

Student Learning Domains For 21st Century Sustainability Education

Student learning objectives (appropriately articulated for each grade level) are rated on a 4-point scaling:
 1) needs to develop 2) approaching 3) meets 4) exceeds

Knowledge	Affect / Character Emotional Intelligence	Habits of Work	Habits of Mind
<p>Understands and applies essential concepts/skills from:</p> <ul style="list-style-type: none"> ◆ Core academic disciplines: <ul style="list-style-type: none"> <input type="checkbox"/> English <input type="checkbox"/> History/Social Studies <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Technology <input type="checkbox"/> Modern Language <input type="checkbox"/> Applied Arts/Fine Arts <input type="checkbox"/> Health/Physical Education <input type="checkbox"/> Music ◆ Supplementary disciplines/subjects: <ul style="list-style-type: none"> <input type="checkbox"/> Systems theory: Interdependence of system elements, feedback loops, input/output flows, iteration, networks, isomorphic relationships, and levels of scale) <input type="checkbox"/> Globalization: economic, cultural, social, environmental, technological <input type="checkbox"/> Sustainability: Economic, environmental, social <input type="checkbox"/> Future studies <input type="checkbox"/> Media literacy <input type="checkbox"/> Philosophy, epistemology, ethics, psychology and sociology ◆ Demonstrates knowledge of self: Abilities, values, aspirations, personality, spiritual identity, responsibilities, ability to affect change in society 	<p>Demonstrates:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Appreciation and respect for diverse cultures, human differences, and points of view. <input type="checkbox"/> Appreciation, sensitivity, emotional/spiritual connection and respect for the natural world <input type="checkbox"/> Commitment to high ethical standards and responsibility for community and civic action <input type="checkbox"/> Commitment to social justice for all people and to the belief that individuals have the power to effect change. <input type="checkbox"/> Empathy and sensitivity to human concerns and the plight of others (e.g. pain, suffering, poverty, etc.) <input type="checkbox"/> Ability to recognize, reflect on, and appropriately express and manage personal feelings (anger, fear, anxiety, sadness, love, compassion, appreciation, respect, etc.) 	<p>Demonstrates:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Ability and willingness to work collaboratively, in small groups or teams and through broad networks and exchanges between larger organizations, locally and internationally <input type="checkbox"/> Ability and willingness to work independently, manage time and resources effectively, prioritize tasks, set realistic goals, and complete work within deadlines. <input type="checkbox"/> Task commitment: Persists when solutions are not readily obvious or when faced with setbacks; sees projects through to completion. <input type="checkbox"/> Self-motivation: Initiates projects and inquiry autonomously and independent of external prompting. <input type="checkbox"/> Ability to manage impulsivity and apply self-control <input type="checkbox"/> Acceptance of responsibility for own work, lifestyle and/or behavior, considers consequences of actions on multiple levels of scale and adjusts behavior accordingly. 	<ul style="list-style-type: none"> <input type="checkbox"/> Critical Thinking: Uses evidence to form opinions and draw conclusions; ideas and generalizations are supported by specific, relevant, and accurate information; critically evaluates information, evidence, and conclusions for authenticity, accuracy and usefulness. <input type="checkbox"/> Reasoning: Demonstrates a variety of complex reasoning strategies (e.g. inductive, deductive, example, inference, etc.) <input type="checkbox"/> Metacognition: Reflects on and assesses what has been accomplished or learned; uses knowledge of self acquired from reflection for further improvement and goal setting. <input type="checkbox"/> Systems and Holistic Thinking <input type="checkbox"/> Perception and Inquiry: Looks for patterns and connections over time, from one setting to another, and across disciplines; traces relationships to local and global levels of scale, considers multiple perspectives <input type="checkbox"/> Problem Solving: Considers dynamical relationships in systems between elements, across levels of scale and between domains when solving problems and inventing. <input type="checkbox"/> Creativity: Generates original and creative approaches/interpretations, ways of viewing or presenting an issue/situation/problem, or multiple solutions to a problem.