

# Master Curriculum Map

The DoRight Leadership Corps

Segment	Focusing Questions	Big Ideas	Lessons	Learning Target Areas
<b><i>Opening: Reflection and Problem Finding (Segments 1-3)</i></b>				
<b>1</b>	<p style="text-align: center;"><b><i>Who am I?</i></b></p> <p><b>Who are you?</b></p> <p><b>What do you care about the most?</b></p> <p><b>How do you learn best?</b></p> <p><b>What types of learning inspires and motivates you the most?</b></p> <p><b>If you were in charge, how would you design learning in schools?</b></p>	<ul style="list-style-type: none"> <li>▪ Decisions are more easily made from a clear sense of self and values.</li> <li>▪ Diverse learners require diverse curricular approaches.</li> <li>▪ There are many different ways of learning, knowing and “being smart.”</li> <li>▪ Our motivation (students’) and overall learning increases when we have a voice in what is learned and process for learning it.</li> </ul>	<p><b>G1. Going In . . .</b> <i>Self reflective prompts for journaling and discussion to develop self identity, values, interests, opinions, worldview, and action priorities</i></p> <p><b>E1. Let’s Talk About It!</b> <i>Facilitation of Socratic Seminar for assorted texts, prompts, films and student generated topics</i></p> <p><b>RELEVANT TOPICS AND/OR SUPPLEMENTAL ACTIVITIES:</b></p> <p>-“Fire in the Mirror” pair share activity. Students synthesize and share partners’ journal ideas with the class.</p>	<p><b><u>STANDARDS-BASED CONTENT</u></b></p> <ul style="list-style-type: none"> <li>▪ <b>ELA:</b> Reflective writing, thesis development, source material for creative writing, interpretation of life expressed as art</li> </ul> <p style="text-align: center;"><b><u>HABITS OF MIND</u></b></p> <ul style="list-style-type: none"> <li>▪ Meta-cognition</li> <li>▪ Self-identity and awareness</li> <li>▪ Self-directed learning</li> <li>▪ Responsibility and motivation for learning</li> </ul> <p style="text-align: center;"><b><u>SUSTAINABILITY</u></b></p> <ul style="list-style-type: none"> <li>▪ Basis for personal action</li> <li>▪ Mental models for sustainable behaviors</li> </ul>

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2	<p><i>What matters?</i></p> <p>What is a “good life?”</p> <p>What do you observe happening in the world that does not make sense?</p> <p>How is the 21<sup>st</sup> century different from the 20<sup>th</sup> century?</p> <p>What kinds of learning will be most important to succeed and/or have a “good life?”</p>	<ul style="list-style-type: none"> <li>Measures of “quality of life” are subjective, relative, values-based, and can change over time.</li> <li>Being a “good citizen” means demonstrating leadership in creating a more sustainable future for future generations.</li> <li>Globalization and the growth rate of technology and job skill sets are out- pacing the rate of change in school curricula.</li> </ul>	<p><b>G1. Going In . . .</b> <i>Self reflective prompts for journaling and discussion to develop self identity, values, interests, opinions, worldview, and action priorities</i></p> <p><b>E1. Let’s Talk About It!</b> <i>Facilitation of Socratic Seminar for assorted texts, prompts, films and student generated topics</i></p> <p><b>RELEVANT TOPICS AND/OR SUPPLEMENTAL ACTIVITIES:</b> -“Fire in the Mirror” pair share activity. Students synthesize and share partners’ journal ideas with the class.</p>	<p><b><u>STANDARDS-BASED CONTENT</u></b></p> <ul style="list-style-type: none"> <li><b>ELA:</b> Genres—editorial vs. fact reporting, reading skills, vocabulary building</li> </ul> <p><b><u>HABITS OF MIND</u></b></p> <ul style="list-style-type: none"> <li>Philosophical inquiry, personal values</li> <li>Creativity, critical thinking</li> <li>Logic—following a line of inquiry</li> </ul> <p><b><u>SUSTAINABILITY</u></b></p> <ul style="list-style-type: none"> <li>Systems thinking: making connections, cause and effect problem analysis,</li> <li>The relationship between values, culture and behavior</li> <li>State of the world 2008, introductory inquiry</li> </ul>
Segment	Focusing Questions	Big Ideas	Lessons	Learning Target Areas
3	<p><i>Where are we now?</i></p> <p>What is the state of the world today?</p>	<ul style="list-style-type: none"> <li>The world’s ecosystems are in significant stress and natural capital is diminishing</li> <li>Poverty, peace and security, the economy and ecosystem health</li> </ul>	<p><b>S1. What’s Goin’ On?</b> <i>An overview of the current state of natural systems—oceans and fisheries, croplands, atmosphere, population, water, and species extinctions</i></p> <p><b>E1. Let’s Talk About It!</b> <i>Facilitation of Socratic Seminar for assorted texts, prompts, films, and</i></p>	<p><b><u>STANDARDS-BASED CONTENT</u></b></p> <ul style="list-style-type: none"> <li><b>ELA:</b> Vocabulary building, reading skills</li> <li><b>Social Studies:</b> World geography, demographic distributions, measurement</li> <li><b>Science:</b> Chemistry (Ph), microbiology, atmospheric</li> </ul>

	<p><b>What are the impacts and connections between human activities and the natural resources that sustain our standard of living?</b></p>	<p>are all interdependent.</p>	<p><i>student generated topics</i></p> <p><b>E2. What's Really True?</b> <i>Applying principles of critical thinking to vet sources (media, text, etc.) for truth and accuracy</i></p> <p><b>S2. What's Up With Climate?</b> <i>A role play conversation about atmospheric science and climate change—what we know and what we don't know</i></p> <p><b>RELEVANT TOPICS AND/OR SUPPLEMENTAL ACTIVITIES:</b> -Cause and effect of Ph states in systems—oceans, rain, soil, human body -Structure and function of bacteria, mutation and resistant strains</p>	<p>science</p> <p><b><u>HABITS OF MIND</u></b></p> <ul style="list-style-type: none"> <li>Enhanced perception, critical thinking</li> <li>Finding patterns that connect across disciplines</li> </ul> <p><b><u>SUSTAINABILITY</u></b></p> <ul style="list-style-type: none"> <li>Global overview of the quantity, supply and health of fisheries, forests, animal species, water, agriculture, energy sources and atmosphere</li> </ul>
Segment	Focusing Questions	Big Ideas	Lessons	Learning Target Areas
<p><i>DoRight Leadership Corps Introduced as A Solution to the Sustainability Problem</i></p> <p><b><i>DoRight "Training" Begins (Segments 4-9)</i></b></p>				
4	<p><b><i>What power do youths have?</i></b></p> <p><b>Do middle and high school students have any power to make a difference in the state of the world?</b></p> <p><b>What is The DoRight Leadership Corps?</b></p>	<ul style="list-style-type: none"> <li>Adult citizens and business owners are largely uninformed regarding the severity and cause of sustainability problems.</li> <li>Youth have the capacity and responsibility to help adults learn and adopt sustainable practices.</li> </ul>	<p><b>P1. A Call To Action: Joining The Doright Leadership Corps</b> <i>Introduction to DoRight Leadership Corps—youth as consultants and social change agents for sustainability solutions, social entrepreneurship, consulting, sustainability literacy in America</i></p>	<p><b><u>STANDARDS-BASED CONTENT</u></b></p> <ul style="list-style-type: none"> <li><b>Social Studies:</b> Interdependence, the democratic process, free market economy</li> </ul> <p><b><u>HABITS OF MIND</u></b></p> <ul style="list-style-type: none"> <li>Self empowerment,</li> <li>Self-confidence and independent learning</li> <li>Intergenerational responsibility</li> </ul> <p><b><u>SUSTAINABILITY</u></b></p> <ul style="list-style-type: none"> <li>Solutions for sustainability problems</li> </ul>

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<p style="text-align: center; font-size: 2em; font-weight: bold;">5</p>	<p style="text-align: center;"><i><b>What forces are shaping our world?</b></i></p> <p><b>What are systems, how do they work, and why is it important to be a “systems thinker?”</b></p> <p><b>How does the condition of ecosystems affect the economy, education, poverty and peace and security?</b></p>	<ul style="list-style-type: none"> <li>▪ Various disciplines often share common systems-based principles, a phenomenon which is the key to interdisciplinary understanding.</li> <li>▪ Success for individuals is dependent on the health of the whole system.</li> <li>▪ Human systems can be more sustainable if they are designed like nature’s systems.</li> <li>▪ In a sustainable system, waste equals food and all elements depend on each other.</li> <li>▪ Sustainability involves economic factors that are affected by culture and long held beliefs.</li> </ul>	<p><b>I1. Using Systems Principles To Discover Ecological Design and Biomimicry</b>  <i>Lessons G3, S3, and SS1 are combined to discover how principles of ecosystems and elements of nature are being used to design sustainable industrial systems and technological solutions</i>                      (I3 may be replaced by using lessons G3, S3 and SS1 individually in separate classrooms)</p> <p><b>E3. A Long Bus Ride to Bigfoot: Adventures with Jeremy and Rena</b>  <i>The concept of ecological footprint is discovered through a dramatized role play reading covering interdependence between food systems, energy, human health and sustainability</i></p> <p><b>M1. Gone Fishing</b>  <i>Simulating sustainable fisheries and creating algebraic models for sustainability</i></p> <p><b>G2. World Café and Power Café</b>  <i>An activity for all classes to generate collective wisdom from groups of participants</i></p> <p><b>RELEVANT TOPICS AND/OR SUPPLEMENTAL ACTIVITIES:</b>                      -Carbon cycle                      -History of modernity, mental models, worldview (see seg. 7)</p>	<p><b><u>STANDARDS-BASED CONTENT</u></b></p> <ul style="list-style-type: none"> <li>▪ <b>Math:</b> Designing algebraic models, calculations, equation solving and manipulation of variables, chaos theory, logic— if / then conditional statements.</li> <li>▪ <b>Science:</b> Ecosystem studies, water cycle, carbon cycle, food webs, food chains,</li> <li>▪ <b>Social Studies:</b> Geography, agriculture and culture, geopolitical dynamics, International relations</li> </ul> <p style="text-align: center;"><b><u>HABITS OF MIND</u></b></p> <ul style="list-style-type: none"> <li>▪ Creative problem solving</li> <li>▪ Philosophical inquiry: altruism vs. survival</li> <li>▪ Imagination</li> <li>▪ Making connections across disciplines</li> <li>▪ Isomorphic relationships and perception</li> </ul> <p style="text-align: center;"><b><u>SUSTAINABILITY</u></b></p> <ul style="list-style-type: none"> <li>▪ Definition of sustainability and triple bottom line.</li> <li>▪ Foundations of systems thinking</li> <li>▪ Systems-based perspective on self interest</li> <li>▪ Ecological design and biomimicry</li> <li>▪ Ecological footprints</li> </ul>

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<p style="text-align: center; font-size: 2em; font-weight: bold;">6</p>	<p style="text-align: center; font-weight: bold;"><i>What will happen if we do nothing?</i></p> <p><b>What will happen in the future if society does not change consumption and waste production patterns?</b></p> <p><b>What kinds of behavior and attitudes are driving this process?</b></p> <p><b>How can we measure where we are in the process?</b></p> <p><b>How can we distinguish truth from fiction?</b></p>	<ul style="list-style-type: none"> <li>▪ Sustainability problems must be viewed over time and scale, making them less obvious to casual observation.</li> <li>▪ The tools of mathematics and science are powerful sources of truth and can help predict the future.</li> <li>▪ People see what they want to see and behave according to long held mental models that may not be based entirely on reality.</li> </ul>	<p><b>M2. People, People Everywhere!</b> <i>Discovering the concept of ecological footprints through population studies using exponential functions, data modeling and critical inquiry</i></p> <p><b>M3. The End of Oil</b> <i>Problem-driven skills development: Inform a national debate on energy policy using empirical data, the geometric sum formula and algebraic equations</i></p> <p><b>S2. What's Up With Climate?</b> <i>A role play conversation about atmospheric science and climate change—what we know and what we don't know</i></p> <p><b>E4. Piggy Banks, Natural Capital, Addiction and Youth Empowerment</b> <i>Jeremy and Rena roll play discussing projections of unsustainable consumption</i></p> <p><b>E1. Let's Talk About It!</b> <i>Facilitation of Socratic Seminar for assorted texts, prompts, films, and student generated topics</i></p> <p><b>E2. What's Really True?</b> <i>Applying principles of critical thinking to vet readings for truth and accuracy</i></p> <p><b>RELEVANT TOPICS AND/OR SUPPLEMENTAL ACTIVITIES:</b> -Propaganda, bias, spin, front groups -Globalism and the WTO -Fractal Geometry and Chaos</p>	<p><b><u>STANDARDS-BASED CONTENT</u></b></p> <ul style="list-style-type: none"> <li>▪ <b>Math:</b> Exponential functions, equation solving, models, geometric sums, scientific notation, rationale for study of math</li> <li>▪ <b>Social Studies:</b> Propaganda and effects on democracy</li> <li>▪ <b>ELA:</b> Genres—investigative journalism, reading, vocabulary building</li> </ul> <p style="text-align: center;"><b><u>HABITS OF MIND</u></b></p> <ul style="list-style-type: none"> <li>▪ Problem solving</li> <li>▪ Critical thinking—deductive reasoning</li> <li>▪ Media and journalism</li> </ul> <p style="text-align: center;"><b><u>SUSTAINABILITY</u></b></p> <ul style="list-style-type: none"> <li>▪ Population growth</li> <li>▪ Future trends of natural resources</li> <li>▪ Ecological footprinting</li> <li>▪ Input-output dynamics of systems</li> </ul>

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7	<p><i>How did we get here?</i></p> <p><b>How and why did human societies create unsustainable and sometimes harmful systems?</b></p>	<ul style="list-style-type: none"> <li>▪ Civilization is currently in the process of completing the work of the 20<sup>th</sup> century, refining and maturing within the concept of being a technological society.</li> <li>▪ People see what they want to see and behave according to long held mental models that may not be based entirely on reality.</li> <li>▪ Sustainability problems must be viewed over time and scale, making them less obvious to casual observation.</li> </ul>	<p><b>SS2. A Brief History of the Past 2000 Years</b> <i>Understanding the Industrial Revolution, Modernity and Post Modern world views</i></p> <p><b>E5. Passing the Baton</b> <i>Jeremy and Rena roll play on the process of change and generational responsibility</i></p> <p><b>I2. Exploring Free Will</b> <i>Inquiry into free will, cognitive functioning, and formation of worldview leads to mindfulness meditation – a tool for clarity of mind and critical thinking</i></p> <p><b>RELEVANT TOPICS AND/OR SUPPLEMENTAL ACTIVITIES:</b></p>	<p><b><u>STANDARDS-BASED CONTENT</u></b></p> <ul style="list-style-type: none"> <li>▪ <b>Social Studies:</b> American history, philosophy of founding fathers, man vs. nature, scientific materialism, reductionism, the industrial revolution</li> <li>▪ <b>Math:</b> Measurement, perimeter and area, equation solving, inductive exploration</li> </ul> <p><b><u>HABITS OF MIND</u></b></p> <ul style="list-style-type: none"> <li>▪ Self-reflection</li> <li>▪ Meta-cognition</li> <li>▪ Behavioral psychology, contemplative practice, epistemology</li> </ul> <p><b><u>SUSTAINABILITY</u></b></p> <ul style="list-style-type: none"> <li>▪ History of mental models that have created unsustainable behaviors in societies.</li> <li>▪ Mental models for sustainable behaviors</li> <li>▪ Role of raising consciousness and awareness in creating a sustainable future</li> </ul>

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8	<p><i>What can be done?</i></p> <p><b>What technological solutions are promising to help create a sustainable future?</b></p> <p><b>What are governments doing?</b></p> <p><b>What is the power of the individual to affect change?</b></p> <p><b>How are human behaviors affected by culture, mental models, media and propaganda?</b></p>	<ul style="list-style-type: none"> <li>▪ When actions are taken to improve the human condition, other problems are created that need to be addressed.</li> <li>▪ Human beings will only protect what they love.</li> <li>▪ New technologies in conjunction with a shift in social consciousness will be required to create a sustainable future.</li> <li>▪ Human behavior is driven by tradition, ideology and spiritual factors as much as from logical decisions based on data.</li> <li>▪ Governmental regulation can help define markets, which attracts capital investment for innovation.</li> </ul>	<p><b>I3. Future Visions:</b> Constructing Utopia for Creativity, Systems Thinking and Intuition <i>Solution focused problem solving, solution-problem feedback loops, and special study topics are developed and applied through students' construction of a Utopian society</i></p> <p><b>I2. Exploring Free Will</b> <i>Inquiry into free will, cognitive functioning, and formation of worldview leads to mindfulness meditation--a tool for clarity of mind and critical thinking</i></p> <p><b>M4. Bulk or Individual?</b> <i>Discovering how to save big money through environmentally sound purchasing decisions</i></p> <p><b>I4. Sustainability Action Case Studies</b> <i>Case studies on both the individual citizen and corporate levels are studied in a jigsaw format</i></p> <p><b>RELEVANT TOPICS AND/OR SUPPLEMENTAL ACTIVITIES:</b> -Design mathematical dimensions for a Brie Soleil (window slats to utilize sunlight in various seasons for building heating and cooling) -Design mathematical dimensions for and build a parabolic solar heat collector. -overview of developments in renewable fuel and conservation technologies -The Princeton Carbon Mitigation Initiative and carbon reduction "wedges"</p>	<p><b><u>STANDARDS-BASED CONTENT</u></b></p> <ul style="list-style-type: none"> <li>▪ <b>Math:</b> Parabolic functions, trigonometry, problem solving, percents and proportions, equation solving</li> <li>▪ <b>ELA:</b> Vocabulary building</li> <li>▪ <b>Social Studies:</b> evolution of world view through history, legislative process in government</li> <li>▪ <b>Science:</b></li> <li>▪ <b>Technology:</b> green building, alternative energy technologies</li> </ul> <p><b><u>HABITS OF MIND</u></b></p> <ul style="list-style-type: none"> <li>▪ Critical thinking</li> <li>▪ Metacognition</li> <li>▪ Behavioral psychology, contemplative practice, epistemology</li> <li>▪ Finding interdisciplinary connections</li> </ul> <p><b><u>SUSTAINABILITY</u></b></p> <ul style="list-style-type: none"> <li>▪ Systems principles: feedback loops and problem solving</li> <li>▪ Thermal solar electricity generation technology</li> <li>▪ Green building and LEED certification</li> <li>▪ Mental models for sustainable behaviors</li> </ul>

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<b><i>Becoming a Sustainability Consultant: The DoRight Leadership Corps Solution</i></b>				
<b>9</b>	<p style="text-align: center;"><b><i>How Does the DoRight Leadership Corps make a difference?</i></b></p> <p><b>How can middle school kids actually get adults to listen and take them seriously?</b></p> <p><b>What is my power to affect change?</b></p> <p><b>Does the government respond to citizen action?</b></p> <p><b>Who are consultants?</b></p> <p><b>What is a corporation?</b></p>	<ul style="list-style-type: none"> <li>▪ Sustainable practices increase profits.</li> <li>▪ Corporations in America are learning that a “triple bottom line” (society, economy, and environment) will help their long-term business goals.</li> <li>▪ Governmental regulation can help define markets, which attracts capital investment for innovation.</li> <li>▪ Young people can often see things with fresh eyes that adults can’t.</li> </ul>	<p><b>P2. The DoRight Enterprises Business Model</b> <i>Introduction to economic fundamentals: profit, free markets, supply and demand, elements of “professionalism,” consultants, and employees</i></p> <p><b>P3. DoRight Departments Overview</b> <i>Discussion of various department choice options, how they function, requirements, use of action planning.</i></p> <p><b>P4. Choosing a Department and Assembling A Team</b> <i>Function of DoRight departments and cooperative group norms for teams</i></p>	<p><b><u>STANDARDS-BASED CONTENT</u></b></p> <p><b>Social Studies:</b> Legislative process, interest groups, propaganda, lobbying, economics, private enterprise, citizen action and democracy</p> <p><b>ELA:</b> Genre studies: journalism, role of journalism in society, editorial writing vs. news reporting</p> <p style="text-align: center;"><b><u>HABITS OF MIND</u></b></p> <ul style="list-style-type: none"> <li>▪ Professionalism</li> <li>▪ Entrepreneurialism</li> <li>▪ Self-reliance</li> <li>▪ Self-confidence and development of personal power</li> <li>▪ Action solutions for sustainability problems</li> </ul> <p style="text-align: center;"><b><u>SUSTAINABILITY</u></b></p> <ul style="list-style-type: none"> <li>▪ Sustainable economics</li> <li>▪ Environmental law</li> <li>▪ Action organizations for solutions—the not-for-profit model</li> <li>▪ The triple bottom line—profit, social well being, environmental well being</li> <li>▪ The DoRight process and structure—a sustainability solution</li> </ul>



**CULMINATING PROJECT:  
THE DORIGHT LEADERSHIP CORPS**

The Classroom divides into three separate work groups by department:

**Business Consulting - Legislative Action - Public Relations**

The instructional mode changes significantly for the unit project phase. During this phase students work independently in self-selected workgroups within chosen departments. The teacher/facilitator (DoRight CEO) roams to assist, guide and approve specific projects as necessary.

The project phase may evolve into a form of independent and study and can last many weeks, for an entire year, or even into the summer. Workgroups within departments will follow their own timelines, hence there are no segment indicators in the curriculum map. The lessons are indicated in the order in which department work unfolds.

 **BUSINESS CONSULTING DEPARTMENT: “DoRight Enterprises”**

*Mission:* To conduct audits of local businesses, hospitals, schools, civic institutions and homes and provide recommendations for reduced costs, increased profits, and reduced ecological footprints.

Segment	Focusing Questions	Big Ideas	Activities	Learning Target Areas
	<p><b>How can teenagers get adults to listen and take them seriously?</b></p> <p><b>What can teenagers do to make a difference in sustainability problems?</b></p> <p><b>Who are consultants?</b></p> <p><b>How can I learn how to make money while helping the world?</b></p>	<ul style="list-style-type: none"> <li>▪ Some actions that incur extra costs can have the effect of raising profits by improving image, expanding market share and increasing sales.</li> <li>▪ Sustainable practices can increase profits.</li> </ul>	<p><b>C1. Consulting Department Process Overview</b> <i>Business audit cycle and audit template study</i></p> <p><b>C2. Securing an Audit Appointment</b> <i>Researching local businesses, choosing a client, finding phone numbers, practicing professional phone skills, and closing the deal</i></p> <p><b>C3. Conducting the Audit</b> <i>Logistical arrangements, punctuality, data gathering, personal management</i></p>	<p><b><u>STANDARDS-BASED CONTENT</u></b></p> <ul style="list-style-type: none"> <li>▪ <b>Math:</b> Unit analysis, computation, simple equations.</li> <li>▪ <b>ELA:</b> Persuasive writing, professional business letter writing forms and style, verbal communication, vocabulary</li> <li>▪ <b>Social Studies:</b> evolution of world view through history, legislative process in government</li> <li>▪ <b>Science:</b> Physics of electricity, ohms, watts, power, volts, energy</li> </ul>

CONSULTING DEPARTMENT (CONT.)

Segment	Focusing Questions	Big Ideas	Activities	Learning Target Areas
		<ul style="list-style-type: none"> <li>▪ Corporations in America are learning that a “triple bottom line” (society, economy, and environment) will help their long-term business goals.</li> <li>▪ Young people can often see things with fresh eyes that adults can’t.</li> <li>▪ Approximately 80% of the American public lives by false environmental myths, which gives trained teenage youth consultants valid expert status.</li> </ul>	<p><b>E7. Writing—Genera Study: Professional Business Letters</b> <i>Learning formatting and writing style for professional business letters</i></p> <p><b>E8. Persuasive Writing Project: DoRight Audit Recommendation Letter</b> <i>Persuade a DoRight client to adopt your audit recommendations</i></p> <p><b>S4. Electricity Consumption Calculations for DoRight Clients</b> <i>The physics and math of electricity –watts, volts, amps, ohms, power units and generation</i></p> <p><b>C4. Client Follow-up and Support</b> <i>Writing a professional recommendation letter (see E8), and follow-up phone calls</i></p> <p><b>C5. The Planet Saver Business Seal</b> <i>Planet Saver Seal criteria and scoring, making another site visit</i></p>	<p style="text-align: center;"><b><u>HABITS OF MIND</u></b></p> <ul style="list-style-type: none"> <li>▪ Task commitment</li> <li>▪ Self empowerment</li> <li>▪ Self-directed working skills</li> <li>▪ Creative problem solving</li> <li>▪ Self assessment, metacognition and reflection</li> </ul> <p style="text-align: center;"><b><u>SUSTAINABILITY</u></b></p> <ul style="list-style-type: none"> <li>▪ Interdependence dynamics of the triple bottom line of sustainability—environment, economy, and society.</li> <li>▪ Parameters of the ecological footprint</li> <li>▪ Public attitudes and knowledge of sustainability issues.</li> </ul> <p><b><u>Technologies and strategies for reduced ecological footprints:</u></b></p> <ul style="list-style-type: none"> <li>▪ Energy</li> <li>▪ Waste management</li> <li>▪ Landscaping</li> <li>▪ Cleaning</li> <li>▪ Embodied energy—procurement of goods</li> <li>▪ Green building and LEED certification</li> <li>▪ Water</li> </ul>

## THE LEGISLATIVE ACTION DEPARTMENT

**Mission:** To research proposed or pending legislation in state, local and/or federal governments and engage lawmakers through phone campaigns, letter campaigns, visits and other means to respond to the will of constituent groups.

Segment	Focusing Questions	Big Ideas	Activities	Learning Target Areas
	<p><b>What is my power to affect legislation?</b></p> <p><b>What is the role of government and legislation in the creation of a free and sustainable society?</b></p> <p><b>Does the government respond to citizen action?</b></p>	<ul style="list-style-type: none"> <li>▪ For democracy in America to function properly, individual citizens must participate beyond simply voting.</li> <li>▪ Letters and phone calls to government officials are actually powerful forms of voting.</li> <li>▪ Improvements in the well being of society through legislative action always begin and are driven by individual citizen action.</li> <li>▪ Governmental regulation can help define markets, which can attract capital investment for innovation.</li> <li>▪ Free markets are an essential force in our economy and are most productive when supported with appropriate regulatory guidelines.</li> </ul>	<p><b>LA1. Legislative Action Department Process Overview</b> <i>Responsibilities, focus, and activities of DoRight Legislative Action Department members</i></p> <p><b>SS3. Structure and Process of Government</b> <i>Branches of government, legislative process, principles of representative democracy</i></p> <p><b>SS4. Democracy In Action: Influencing Legislation As a DoRight Consultant</b> <i>Overview: Researching bills, writing letters and making phone calls to government officials</i></p> <p><b>LA2. Research of Sustainability Topics—Choosing A Topic and Action</b> <i>Finding sustainability topics of interest and choosing a legislative action plan</i></p>	<p style="text-align: center;"><b><u>STANDARDS-BASED CONTENT</u></b></p> <ul style="list-style-type: none"> <li>▪ <b>ELA:</b> Persuasive writing,</li> <li>▪ <b>Social Studies:</b> The legislative process, power of citizenry, role of government in society, political and economic philosophy</li> </ul> <p style="text-align: center;"><b><u>HABITS OF MIND</u></b></p> <ul style="list-style-type: none"> <li>▪ Task commitment</li> <li>▪ Self-directed working skills</li> <li>▪ Creative problem solving</li> <li>▪ Self confidence</li> <li>▪ Self assessment, metacognition and reflection</li> </ul> <p style="text-align: center;"><b><u>SUSTAINABILITY</u></b></p> <ul style="list-style-type: none"> <li>▪ Interdependence dynamics of the triple bottom line of sustainability—environment, economy, and society.</li> <li>▪ Social, economic, political and ideological factors affecting implementation of innovative technologies for sustainability</li> <li>▪ Current technologies and initiatives being considered</li> </ul>

 **THE PUBLIC RELATIONS DEPARTMENT**

**Mission:** Educate and raise awareness through the arts, media, teach-ins and events.

Segment	Focusing Questions	Big Ideas	Activities	Learning Target Areas
	<p>Why isn't society moving more quickly to create a sustainable future?</p> <p>What is the power of the individual citizen to effect change?</p> <p>What do citizens need to know and feel about sustainability to be empowered to take action?</p> <p>What is the role of art in society?</p> <p>What power does art have to change the world?</p>	<ul style="list-style-type: none"> <li>▪ Human beings will only protect what they love.</li> <li>▪ A shift in social consciousness in conjunction with new technologies and regulation will be required to create a sustainable future.</li> <li>▪ Human behavior is driven by tradition, culture, ideology and spiritual factors as much as from logical decisions based on empirical data.</li> <li>▪ People see what they want to see and behave according to long held mental models that may not be based entirely on reality.</li> <li>▪ Modern media is a powerful force, defining culture, knowledge, behaviors and values.</li> </ul>	<p><b>PR1.</b> Public Relations Department Process Overview <i>Responsibilities, focus and activities of DoRight Public Relations Department members.</i></p> <p><b>E9.</b> Writing—Genera Study: Journalism <i>Writing and analysis: Op-ed articles and writing letters to the editor</i></p> <p><b>PR2.</b> Conducting Teach-Ins, Assemblies and Community Forums <i>Project planning templates, timelines, goal setting and delegation</i></p> <p><b>AT1.</b> Communication That Works! <i>General principles of persuasive advertising—hooks, psychology, presentation</i></p> <p><b>AT2.</b> Pointing With Power <i>Create powerfully persuasive PowerPoints using the Monroe Sequence</i></p> <p><b>AT3.</b> A Night At the Movies <i>How to create a purposeful and effective documentary film or television commercial</i></p> <p><b>AT4.</b> Web Crawl <i>Create a web resource and learn about how the field of sustainability is represented on the web.</i></p>	<p><b><u>STANDARDS-BASED CONTENT</u></b></p> <ul style="list-style-type: none"> <li>▪ <b>ELA:</b> Persuasive writing, journalism genres</li> <li>▪ <b>Technology:</b> PowerPoint design, digital film editing, computer graphics, website design</li> <li>▪ <b>Arts:</b> Graphic design, multi media presenting, painting, film making, photography</li> </ul> <p style="text-align: center;"><b><u>HABITS OF MIND</u></b></p> <ul style="list-style-type: none"> <li>▪ Task commitment</li> <li>▪ Self-directed working skills</li> <li>▪ Creative problem solving</li> <li>▪ Self confidence</li> <li>▪ Creativity and imagination</li> <li>▪ Self assessment, reflection and metacognition</li> </ul> <p style="text-align: center;"><b><u>SUSTAINABILITY</u></b></p> <ul style="list-style-type: none"> <li>▪ Interdependence dynamics of the triple bottom line of sustainability—environment, economy, and society.</li> <li>▪ Mental models for sustainable behaviors</li> <li>▪ Social and cultural issues and challenges in making changes for sustainability</li> <li>▪ The role of the media and the internet in the effort to create a sustainable future</li> </ul>

## THE DORIGHT CONVENTION

All workgroups from all departments convene to share and reflect on accomplishments, struggles and next steps.

Segment	Focusing Questions	Big Ideas	Activities	Learning Target Areas
	<p><b>What has been going on in the other DoRight departments?</b></p> <p><b>What have we learned?</b></p> <p><b>Have we been successful in contributing to creating a sustainable future?</b></p> <p><b>Why and how have our actions been successful or fallen short?</b></p> <p><b>What could we do differently in the future—how might we advise other consultants and/or revise our model?</b></p>	<ul style="list-style-type: none"> <li>▪ Reflection and communication within and between work groups creates learning communities that maximize growth, learning effectiveness in accomplishing goals.</li> <li>▪ The effects of actions by individual elements within a system take time to show measurable results in the overall functioning of the system.</li> <li>▪ Small actions can iterate over time to have large effects.</li> </ul>	<p><b>E6. Writing Professional Reports—the DoRight Summary</b>  <i>Written reflection and accounting of DoRight project work</i></p>	<p><b><u>STANDARDS-BASED CONTENT</u></b></p> <ul style="list-style-type: none"> <li>▪ Social Studies: Interdependence, dynamics of change and social revolutions.</li> </ul> <p style="text-align: center;"><b><u>HABITS OF MIND</u></b></p> <ul style="list-style-type: none"> <li>▪ Self assessment</li> <li>▪ Communication</li> <li>▪ Cooperative learning</li> <li>▪ Reflection and metacognition</li> </ul> <p style="text-align: center;"><b><u>SUSTAINABILITY</u></b></p> <ul style="list-style-type: none"> <li>▪ Social and economic challenges in creating a sustainability future.</li> <li>▪ Strategies for individuals and organizations to create a sustainable future.</li> </ul>