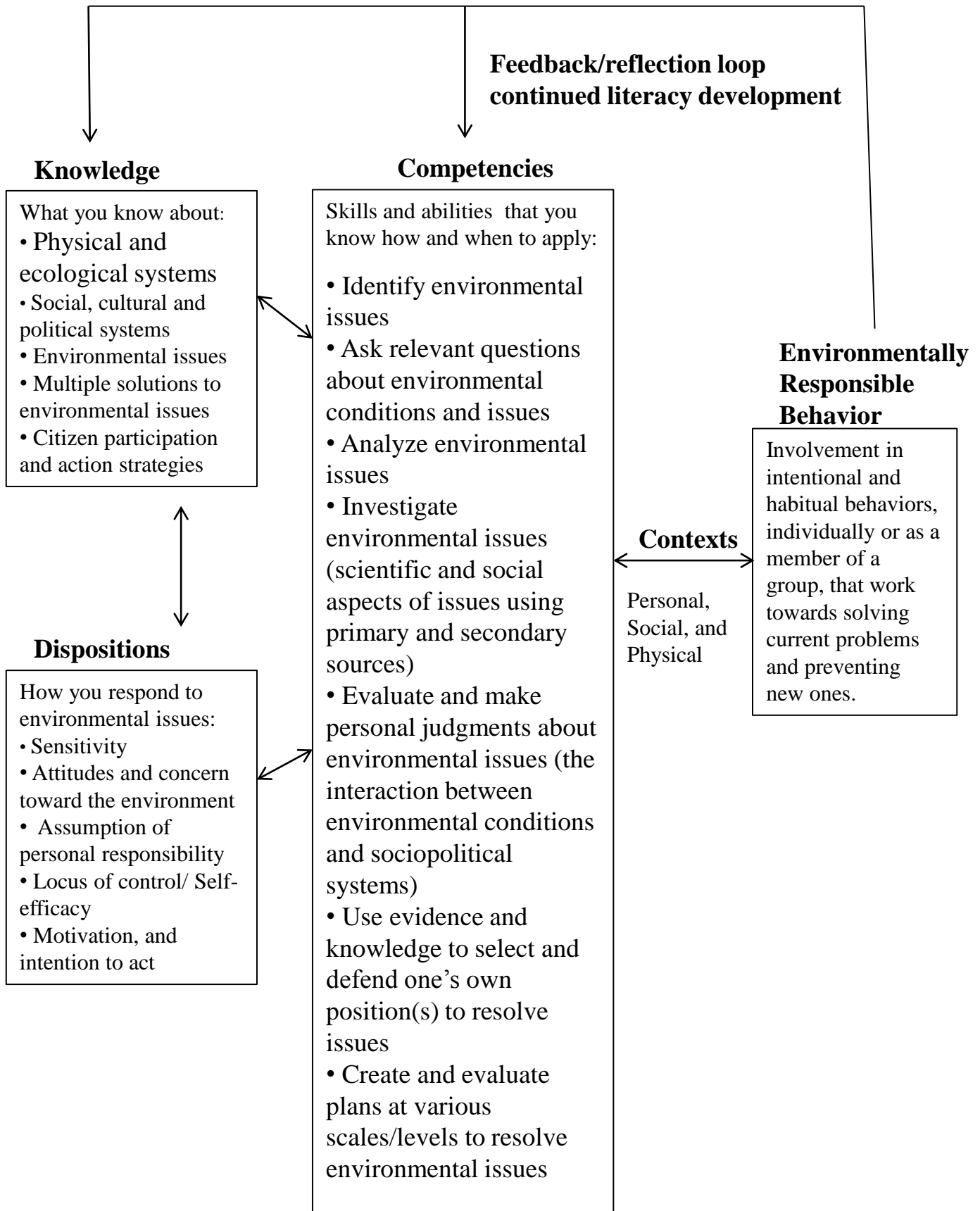


Figure 1. The domain of environmental literacy



## **Brief Descriptions of the Competencies**

**Identify environmental issues** – including the ability to describe and provide evidence for the dimensions of the issue, human disagreements central to it, factors that cause or contribute to it.

**Ask relevant questions** – about environmental problems as well as human dimensions and historical or geographical features of an issue. Also the ability to ask higher-order questions aimed at discovering conditions that have implications for the issue.

**Analyze environmental issues** – the interpretation and use of knowledge regarding physical, ecological & sociopolitical systems, and of information about stakeholders, their positions, beliefs and value perspectives. Also, the ability to determine relevant factors and to discern interactions among those factors, and to predict likely consequences of issues.

**Investigate environmental issues** – by gathering new information about an issue as well as locating and using relevant sources of additional information, synthesizing, and communicating the outcomes of the investigation.

**Evaluate & make personal judgments about environmental issues**-- constructing dispassionate evaluations and explanations based on available information & the beliefs and values of stakeholders; and articulating views about actions that may be warranted.

**Use evidence & experience to defend positions & resolve issues** – constructing and defending a sound evidence-based argument about what it will take to resolve or help resolve an issue.

**Create and evaluate plans to resolve environmental issues** – by assuming the responsibility for acting, frequently with others, and engaging in planning based on the environmental conditions, available resources, and sociopolitical contexts to resolve or help resolve issues.