

Sustainability Curriculum

Sustainability	Early Childhood	Lower Elementary	Upper Elementary	Middle School
<p>Intergenerational Responsibility:</p> <p><i>The child understands and applies basic concepts and principles of sustainability (i.e.: meeting present needs without compromising the ability of future generations to meet their needs).</i></p>	<p>Children recycle paper and reuse paper from the recycle bin when possible (i.e. when looking for colored paper to punch out map pieces or make art projects)</p> <p>Use of washable plates/glasses for lunch and snack when possible and compostable or recyclable otherwise</p> <p>While it is developmentally challenging for children to understand the ‘global’ perspective of this goal...and their concept of ‘future’ is limited, they learn through the grace and courtesy curriculum about their ‘fair share’ and ‘leaving things nice for the next person’ as it relates to others in their immediate environment, and this translates as they mature into encompassing a greater sense of community and of the future</p>	<p>ESCCA program to reuse clothing</p> <p>Bike to School Day</p> <p>Annual Earth Day celebration</p> <p>Library selections reflect CMS’s commitment to sustainability and environmental awareness</p>	<ul style="list-style-type: none"> ● analyzing current roles and responsibilities ● shared resources ● reduce, reuse, recycle ● purchase less materials year to year (keeping notebooks, binders, etc.) ● use paperless media when possible, i.e. Google Docs ● learning about human needs and how to obtain those needs with little impact (ex, reusable water bottles, bicycles vs. cars) ● care for the environment: classroom, school ● Nutrition education; packaging, organic, local (Kitchen Crew) 	<ul style="list-style-type: none"> ● NW cycle 5 guiding questions for Year A and B: How can we balance the use of fossil fuels with other forms of energy? How can we balance the advancement of technology with nature? How are ecosystems, populations, communities and the Earth’s resources interdependent? ● reduce, reuse, recycle ● use paperless media when possible, i.e. Google Docs ●

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<p>Interconnectedness of Ecological, Economic, and Social and Cultural Systems:</p> <p><i>The child recognizes the concept of sustainability as a dynamic condition characterized by the interdependency among ecological, economic, and social systems and how these interconnected systems affect individual and societal well-being.</i></p> <p><i>The child understands the human connection to and interdependence with the natural world.</i></p>	<p>Cultural Subjects and Cosmic education:</p> <ul style="list-style-type: none"> ● timeline of life; classification of botany and zoology ● geograp, puzzle maps, continent boxes, solar system ● history, passage of time <p>Practical life: Care of the Environment</p> <ul style="list-style-type: none"> ● housekeeping works ● setting up and cleaning up from lunch ● plant care ● flower arranging ● animal care and observation; including butterfly hatching and releasing in Spring 	<p>Vermiculture</p> <p>Composting</p> <p>Recycling</p> <p>Resources used for multiple purposes when possible (ex: old sponges change jobs, art materials are from repurposed sources)</p> <p>Landforms at the beach</p> <p>Needs of plants</p> <p>Needs of animals</p> <p>Universal Needs of People Curriculum</p> <p>Biome studies</p> <p>Prairie stewardship</p> <p>Lights off in classroom during December for solstice and energy awareness</p> <p>Children are encouraged to use both sides of paper and/or repurpose paper</p> <p>Use of public transportation for prairie trips</p>	<ul style="list-style-type: none"> ● Camp Timberlee: Endangered communities and species; Exposure to and appreciation of nature; Geologic education; Identification/classification of local flora and fauna ● Mighty Acorns Program - local prairie restoration ● Vermiculture ● Composting ● Care for class plants and animals (Needs of living organisms) ● Universal Needs of Humans Curriculum 	
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<p>Personal and Collective Action:</p> <p><i>The child develops a multidisciplinary approach to learning the knowledge, skills, and attitudes necessary to continuously improve the health and well-being of present and future generations, via both personal and collective decisions and actions.</i></p> <p><i>The child envisions a sustainable world, along with changes that would need to be made by individuals, local communities, and countries in order to achieve this.</i></p>	<p>Peace and conflict resolution - in the classroom and on the playground</p> <p>Practical Life curriculum (care of environment including plant and animal care)</p> <p>Grace and Courtesy lessons of respecting others and 'leaving things nice for the next person'</p> <p>Carefully selected picture books are read and discussed at line time on covering themes of personal and social responsibility</p> <p>Using recycled paper for work or projects when appropriate</p>	<p>Grace and Courtesy Curriculum</p> <p>Plant care</p> <p>Discarded books from the library are given away to organizations where they can be reused if possible</p> <p>Class culture of sharing/shared resources (group scissors, pencils, glue, rulers, etc.)</p> <p>Paper towels are cut in half before using</p> <p>Pet care</p> <p>Periodic picking up of litter/recyclables on school campus</p> <p>Teachers choose sustainably sourced and natural containers when</p>	<ul style="list-style-type: none"> ● Grace and Courtesy Curriculum within Practical Life ● energy conservation: windows vs. AC, natural light vs. electric, mindful water consumption ● decreasing footprint (little to no waste lunches, reusable dinnerware/blueware) 	

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	Using one paper towel when washing hands, and washable and reusable towels when cleaning the room	possible Use of cross breeze with open windows in lieu of air conditioning		
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