

EDUCATION FOR SUSTAINABILITY STANDARDS & PERFORMANCE INDICATORS

PreK - 2 EDITION

|A| CULTURAL PRESERVATION AND TRANSFORMATION*

The preservation of cultural histories and heritages, and the transformation of cultural identities and practices contribute to sustainable communities. Students will develop the ability to discern with others what to preserve and what to change in order for future generations to thrive.

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PERFORMANCE INDICATORS

Connecting the Biosphere and the Ethnosphere

Students will:

1. Discuss the inter-relationships between healthy people and healthy ecosystems.

Reconciling Tradition and Change

Students will:

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.

Uncovering and Catalyzing through Arts and Culture

Students will:

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.



|B| RESPONSIBLE LOCAL AND GLOBAL CITIZENSHIP*

PreK - 2 EDITION

The rights, responsibilities and actions associated with leadership and participation toward healthy and sustainable communities. Students will know and understand these rights and responsibilities and assume their roles of leadership and participation.

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PERFORMANCE INDICATORS

Understanding Citizenship

Students will:

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.
5. Identify different types of leadership that exist in their classroom, school, and community and discuss which types of leadership contribute to sustainable communities.

Activating Participation

Students will:

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).
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.

Leading Change

Students will:

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.
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.).



|C| THE DYNAMICS OF SYSTEMS & CHANGE*

PreK - 2 EDITION

KNOWLEDGE AND ACTION

A system is made up of two or more parts in a dynamic relationship that forms a whole whose elements ‘hang together’ and change because they continually affect each other over time. Fundamental patterns of systems include growth, decline and vacillation. Students will know and understand the dynamic nature of complex systems and change over time. They will be able to apply the tools and concepts of system dynamics and systems thinking in their present lives, and to inform the choices that will affect our future.

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PERFORMANCE INDICATORS

Recognizing Systems as the Context

Students will:

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.
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).
3. Be able to step back and see the big picture.
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.
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.

Taking the Long View

Students will:

18. Take responsibility for the effect of their actions on present and future generations
20. Know what the difference is between long term and short term goals.

Taking Responsibility for the Difference We Make

Students will:

25. Demonstrate that they can read feedback and adjust behavior when necessary.
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.



Being Strategic

Students will:

41. Ask probing questions when things do not turn out the way they were planned.

Shifting Mental Models

Students will:

50. Fully consider an issue about sustainability and resist the urge to come to a quick conclusion.



|D| SUSTAINABLE ECONOMICS*

PreK - 2 EDITION

The evolving theories and practices of economics and the shift towards integrating our economic, natural and social systems, to support and maintain life on the planet. Students will know and understand 21st century economic practices and will produce and consume in ways that contribute to the health of the financial, social and natural capital.

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PERFORMANCE INDICATORS

Informing Our Choices

Students will:

2. Understand the difference between materials produced in the natural world and materials produced by people.
3. & 4. Follow the life cycle of a product and consider that there is no end to the materials cycle (no such place as away).
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.

Making Informed Choices

Students will:

6. Define consumer buying power and be able to discuss how they can use it to contribute to a sustainable future.
7. Envision how their choices and actions can contribute to a sustainable future.
8. Create a set of sustainable community indicators for their community (classroom, school, town) that they want to track over time.



|E| HEALTHY COMMONS*

PreK - 2 EDITION

Healthy Commons are that upon which we all depend and for which we are all responsible (i.e., air, trust, biodiversity, climate regulation, our collective future, water, libraries, public health, heritage sites, top soil, etc.). Students will be able to recognize and value the vital importance of the Commons in our lives and for our future. They will assume the rights, responsibilities and actions to care for the Commons.

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PERFORMANCE INDICATORS

Framing the Commons

Students will:

1. Define “The Commons” in their own words and in relation to their own experiences. Know the difference between private, and common areas.
2. Articulate the distinguishing characteristics of a commons and the types of measures required to keep different types of commons healthy.
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.
4. Explore examples of healthy commons locally and compare and contrast the various ways people use, protect and care for them.

Protecting the Commons

Students will:

6. Develop and agree on the criteria they can use to reconcile when someone’s individual rights conflict with their responsibilities for the commons.



|F| NATURAL LAWS & ECOLOGICAL PRINCIPLES*

PreK - 2 EDITION

The laws of nature and science principles of sustainability. Students will see themselves as interdependent with each other, all living things and natural systems. They will be able to put their knowledge and understanding to use in the service of their lives, their communities and the places in which they live.

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PERFORMANCE INDICATORS

Understanding the Natural Laws and Ecological Principles

Students will:

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.
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).
4. Clarify the importance of a great diversity of life (biodiversity) to the long term sustainability of humankind and other living species on Earth.

Advocating for Living by the Natural Laws and Principles

Students will:

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.



|G| INVENTING & AFFECTING THE FUTURE*

PreK - 2 EDITION

The vital role of vision, imagination and intention in creating the desired future. Students will design, implement and assess actions in the service of their individual and collective visions.

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PERFORMANCE INDICATORS

Envisioning, Creating, and Thinking Out of the Box

Students will:

1. Develop visioning skills to create a healthy and sustainable future.
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.
3. Explore the difference between a problem and a symptom (goals from indicators).
5. Utilize lateral thinking skills (“out of the box” thinking) to address problems in the service of their vision.
6. Demonstrate the ability to turn problems into opportunities to make positive change.
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).

Tapping Our Passion

Students will:

14. Articulate their strengths and limitations as they design a sustainable future.

Persevering

Students will:

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).

Accepting and Taking Risks

Students will:

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.
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.



Finding Strength in Individuality

Students will:

32. “Walk the path” that they have made for themselves. If their path doesn’t take them where they want to go they should show interest in making a new and better path for themselves.

Developing Self-Efficacy

Students will:

33. Believe in their ability to succeed as they address issues of sustainability.

Taking Responsibility

Students will:

34. Understand how to be accountable for their actions (and inaction) as well as begin to understand what the short term and long term consequences of those actions are.



|H| MULTIPLE PERSPECTIVES*

PreK - 2 EDITION

The perspectives, life experiences and cultures of others, as well as our own. Students will know, understand, value and draw from multiple perspectives to co-create with diverse stakeholders shared and evolving visions and actions in the service of a healthy and sustainable future locally and globally.

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PERFORMANCE INDICATORS

Appreciating Diversity

Students will:

3. Recognize and value the strength in diversity.
7. Demonstrate the ability to work well together with people who present different perspectives.

Developing Perspective Consciousness

Students will:

9. Demonstrate the ability to empathize with and experience the outlook and emotions of another being by putting themselves “in their shoes” and identify what it is like to see the world from someone else’s “shoes.”
11. Develop the ability to respect, if not agree with, others’ points of view.
12. Be able to identify other people’s interests and how these interests create their behaviors.



|| STRONG SENSE OF PLACE*

PreK - 2 EDITION

The strong connection to the place in which one lives. Students will recognize and value the interrelationships between the social, economic, ecological and architectural history of that place and contribute to its continuous health.

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PERFORMANCE INDICATORS

Framing the Bio-Region

Students will:

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.
2. Transfer the knowledge they have gained on their own bio-region and/or community to their study of other bio-regions or communities.
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.

Creating Social and Ecological Memory

Students will:

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).
12. Create a celebration of the unique cultural character of a place.

Developing Our School as a Green School

Students will:

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).

Making Responsible Choices

Students will:

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.

Building a Legacy

Students will:

34. Research, design, implement and assess a project of the students' own choosing that contributes to the health of the community (classroom, school, town).

