Ecoliteracy Checklist

Teacher(s): Click here to enter text.

Grade(s): Click here to enter text. Project/Assignment Title: Click here to enter text.

 Attach this form to each sample of student work

 Samples should show how students are developing ecoliteracy \*

***\*By the end of grade 12, students will acquire knowledge, skills, and perspectives that foster understanding of their fundamental connections to each other, to the world around them and to all living things   
 (Acting Today, Shaping Tomorrow, 2009)***

1. Describe this learning activity:

Click here to enter text.

2. Which **curriculum area(s)** does the project or assignment address?

|  |  |  |
| --- | --- | --- |
| **Curriculum Areas** | | |
| [The Arts](http://www.edu.gov.on.ca/eng/curriculum/secondary/arts.html)   [Business Studies](http://www.edu.gov.on.ca/eng/curriculum/secondary/business.html)   [Canadian and World Studies](http://www.edu.gov.on.ca/eng/curriculum/secondary/canworld.html)   [Classical and International Languages](http://www.edu.gov.on.ca/eng/curriculum/secondary/classiclang.html)   [Computer Studies](http://www.edu.gov.on.ca/eng/curriculum/secondary/computer.html)   [English](http://www.edu.gov.on.ca/eng/curriculum/secondary/english.html)   English As a Second Language | [English Literacy Development](http://www.edu.gov.on.ca/eng/curriculum/secondary/esl.html)   [French As a Second Language](http://www.edu.gov.on.ca/eng/curriculum/secondary/fsl.html)   [Guidance and Career Education](http://www.edu.gov.on.ca/eng/curriculum/secondary/guidance.html)   [Health and Physical Education](http://www.edu.gov.on.ca/eng/curriculum/secondary/health.html)   [Interdisciplinary Studies](http://www.edu.gov.on.ca/eng/curriculum/secondary/interdisciplinary.html)   [The Kindergarten Program](http://www.edu.gov.on.ca/eng/curriculum/elementary/kinder.html)   [Language](http://www.edu.gov.on.ca/eng/curriculum/elementary/language.html)   [Mathematics](http://www.edu.gov.on.ca/eng/curriculum/secondary/math.html) | [Native Languages](http://www.edu.gov.on.ca/eng/curriculum/secondary/nativelang.html)   [Native Studies](http://www.edu.gov.on.ca/eng/curriculum/secondary/nativestudies.html)   [Science](http://www.edu.gov.on.ca/eng/curriculum/secondary/science.html) (Secondary)   [Science and Technology](http://www.edu.gov.on.ca/eng/curriculum/elementary/scientec.html)   Social Studies (Elementary)   [Social Sciences and Humanities](http://www.edu.gov.on.ca/eng/curriculum/secondary/ssciences.html)   [Technological Education](http://www.edu.gov.on.ca/eng/curriculum/secondary/teched.html)   Other: |

3. **Building ecoliteracy\*: *(Check one or more)*** During this teaching and learning experience, students had opportunities to…

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Education ABOUT the environment**  **(learning to know)** |  | **Education FOR the environment**  **(learning to act)** |  | **Education IN the environment**  **(learning to connect)** |
| Understand the **relationship between living things and their environment**– how nature works. |  | Assess the **impacts of human technologies and actions** |  | Learn **on the school grounds**   Learn **in the community** |
| Explore **traditional ecological knowledge** of FNMI peoples and other diverse communities |  | **Reduce** uses of **energy and resources**   Increase/maintain **biodiversity** |  | **Explore, observe and investigate local communities** to promote understanding of place, cycles and patterns |
| Explore how we are **dependent on nature** |  | Act on environmental issues that are **personally relevant**. |  | Show **concern, empathy, and respect** for other people and living things |
| Explore **varied points of view** when learning about the environment |  | **Tell, teach, and inspire** others about environmental issues |  | Understand the **significance** about **a** particular area **through multiple visits** |
| Consider the positive and negative **consequences of decisions**—both short and long term |  | **Plan events to engage others** to actively participate in environmental issues |  | **Participate in community events** and actions that promote sustainability |
| Approach issues and situations from a **systems perspective**—explore **interactions** within the community and the wider society |  | Work on **environmental solutions** that contribute to **equity, justice, inclusivity, and respect for all people** |  | Further **citizen science** by contributing local data |
| Other(s): | | | | |
| ***\*Core competencies for ecoliteracy*** *adapted from http://www.ecoliteracy.org/discover/competencies and Acting Today, Shaping Tomorrow* | | | | |