

Meets and exceeds state standards and school goals

Meaningful community mapping and inventory activities

Connects students with nature and living systems

Puts students in role of teacher and expert

Explores mindsets that hurt living systems – consumerism, human-centric thinking etc...

Safely addresses sensitive and controversial issues such as race, class, gender etc...

Community members in the
classroom

Developing a sense of place

Involves families in place-based projects

Schools collaborating with
other schools

Deep community partnerships

Collaboration among teachers

- Teacher Teams

Students take action

- To protect, preserve, or revitalize a place
- To address public policies that harm life

Uses local place/community
to teach interdisciplinary content

Students learn in the community and
interact in meaningful ways

Student work is celebrated and made
public – students see “results” of their work

Students examine root causes of social and
environmental challenges

Connects to the local economy

Student voice and student-driven inquiry

Includes history of place and
examinations of change over time

Students connect with Great Lakes
community and watershed

Students address real environmental
And cultural/social challenges

Integrates the arts

Strong inquiry approaches used

Students identify themselves as
belonging to a place/community

Visions a better future for the community