all life.</p> <p>3. Provide examples of the dependence of humans on our shared natural resources for sustenance and a suitable quality of life (food, shelter, health, and aesthetics).</p> <p>4. Clarify the importance of a great diversity of life (biodiversity) to the long term sustainability of humankind and other living species on Earth.</p> <p style="text-align: center;"><b>Advocating for Living by the Natural Laws and Principles</b></p> <p>7. Demonstrate an understanding of some basic natural laws and principles (materials cycles, photosynthesis, material value, and appropriate scale). Explain why it is important for us to live by them.</p>	<p style="text-align: center;"><b>Envisioning, Creating, and Thinking Out of the Box</b></p> <p>1. Develop visioning skills to create a healthy and sustainable future.</p> <p>2. Set goals; develop indicators (rubrics, checklists, and quantitative measures) to measure the extent to which they are moving toward or away from their goals.</p> <p>3. Explore the difference between a problem and a symptom (goals from indicators).</p> <p>5. Utilize lateral thinking skills ("out of the box" thinking) to address problems in the service of their vision.</p> <p>6. Demonstrate the ability to turn problems into opportunities to make positive change.</p> <p>7. Make a contribution to actions that solve more than one problem at a time and that minimize the creation of new problems (create value).</p> <p style="text-align: center;"><b>Persevering</b></p> <p>17. Demonstrate a willingness to take a risk in an area they want to succeed and understand how to learn from their mistakes (especially what not to do the next time).</p>
Standard		G. Inventing & Affecting the Future	H. Multiple Perspectives
Indicator		<p style="text-align: center;"><b>Tapping Our Passion</b></p> <p>14. Articulate their strengths and limitations as they design a sustainable future.</p> <p style="text-align: center;"><b>Accepting and Taking Risks</b></p> <p>27. Provide examples of when they were required to try something new in order to do what they wanted to do and to who they want to be.</p> <p>28. Demonstrate a willingness to do things before everyone else is ready to do them if that is what it takes to pursue their passion.</p>	<p style="text-align: center;"><b>Appreciating Diversity</b></p> <p>7. Demonstrate the ability to work well together with people who present different perspectives.</p>
Standard		H. Multiple Perspectives	I. Strong Sense of Place
Indicator		<p style="text-align: center;"><b>Appreciating Diversity</b></p> <p>3. Recognize and value the strength in diversity.</p>	<p style="text-align: center;"><b>Developing Our School as a Green School</b></p> <p>27. Discuss and create green school initiatives (e.g. make a garden in the classroom, find a way to re-use waste to make art).</p> <p style="text-align: center;"><b>Building a Legacy</b></p> <p>34. Research, design, implement and assess a project of the students' own choosing that contributes to the health of the community (classroom, school, town).</p>
Standard		I. Strong Sense of Place	
Indicator		<p style="text-align: center;"><b>Framing the Bio-Region</b></p> <p>2. Transfer the knowledge they have gained on their own bio-region and/or community to their study of other bio-regions or communities.</p> <p>3. Identify plants, animals, and bodies of water in their bio-region or community. Explore how these parts relate to one another (interdependency) and the benefits and threats to them and us associated with our behavior.</p> <p style="text-align: center;"><b>Making Responsible Choices</b></p> <p>28. Explain the impact of their consumption choices (e.g. food, clothes, materials) on the health of a place (e.g. classroom community) and be able to make responsible decisions.</p>	

<i>Grade</i>	<i>Grade 3</i> Sustainability Grade 3	<i>Grade 3</i> Sustainability Grade 3	<i>Grade 3</i> Sustainability Grade 3	<i>Grade 3</i> Sustainability Grade 3
<b>Unit</b>	<b>Sep / Oct</b> (Week 1 - Week 11)	<b>Nov/Dec</b> (Week 12 - Week 20)	<b>Jan/Feb</b> (Week 21 - Week 28)	<b>March/April</b> (Week 29 - Week 41)
Subject	EFS: Education for Sustainability	EFS: Education for Sustainability	EFS: Education for Sustainability	EFS: Education for Sustainability
Standard	<b>A. Cultural Preservation &amp; Transformation</b>	<b>C. The Dynamics of Systems &amp; Change</b>	<b>C. The Dynamics of Systems &amp; Change</b>	<b>C. The Dynamics of Systems &amp; Change</b>
Indicator	<b>Uncovering and Catalyzing through Arts and Culture</b>  7. Recognize the value of stories and the arts as links between the past and present and future.	<b>Taking the Long View</b>  19. Describe the circumstances in which the following statement is true: In order for anyone to benefit, everyone has to benefit because the "players" are interdependent.	<b>Paying Attention to Driving Forces</b>  36. Define the boundaries of the system you want to study or influence (boundaries can include time, space, people, etc).	<b>Recognizing Systems as the Context</b>  17. Make choices and decisions and take action(s) that maximize the health of the whole system upon which the specific part(s) depend(s).
Standard	<b>C. The Dynamics of Systems &amp; Change</b>	<b>E. Healthy Commons</b>	<b>G. Inventing &amp; Affecting the Future</b>	<b>G. Inventing &amp; Affecting the Future</b>
Indicator	<b>Recognizing Systems as the Context</b>  2. Define what a system is and determine if things are or are not systems.	<b>Framing the Commons</b>  1. Define "The Commons" in their own words and in relation to their own experience. Distinguish between the concepts of public, private, and common and provide examples of how the latter can overlap with the first two.  3. Identify several examples of Commons in their school, town, and in the world and explain how those Commons function — i.e., the rules for access and use and who or what enforces them.	<b>Tapping Our Passion</b>  10. Demonstrate the use of different learning strategies to increase their ability to understand information and ideas.	<b>Envisioning, Creating, and Thinking Out of the Box</b>  1. Develop visioning skills to create a healthy and sustainable future.
	<b>Taking Responsibility for the Difference We Make</b>  28. Define how their own (or other peoples) actions affect the systems they are in.			<b>Persevering</b>  15. Try, succeed or fail, reflect, continuously improve, try again, keep trying, never give up, never give up, never give up. Developing Self-Efficacy 33. Believe in their ability to succeed.
Standard		<b>H. Multiple Perspectives</b>		<b>I. Strong Sense of Place</b>
Indicator		<b>Appreciating Diversity</b>  3. Recognize and value the strength in diversity.		<b>Making Responsible Choices</b>  28. Demonstrate an awareness and understanding of the impact of their consumption choices (food, purchasing, energy, materials) on the health of a place and be able to make responsible decisions
Standard		<b>I. Strong Sense of Place</b>		
Indicator		<b>Framing the Bio-Region</b>  2. Transfer their knowledge and skills of this bio-region to their study of other bio-regions.		

Grade	Grade 4 Sustainability Grade 4	Grade 4 Sustainability Grade 4	Grade 4 Sustainability Grade 4	Grade 4 Sustainability Grade 4
Unit	Sep / Oct (Week 1 - Week 11)	Nov/Dec (Week 12 - Week 20)	Jan/Feb (Week 21 - Week 28)	March/April (Week 29 - Week 41)
Subject	EFS: Education for Sustainability	EFS: Education for Sustainability	EFS: Education for Sustainability	EFS: Education for Sustainability
Standard	C. The Dynamics of Systems & Change	B. Responsible Local & Global Citizenship	C. The Dynamics of Systems & Change	C. The Dynamics of Systems & Change
Indicator	<p><b>Recognizing Systems as the Context</b></p> <p>3. Be able to step back and see the big picture.</p> <p>4. See and be able to describe the interrelatedness of at least two variables.</p> <p><b>Taking Responsibility for the Difference We Make</b></p> <p>29. Demonstrate an understanding of how one event can influence another.</p>	<p><b>Activating Participation</b></p> <p>7. Demonstrate individual and collective respect for themselves and the Commons.</p>	<p><b>Being Strategic</b></p> <p>38. Recognize that a system's structure generates its own behavior (remember that every system is perfectly designed to get the results it gets).</p>	<p><b>Recognizing Systems as the Context</b></p> <p>15. Recognize that a highly functioning team or group that represents diverse perspectives can enable us to recognize interdependencies in systems.</p> <p><b>Taking the Long View</b></p> <p>20. Distinguish between long term and short term goals.</p> <p>Taking Responsibility for the Difference We Make</p> <p>25. Make choices, read feedback, and change actions if needed to achieve positive systemic impact (successive approximation).</p> <p>Being Strategic</p> <p>41. Ask probing questions when things do not turn out the way we planned.</p>
Standard	I. Strong Sense of Place	E. Healthy Commons		F. Natural Laws & Ecological Principles
Indicator	<p><b>Framing the Bio-Region</b></p> <p>3. Identify flora, fauna, and geologic formations in the bio-region. Describe the interdependencies, benefits, and threats associated with our human behavior and how these impact the bio-region and us.</p>	<p><b>Framing the Commons</b></p> <p>4. Research healthy Commons locally and/or globally and compare and contrast the various ways people use, protect, and care for them.</p> <p><b>Protecting the Commons</b></p> <p>6. Develop criteria that they can use [discuss ways] to reconcile the conflicts that exist between our individual rights and our collective responsibilities as citizens to tend the Commons. Apply those criteria to specific Commons.</p>		<p><b>Advocating for Living by the Natural Laws and Principles</b></p> <p>7. Make a case for why global citizens should understand the basic natural laws and principles including:</p> <p>a) the laws of thermodynamics</p> <p>b) the basic principles of ecology</p> <p>c) carrying capacity</p> <p>d) appropriate scale</p> <p>e) materials cycle</p> <p>f) energy flows</p> <p>g) systems develop</p> <p>h) material value (value in order)</p> <p>i) photosynthesis</p>
Standard		H. Multiple Perspectives		G. Inventing & Affecting the Future
Indicator		<p><b>Appreciating Diversity</b></p> <p>1. Recognize and work to dismantle prejudice and discrimination.</p>		<p><b>Envisioning, Creating, and Thinking Out of the Box</b></p> <p>3. Distinguish goals from indicators (problems from symptoms).</p> <p><b>Accepting and Taking Risks</b></p> <p>21. Tolerate the discomfort and uncertainty that learning brings.</p> <p>26. Display the courage to try new things and reflect on what it feels like to put themselves in a vulnerable position when they do.</p>
Standard		I. Strong Sense of Place		I. Strong Sense of Place
Indicator		<p><b>Framing the Bio-Region</b></p> <p>2. Transfer their knowledge and skills of this bio-region to their study of other bio-regions.</p>		<p><b>Creating Social and Ecological Memory</b></p> <p>12. Create a celebration of the unique cultural character of a place.</p> <p><b>Seeing the School Building as Curriculum</b></p> <p>19. Provide evidence of skill development including: data gathering, data collection, organization, interviewing, prediction, estimation and scheduling meetings.</p> <p>20. Communicate their findings accurately and effectively (oral presentations, power points, spreadsheets, graphs, role plays, murals, songs, etc.).</p> <p>21. Transfer what they have learned to another context (home, other buildings, etc.).</p>

Grade	Grade 5 Sustainability Grade 5	Grade 5 Sustainability Grade 5	Grade 5 Sustainability Grade 5	Grade 5 Sustainability Grade 5
Unit	Sep / Oct (Week 1 - Week 11)	Nov/Dec (Week 12 - Week 20)	Jan/Feb (Week 21 - Week 28)	March/April (Week 29 - Week 41)
Subject	EFS: Education for Sustainability			
Standard	C. The Dynamics of Systems & Change	A. Cultural Preservation & Transformation	A. Cultural Preservation & Transformation	A. Cultural Preservation & Transformation
Indicator	<p><b>Recognizing Systems as the Context</b></p> <p>7. Perceive patterns within the system that connect the parts of the system to one another and to other systems over time.</p> <p>14. Demonstrate an understanding that systems are dynamic; they develop and change over time.</p> <p><b>Taking Responsibility for the Difference We Make</b></p> <p>30. Demonstrate that cause and effects are not always closely related in time and space in a system (there are delays in systems).</p>	<p><b>Reconciling Tradition and Change</b></p> <p>5. Transfer knowledge from lessons learned about changes in their own communities to changes in local communities throughout the world and draw conclusions about similarities and differences.</p>	<p><b>Reconciling Tradition and Change</b></p> <p>6. Consider the benefits of cultural homogeneity and of cultural diversity to the sustainability of a community in a place over time.</p>	<p><b>Reconciling Tradition and Change</b></p> <p>4. Develop an understanding of cultural influences on the ability of people to live well in their places over time. Pay particular attention to what should be preserved and what must change in order to thrive over time.</p>
Standard	F. Natural Laws & Ecological Principles	B. Responsible Local & Global Citizenship	C. The Dynamics of Systems & Change	B. Responsible Local & Global Citizenship
Indicator	<p><b>Advocating for Living by the Natural Laws and Principles</b></p> <p>7. Make a case for why global citizens should understand the basic natural laws and principles including:</p> <ul style="list-style-type: none"> <li>a) the laws of thermodynamics</li> <li>b) the basic principles of ecology</li> <li>c) carrying capacity</li> <li>d) appropriate scale</li> <li>e) materials cycle</li> <li>f) energy flows</li> <li>g) systems develop</li> <li>h) material value (value in order)</li> <li>i) photosynthesis</li> </ul>	<p><b>Understanding Citizenship</b></p> <p>4. Form an opinion about the requirements of responsible local, national, and global citizenship by synthesizing diverse perspectives on participation and governance.</p> <p>5. Explore, review, and critique multiple forms of governance—including examples at the community, local, national, regional, and international levels.</p>	<p><b>Taking the Long View</b></p> <p>21. Pay attention to the short term and give voice to the long-term gains and effects of their choices and actions as well as the choices and actions of others.</p> <p><b>Being Strategic</b></p> <p>40. Distinguish problems from symptoms and identify the most “upstream” problem they can address within their sphere of influence.</p> <p><b>Shifting Mental Models</b></p> <p>45. Demonstrate an awareness of how mental models limit our thinking.</p> <p>46. Change perspective to increase their understanding of the system.</p> <p>47. Recognize/identify how mental models and paradigms affect current reality and create our futures.</p> <p>50. Consider an issue fully and resist the urge to come to a quick conclusion.</p>	<p><b>Leading Change</b></p> <p>11. Determine and articulate group decision-making processes and make decisions that are collective, vision oriented, and solve more than one problem at a time while minimizing new problems.</p> <p>13. Demonstrate their ability to integrate EFS knowledge, skills, and values by authentically applying them to their own lives and their communities.</p>
Standard		H. Multiple Perspectives	D. Sustainable Economics	
Indicator		<p><b>Appreciating Diversity</b></p> <p>2. Demonstrate the ability to communicate and collaborate cross-culturally.</p> <p><b>Developing Perspective Consciousness</b></p> <p>9. Develop the capacity to empathize with, and experience, the outlook and emotions of another being, by putting themselves “in someone else’s shoes” and expressing what it is like to see the world from that perspective.</p>	<p><b>Making Informed Choices</b></p> <p>7. Envision how their choices as individuals and as members of school, family, club, neighborhood, business, town, and prospective professional communities can contribute to the viability of a sustainable future.</p>	
Standard			G. Inventing & Affecting the Future	
Indicator			<p><b>Envisioning, Creating, and Thinking Out of the Box</b></p> <p>4. Identify the most upstream problems to address within their sphere of influence.</p> <p>6. Demonstrate the habit of turning problems into opportunities to make positive change.</p> <p><b>Persevering</b></p> <p>17. Risk failure if they want to succeed—and that they can learn a lot from their mistakes (especially what not to do the next time).</p> <p><b>Accepting and Taking Risks</b></p> <p>24. Engage in new experiences in “unknown territory,” for the purpose of reaching their goals.</p>	
Standard			I. Strong Sense of Place	
Indicator			<p><b>Developing Our School as a Green School</b></p> <p>22. Engage in goal setting/future visioning.</p> <p><b>Building a Legacy</b></p> <p>38. Teach about the project as a case study to students in a different grade level.</p>	

Grade	Grade 6 Sustainability Grade 6	Grade 6 Sustainability Grade 6	Grade 6 Sustainability Grade 6	Grade 6 Sustainability Grade 6
Unit	Sep / Oct (Week 1 - Week 11)	Nov/Dec (Week 12 - Week 20)	Jan/Feb (Week 21 - Week 28)	March/April (Week 29 - Week 41)
Subject	EFS: Education for Sustainability	EFS: Education for Sustainability	EFS: Education for Sustainability	EFS: Education for Sustainability
Standard	C. The Dynamics of Systems & Change	C. The Dynamics of Systems & Change	B. Responsible Local & Global Citizenship	A. Cultural Preservation & Transformation
Indicator	<p><b>Recognizing Systems as the Context</b></p> <p>3. Be able to step back and see the big picture.</p> <p>6. Identify simple and complex systems in everyday life by recognizing specific parts of these systems and describing their interdependence as well as the circular or causal connections among them.</p>	<p><b>Recognizing Systems as the Context</b></p> <p>8. See patterns over time and go beyond them to define structures within systems.</p> <p>11. Be able to read and understand a complex system dynamics model and tell a story from it.</p>	<p><b>Activating Participation</b></p> <p>9. Use "upstream problem identification" and systems thinking to address local and global issues/problems or to protect local/global assets through civic engagement in the service of a healthy and sustainable future.</p>	<p><b>Uncovering and Catalyzing through Arts and Culture</b></p> <p>8. Use stories and the arts to document and make visible what should be preserved and what needs to change in order to contribute to the sustainability of our communities in our places over time.</p>
Standard	E. Healthy Commons	D. Sustainable Economics	C. The Dynamics of Systems & Change	C. The Dynamics of Systems & Change
Indicator	<p><b>Framing the Commons</b></p> <p>2. Articulate the distinguishing characteristics of a Commons and the types of measures required to keep different types of Commons healthy.</p>	<p><b>Making Informed Choices</b></p> <p>6. Calculate the buying power of their generation per year and take responsibility for contributing to a sustainable future by changing their consumption patterns.</p>	<p><b>Recognizing Systems as the Context</b></p> <p>13. Demonstrate an understanding that there is no such thing as a closed system. All systems are nested in other systems.</p>	<p><b>Recognizing Systems as the Context</b></p> <p>16. Create and know how to facilitate and participate in highly functioning teams or groups that represent diverse perspectives enabling them to recognize interdependencies in systems.</p>
Standard	I. Strong Sense of Place	H. Multiple Perspectives	F. Natural Laws & Ecological Principles	G. Inventing & Affecting the Future
Indicator	<p><b>Framing the Bio-Region</b></p> <p>1. Draw the parameters of their bio-region (watershed) and/or community, identify and list the characteristics of that bio-region, and make a case for why it is important to be able to do so.</p>	<p><b>Appreciating Diversity</b></p> <p>4. Articulate and demonstrate appreciation for cross-cultural similarities and differences.</p> <p>5. Recognize self worth and rootedness in one's own culture and community.</p>	<p><b>Advocating for Living by the Natural Laws and Principles</b></p> <p>7. Make a case for why global citizens should understand the basic natural laws and principles including:</p> <ul style="list-style-type: none"> <li>a) the laws of thermodynamics</li> <li>b) the basic principles of ecology</li> <li>c) carrying capacity</li> <li>d) appropriate scale</li> <li>e) materials cycle</li> <li>f) energy flows</li> <li>g) systems develop</li> <li>h) material value (value in order)</li> <li>i) photosynthesis</li> </ul>	<p><b>Envisioning, Creating, and Thinking Out of the Box</b></p> <p>2. Set goals and develop indicators (rubrics, checklists, and quantitative measures) to measure the extent to which they are moving toward or away from their goals.</p> <p>5. Utilize lateral thinking skills ("out of the box" thinking) to address problems in the service of their vision.</p> <p>9. Develop a vision and a set of sustainable community indicators for their own community.</p> <p><b>Tapping Our Passion</b></p> <p>11. Work hard to achieve their goals.</p> <p><b>Persevering</b></p> <p>18. Exhibit tenaciousness, resilience, to reach individual and collective goals, despite setbacks.</p>
Standard		I. Strong Sense of Place	G. Inventing & Affecting the Future	
Indicator		<p><b>Creating Social and Ecological Memory</b></p> <p>7. Document the heritage and current character of the place in which they live and present their research and a vision for the future of that place to an authentic audience.</p>	<p><b>Tapping Our Passion</b></p> <p>12. Practice and continuously improve their work.</p> <p><b>Persevering</b></p> <p>19. Exhibit the will power and the discipline they need to succeed.</p>	

Grade	Grade 7 Sustainability Grade 7	Grade 7 Sustainability Grade 7	Grade 7 Sustainability Grade 7	Grade 7 Sustainability Grade 7
Unit	Sep / Oct (Week 1 - Week 11)	Nov/Dec (Week 12 - Week 20)	Jan/Feb (Week 21 - Week 28)	March/April (Week 29 - Week 41)
Subject	EFS: Education for Sustainability			
Standard	C. The Dynamics of Systems & Change	C. The Dynamics of Systems & Change	A. Cultural Preservation & Transformation	B. Responsible Local & Global Citizenship
Indicator	<p><b>Recognizing Systems as the Context</b></p> <p>5. Be able to illustrate that what they see happening around them depends on where they are in the system (perspective consciousness).</p> <p><b>Shifting Mental Models</b></p> <p>43. Recognize that mental models are guiding constructs that change over time with new knowledge and applied insight.</p>	<p><b>Paying Attention to Driving Forces</b></p> <p>34. Feel connected to and demonstrate that they are continuously learning about the trends and driving forces within and among the social, economic, and ecological systems of which they are a part.</p> <p>35. See the relevance in, and regularly identify, internal and external forces that have consequences and could influence the goals [outcomes] toward which she/he is working and makes choices, takes decisions, and acts accordingly.</p>	<p><b>Connecting the Biosphere and the Ethnosphere</b></p> <p>3. Discuss whether it is important that cultures do not fade away. Research examples of efforts to move toward sustainability by saving endangered cultures and languages.</p>	<p><b>Activating Participation</b></p> <p>8. Illustrate the importance of equity, cooperation, teamwork, conflict resolution, and consensus building in addressing regional and global challenges.</p> <p><b>Leading Change</b></p> <p>10. Use their own choices as exemplars that demonstrate awareness that all human choices contribute to sustainable or unsustainable consequences.</p>
Standard	E. Healthy Commons	D. Sustainable Economics	C. The Dynamics of Systems & Change	C. The Dynamics of Systems & Change
Indicator	<p><b>Framing the Commons</b></p> <p>4. Research healthy Commons locally and/or globally and compare and contrast the various ways people use, protect, and care for them.</p>	<p><b>Making Informed Choices</b></p> <p>6. Calculate the buying power of their generation per year and take responsibility for contributing to a sustainable future by changing their consumption patterns.</p>	<p><b>Taking Responsibility for the Difference We Make</b></p> <p>27. Track existing causal relationships [feedback loops] within the system over time.</p> <p>31. Reasonably predict intended consequences and reasonably predict and prepare for unintended consequences.</p>	<p><b>Taking the Long View</b></p> <p>18. Take responsibility for the effect(s) of their actions on future generations.</p> <p>22. Take responsibility for the fact that the well being of future generations is largely dependent upon the choices and decisions they make (as well as the choices and decisions of others) during their lifetime.</p>
Standard	I. Strong Sense of Place	H. Multiple Perspectives	E. Healthy Commons	G. Inventing & Affecting the Future
Indicator	<p><b>Framing the Bio-Region</b></p> <p>4. Identify and map human habitats by overlaying development/settlement patterns across the bio-region. Assess the consequences over time and recommend and evaluate alternatives when necessary.</p>	<p><b>Developing Perspective Consciousness</b></p> <p>8. Articulate all sides of an issue by demonstrating a strong foundation of understanding bias and other points of view.</p> <p>11. Develop the ability to truly understand and respect, if not agree with, the conclusions of others. Be able to see the relationship of those conclusions to the person's experiences, needs, values, and goals.</p>	<p><b>Framing the Commons</b></p> <p>5. Identify limited versus unlimited Commons and open access versus legally and socially regulated. Explore how a Commons can become "tragic" and how a Commons can be sustainable. Articulate how the rights of private property can generate either "tragic" or sustainable outcomes.</p>	<p><b>Accepting and Taking Risks</b></p> <p>22. Appreciate change in their lives.</p> <p>23. Embrace making change, improving, innovating, and experimenting.</p> <p><b>Taking Responsibility</b></p> <p>34. Be accountable for their actions (and inactions) as well as predict and be accountable for the long and short-term consequences of those actions.</p>
Standard		I. Strong Sense of Place	I. Strong Sense of Place	I. Strong Sense of Place
Indicator		<p><b>Creating Social and Ecological Memory</b></p> <p>10. Compare and contrast the continuity and changes of a local place over time.</p>	<p><b>Seeing the School Building as Curriculum</b></p> <p>16. Research the environmental, social, and economic impacts of the building and operations (inputs and outputs) of their school locally and globally. Make recommendations to improve performance.</p> <p>17. Identify the sources and sinks of materials and energy used in the school.</p> <p><b>Developing Our School as a Green School</b></p> <p>23. Identify indicators of success.</p> <p>26. Build a model of a green school as a prototype for their school.</p>	<p><b>Developing Our School as a Green School</b></p> <p>27. Design, plan, implement and assess green school initiatives.</p> <p><b>Building a Legacy</b></p> <p>37. Communicate effectively about the project to an authentic audience outside of their school.</p>

Grade	Grade 8 Sustainability Grade 8	Grade 8 Sustainability Grade 8	Grade 8 Sustainability Grade 8	Grade 8 Sustainability Grade 8
Unit	Sep / Oct (Week 1 - Week 11)	Nov/Dec (Week 12 - Week 20)	Jan/Feb (Week 21 - Week 28)	March/April (Week 29 - Week 41)
Subject	EFS: Education for Sustainability	EFS: Education for Sustainability	EFS: Education for Sustainability	EFS: Education for Sustainability
Standard	C. The Dynamics of Systems & Change	B. Responsible Local & Global Citizenship	C. The Dynamics of Systems & Change	C. The Dynamics of Systems & Change
Indicator	<p><b>Shifting Mental Models</b></p> <p>48. Recognize that all models are working hypotheses to be rigorously built, tested, and refined.</p>	<p><b>Understanding Citizenship</b></p> <p>1. Articulate the rights and responsibilities of democratic participation and leadership in both local and global contexts.</p> <p>3. Analyze the relationship between 1) the formal language used to define and perceive citizens' roles and responsibilities, and 2) the everyday behaviors and actions related to social, civic, and political entities. Apply this understanding to effectively formulate and communicate their ideas through a variety of media.</p> <p>6. Communicate the importance of creating arenas through which multiple forms of governance (international exchanges, international organizations, and international agreements) address issues together.</p>	<p><b>Paying Attention to Driving Forces</b></p> <p>36. Define the boundaries of the system you want to study or influence (boundaries can include time, space, people, etc).</p> <p><b>Being Strategic</b></p> <p>39. Determine which leverage points have the greatest impact and which have the least so that they can identify where to intervene in the system(s) for the best possible impact on the system(s) consistent with the stated goal(s).</p>	<p><b>Taking the Long View</b></p> <p>23. Take responsibility for his/her choices/actions and be accountable to systemic and future consequences (on self, others and physical, social and biological commons) of choices they make today. The responsible choices, decisions and actions reflect whole systems thinking.</p> <p><b>Being Strategic</b></p> <p>42. Make strategic choices and decisions and take strategic actions that reflect whole system designs (win-win-win...) in the context of a shared vision of a sustainable future.</p>
Standard	D. Sustainable Economics	C. The Dynamics of Systems & Change	G. Inventing & Affecting the Future	E. Healthy Commons
Indicator	<p><b>Informing Our Choices</b></p> <p>1. Compare and contrast the histories, philosophies, and patterns of different economic systems and activities and their effects on the environment, equity, prosperity, and the diversity of cultures.</p>	<p><b>Shifting Mental Models</b></p> <p>51. Evolve/alter/improve mental models and paradigms when proven necessary and communicate the value of the new mental model and paradigm.</p> <p>52. Hold the tension of paradox and controversy without trying to resolve it quickly.</p>	<p><b>Accepting and Taking Risks</b></p> <p>27. Describe cases in which trying something new was required to do what they wanted to do, and to be who they want to be.</p>	<p><b>Protecting the Commons</b></p> <p>6. Develop criteria that they can use [discuss ways] to reconcile the conflicts that exist between our individual rights and our collective responsibilities as citizens to tend the Commons. Apply those criteria to specific Commons.</p>
Standard	I. Strong Sense of Place	E. Healthy Commons	I. Strong Sense of Place	G. Inventing & Affecting the Future
Indicator	<p><b>Framing the Bio-Region</b></p> <p>5. Identify and describe livelihoods associated with the development of the bio-regional economy.</p> <p>6. Map assets (i.e. commons, gardens and green spaces, local food, safe zones, etc.) and liabilities (i.e. blight sights, high crime areas, high rates of asthma, noise, etc.) in their local community (example, Green Map).</p>	<p><b>Protecting the Commons</b></p> <p>7. Engage regularly with some of the questions that need to be asked about the tenure, welfare, and future of the Commons. Develop ideas, solutions, and/or thoughts about the Commons and generate new questions that address areas with which they are grappling.</p>	<p><b>Making Responsible Choices</b></p> <p>29. Record consumption practices over time.</p> <p>31. Describe changes in consumption from a historical perspective; compare and contrast former consumption habits with today's, and design the characteristics of sustainable consumption practices for the future.</p> <p>32. Use evidence to support the responsibility of their consumer decisions.</p> <p>33. Design and present exhibits for a Sustainable Consumption Expo to their parents and interested community members.</p> <p><b>Appreciating Diversity</b></p> <p>7. Demonstrate the ability to work with people who present different perspectives and to synergistically communicate and cooperate to create shared visions, understandings, and policies far richer than anything that could have been achieved alone.</p>	<p><b>Tapping Our Passion</b></p> <p>11. Work hard to achieve their goals.</p> <p><b>Accepting and Taking Risks</b></p> <p>29. Be good at calculating and minimizing the risks they are taking.</p>

<i>Grade</i>	<i>Grade 9</i> Sustainability Grade 9	<i>Grade 9</i> Sustainability Grade 9	<i>Grade 9</i> Sustainability Grade 9	<i>Grade 9</i> Sustainability Grade 9
<b>Unit</b>	<b>Sep / Oct</b> (Week 1 - Week 11)	<b>Nov/Dec</b> (Week 12 - Week 20)	<b>Jan/Feb</b> (Week 21 - Week 28)	<b>March/April</b> (Week 29 - Week 41)
Subject	EFS: Education for Sustainability	EFS: Education for Sustainability	EFS: Education for Sustainability	EFS: Education for Sustainability
Standard	<b>C. The Dynamics of Systems &amp; Change</b>	<b>F. Natural Laws &amp; Ecological Principles</b>	<b>A. Cultural Preservation &amp; Transformation</b>	<b>A. Cultural Preservation &amp; Transformation</b>
Indicator	<p><b>Recognizing Systems as the Context</b></p> <p>1. See the whole system, its parts, and their place within the system.</p> <hr/> <p><b>Taking Responsibility for the Difference We Make</b></p> <p>26. Identify and define reinforcing and balancing feedback loops within a system.</p>	<p><b>Advocating for Living by the Natural Laws and Principles</b></p> <p>7. Make a case for why global citizens should understand the basic natural laws and principles including:</p> <p>a) the laws of thermodynamics</p> <p>b) the basic principles of ecology</p> <p>c) carrying capacity</p> <p>d) appropriate scale</p> <p>e) materials cycle</p> <p>f) energy flows</p> <p>g) systems develop</p> <p>h) material value (value in order)</p> <p>i) photosynthesis</p>	<p><b>Connecting the Biosphere and the Ethnosphere</b></p> <p>1. Demonstrate an understanding about the interrelationship between the health of the biosphere and the health of the "ethnosphere" and how losses and gains to both influence one another over time.</p> <p>2. Explain the significance of language loss and language recovery on the health of cultures.</p>	<p><b>Uncovering and Catalyzing through Arts and Culture</b></p> <p>8. Use stories and the arts to document and make visible what should be preserved and what needs to change in order to contribute to the sustainability of our communities in our places over time.</p>
Standard	<b>G. Inventing &amp; Affecting the Future</b>	<b>I. Strong Sense of Place</b>	<b>C. The Dynamics of Systems &amp; Change</b>	<b>H. Multiple Perspectives</b>
Indicator	<p><b>Tapping Our Passion</b></p> <p>13. Look for challenges that foster learning and growth and that increase capabilities.</p> <hr/> <p><b>Finding Strength in Individuality</b></p> <p>31. Know who they are. Recognize and take responsibility for the unique contribution they make.</p>	<p><b>Developing Our School as a Green School</b></p> <p>24. Produce an assets and liabilities inventory.</p> <p>25. Determine the rights, roles and responsibilities associated with achieving success.</p>	<p><b>Shifting Mental Models</b></p> <p>44. Recognize/identify mental models and paradigms and constantly identify and question assumptions; explore the "automatic response" nature of our assumptions.</p>	<p><b>Appreciating Diversity</b></p> <p>6. Demonstrate their ability to truly value and learn from the life experiences and cultures of others.</p> <hr/> <p><b>Developing Perspective Consciousness</b></p> <p>9. Develop the capacity to empathize with, and experience, the outlook and emotions of another being, by putting themselves "in someone else's shoes" and expressing what it is like to see the world from that perspective.</p>
Standard	<b>H. Multiple Perspectives</b>			
Indicator	<p><b>Developing Perspective Consciousness</b></p> <p>10. Identify their own mental models about the world and recognize that mental models are guiding constructs that change over time with new knowledge and applied insight.</p>			
Standard	<b>I. Strong Sense of Place</b>			
Indicator	<p><b>Seeing the School Building as Curriculum</b></p> <p>18. Conduct a triple bottom line impact analysis on the inputs, outputs and proposed alternatives.</p>			

<i>Grade</i>	<i>Grade 10</i> Sustainability Grade 10	<i>Grade 10</i> Sustainability Grade 10	<i>Grade 10</i> Sustainability Grade 10	<i>Grade 10</i> Sustainability Grade 10
<b>Unit</b>	<b>Sep / Oct</b> (Week 1 - Week 11)	<b>Nov/Dec</b> (Week 12 - Week 20)	<b>Jan/Feb</b> (Week 21 - Week 28)	<b>March/April</b> (Week 29 - Week 41)
Subject	EFS: Education for Sustainability	EFS: Education for Sustainability	EFS: Education for Sustainability	EFS: Education for Sustainability
Standard	<b>F. Natural Laws &amp; Ecological Principles</b>	<b>E. Healthy Commons</b>	<b>A. Cultural Preservation &amp; Transformation</b>	<b>C. The Dynamics of Systems &amp; Change</b>
Indicator	<b>Understanding the Natural Laws and Ecological Principles</b> 6. Articulate the implications of the distribution, acquisition, depletion, and renewal of natural resources on the nature of societies and on the rate and character of economic and social development.	<b>Framing the Commons</b> 5. Identify limited versus unlimited Commons and open access versus legally and socially regulated. Explore how a Commons can become "tragic" and how a Commons can be sustainable. Articulate how the rights of private property can generate either "tragic" or sustainable outcomes.	<b>Connecting the Biosphere and the Ethnosphere</b> 3. Discuss whether it is important that cultures do not fade away. Research examples of efforts to move toward sustainability by saving endangered cultures and languages. <b>Uncovering and Catalyzing through Arts and Culture</b> 7. Recognize the value of stories and the arts as links between the past and present and future.	<b>Being Strategic</b> 37. Envision, design, plan, act, and assess with whole systems in mind.
Standard		<b>G. Inventing &amp; Affecting the Future</b>	<b>D. Sustainable Economics</b>	<b>G. Inventing &amp; Affecting the Future</b>
Indicator		<b>Persevering</b> 16. Develop the habit of overcoming distractions, obstacles, fatigue, boredom, and frustration to be successful. <b>Accepting and Taking Risks</b> 25. Explain the inevitable relationship between risk and change in their lives.	<b>Making Informed Choices</b> 8. Study sustainable economic indicators as exemplars and determine criteria for their use regionally. Design and name a sustainable economic indicator set that would contribute to the sustainability of their region.	<b>Tapping Our Passion</b> 14. Articulate their strengths and limitations. Exhibit the drive to discover new territory.
Standard		<b>I. Strong Sense of Place</b>	<b>I. Strong Sense of Place</b>	<b>I. Strong Sense of Place</b>
Indicator		<b>Creating Social and Ecological Memory</b> 8. Research, gather, and collect stories through interviews with community members. <b>Making Responsible Choices</b> 30. Use critical thinking and questioning to understand the media's role in shaping and influencing consumption patterns.	<b>Creating Social and Ecological Memory</b> 9. Analyze and interpret stories by identifying emerging themes and patterns. 11. Explore the place through three ways of knowing: intuition, fact-finding, and pattern making.	<b>Creating Social and Ecological Memory</b> 13. Preserve regional history and community memory through art, literature, storytelling, photography, journal observations, and role-plays. 14. Document and record stories in an anthology.

<i>Grade</i>	<i>Grade 11</i> Sustainability Grade 11	<i>Grade 11</i> Sustainability Grade 11	<i>Grade 11</i> Sustainability Grade 11	<i>Grade 11</i> Sustainability Grade 11
<b>Unit</b>	<b>Sep / Oct</b> (Week 1 - Week 11)	<b>Nov/Dec</b> (Week 12 - Week 20)	<b>Jan/Feb</b> (Week 21 - Week 28)	<b>March/April</b> (Week 29 - Week 41)
Subject	EFS: Education for Sustainability	EFS: Education for Sustainability	EFS: Education for Sustainability	EFS: Education for Sustainability
Standard	<b>C. The Dynamics of Systems &amp; Change</b>	<b>C. The Dynamics of Systems &amp; Change</b>	<b>G. Inventing &amp; Affecting the Future</b>	<b>A. Cultural Preservation &amp; Transformation</b>
Indicator	<p><b>Recognizing Systems as the Context</b></p> <p>9. Be able to readily see underlying systemic structures and key interrelationships.</p> <p>10. Transfer the knowledge of structure and behavior in one system to those of another system.</p> <p><b>Taking Responsibility for the Difference We Make</b></p> <p>26. Identify and define reinforcing and balancing feedback loops within a system.</p>	<p><b>Taking the Long View</b></p> <p>24. Choose, design, plan, and make decisions and act in ways that will benefit the "7th generation."</p>	<p><b>Accepting and Taking Risks</b></p> <p>28. Demonstrate the willingness to do things before everyone else is ready to do them if that is what it takes to pursue their passion.</p>	<p><b>Reconciling Tradition and Change</b></p> <p>4. Develop an understanding of cultural influences on the ability of people to live well in their places over time. Pay particular attention to what should be preserved and what must change in order to thrive over time.</p>
Standard		<b>H. Multiple Perspectives</b>	<b>I. Strong Sense of Place</b>	<b>C. The Dynamics of Systems &amp; Change</b>
Indicator		<p><b>Developing Perspective Consciousness</b></p> <p>12. Seek to determine the interests that underlie people's positions and behaviors.</p>	<p><b>Building a Legacy</b></p> <p>36. Develop the skills of "upstream problem" identification and win-win-win systems analysis of the project (use of archetypes, causal loop diagrams, and computer models preferred).</p>	<p><b>Recognizing Systems as the Context</b></p> <p>12. Effectively communicate an understanding of the structures and behaviors of systems by applying and transferring the tools and concepts of systems thinking and the dynamics of systems and change by studying a variety of systems over time.</p> <p><b>Taking Responsibility for the Difference We Make</b></p> <p>32. Make choices by considering implications and consequences of those choices on the economic, ecological and social systems in which they live.</p> <p><b>Paying Attention to Driving Forces</b></p> <p>33. Recognize and act strategically and responsibly in the context of the driving forces that influence our lives.</p>
Standard		<b>I. Strong Sense of Place</b>		<b>G. Inventing &amp; Affecting the Future</b>
Indicator		<p><b>Building a Legacy</b></p> <p>34. Research, design, implement, and assess a project of the student's own choosing that adds or creates value.</p>		<p><b>Envisioning, Creating, and Thinking Out of the Box</b></p> <p>7. Make a contribution that solves more than one problem at a time and minimizes the creation of new problems. (Create value.)</p> <p><b>Accepting and Taking Risks</b></p> <p>20. Do things they haven't done before because that is what it takes to accomplish their goals, solve a problem, or be true to their passion. They will reflect on the fact that is how they learn and grow.</p>
Standard				<b>I. Strong Sense of Place</b>
Indicator				<p><b>Building a Legacy</b></p> <p>35. Demonstrate that they can effectively address more than one problem at a time while minimizing the creation of new problems.</p>

<i>Grade</i>	<i>Grade 12</i> Sustainability Grade 12	<i>Grade 12</i> Sustainability Grade 12	<i>Grade 12</i> Sustainability Grade 12	<i>Grade 12</i> Sustainability Grade 12
<b>Unit</b>	<b>Sep / Oct</b> (Week 1 - Week 11)	<b>Nov/Dec</b> (Week 12 - Week 20)	<b>Jan/Feb</b> (Week 21 - Week 28)	<b>March/April</b> (Week 29 - Week 41)
Subject	EFS: Education for Sustainability	EFS: Education for Sustainability	EFS: Education for Sustainability	EFS: Education for Sustainability
Standard	<b>E. Healthy Commons</b>	<b>B. Responsible Local &amp; Global Citizenship</b>	<b>A. Cultural Preservation &amp; Transformation</b>	<b>E. Healthy Commons</b>
Indicator	<p><b>Protecting the Commons</b></p> <p>7. Engage regularly with some of the questions that need to be asked about the tenure, welfare, and future of the Commons. Develop ideas, solutions, and/or thoughts about the Commons and generate new questions that address areas with which they are grappling.</p>	<p><b>Understanding Citizenship</b></p> <p>2. Broaden their concepts of participation in government in order to incorporate the formal political realm and civil society in their present and future lives.</p> <hr/> <p><b>Leading Change</b></p> <p>12. Develop their sense of efficacy by using their legitimate voice to demonstrate advocacy skills.</p>	<p><b>Reconciling Tradition and Change</b></p> <p>5. Transfer knowledge from lessons learned about changes in their own communities to changes in local communities throughout the world and draw conclusions about similarities and differences.</p> <p>6. Consider the benefits of cultural homogeneity and of cultural diversity to the sustainability of a community in a place over time.</p>	<p><b>Protecting the Commons</b></p> <p>6. Develop criteria that they can use [discuss ways] to reconcile the conflicts that exist between our individual rights and our collective responsibilities as citizens to tend the Commons. Apply those criteria to specific Commons.</p>
Standard		<b>C. The Dynamics of Systems &amp; Change</b>	<b>G. Inventing &amp; Affecting the Future</b>	<b>G. Inventing &amp; Affecting the Future</b>
Indicator		<p><b>Shifting Mental Models</b></p> <p>49. Illustrate the power of habits, paradigms, and values in identifying problems, gathering data, and making decisions.</p> <p>50. Consider an issue fully and resist the urge to come to a quick conclusion.</p>	<p><b>Envisioning, Creating, and Thinking Out of the Box</b></p> <p>8. Compare and contrast several indicator sets that are being used to measure the degree to which individuals, communities, and nations are on a path toward sustainability.</p>	<p><b>Finding Strength in Individuality</b></p> <p>30. Determine their own destiny. Make the decisions that will shape their future and adjust and improve on those decisions based on new experiences, new knowledge, and applied insights.</p> <p>32. "Walk the path" that they have made for themselves. If their path doesn't take them where they want to go, they demonstrate the skills and readiness to make a new and better one.</p>