



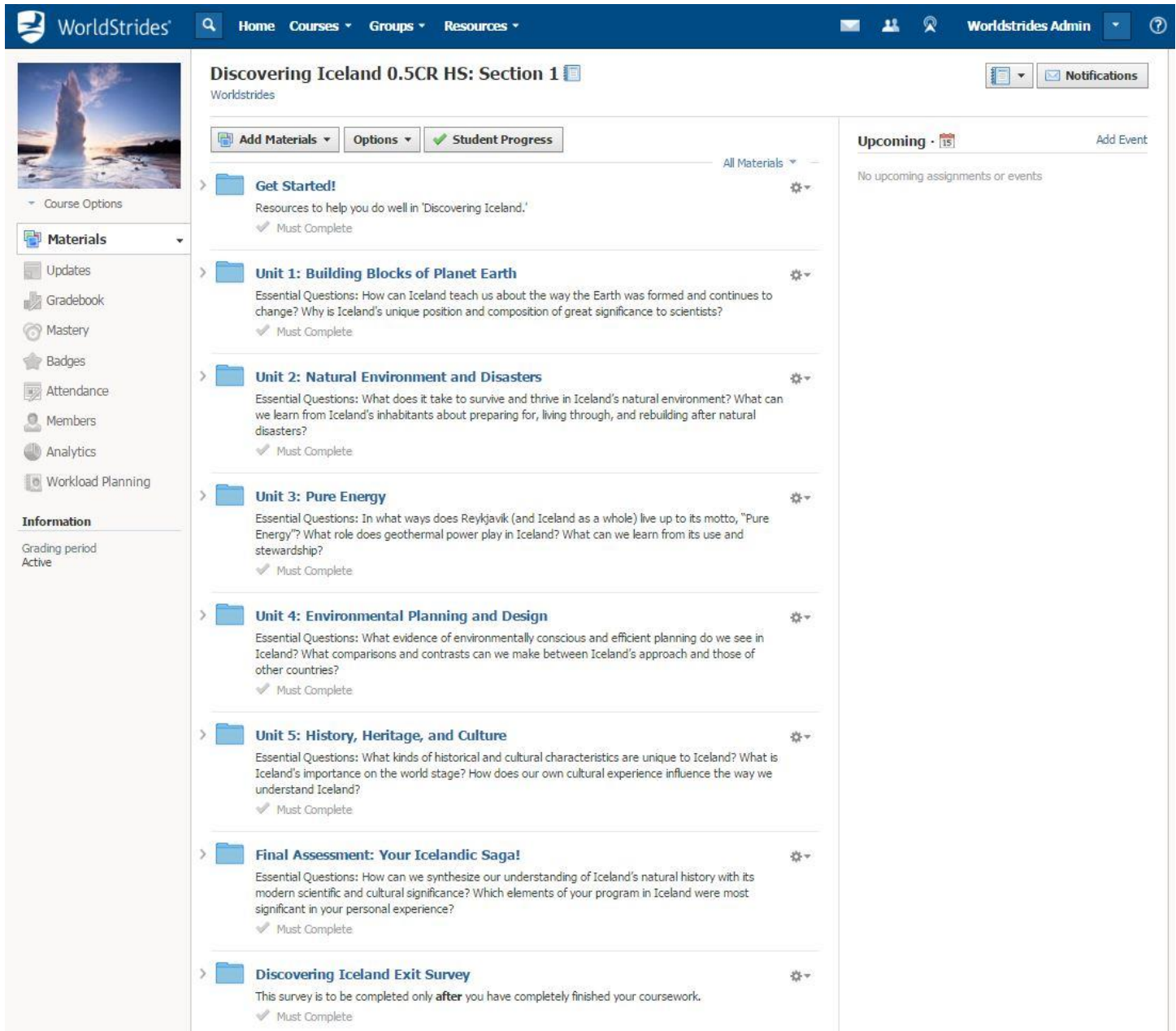
## WorldStrides Discovering Iceland 0.5 HS CR – Course Preview

*This resource has been prepared as a 'sneak preview' of the online course.  
Please contact the Curriculum and Academics Team at [discovery@worldstrides.org](mailto:discovery@worldstrides.org) with any questions!*

### Course Introduction/Overview

All courses open with student support about taking online courses, using internet resources responsibly, how to ask questions, and how assignments are graded. Students can message instructors directly within the learning management system, and they receive personalized feedback on their work. Students can monitor their progress and access their own gradebook at any time.

### Course Welcome Screen



The screenshot shows the course interface with a navigation menu on the left and a main content area. The navigation menu includes: Course Options, Materials, Updates, Gradebook, Mastery, Badges, Attendance, Members, Analytics, and Workload Planning. The main content area is titled 'Discovering Iceland 0.5CR HS: Section 1' and features a list of units and a final assessment, each with 'Essential Questions' and a 'Must Complete' status.

**Discovering Iceland 0.5CR HS: Section 1**

Worldstrides

Worldstrides Admin

Notifications

Upcoming - 15 Add Event

No upcoming assignments or events

**Get Started!**  
Resources to help you do well in 'Discovering Iceland.'  
✔ Must Complete

**Unit 1: Building Blocks of Planet Earth**  
Essential Questions: How can Iceland teach us about the way the Earth was formed and continues to change? Why is Iceland's unique position and composition of great significance to scientists?  
✔ Must Complete

**Unit 2: Natural Environment and Disasters**  
Essential Questions: What does it take to survive and thrive in Iceland's natural environment? What can we learn from Iceland's inhabitants about preparing for, living through, and rebuilding after natural disasters?  
✔ Must Complete

**Unit 3: Pure Energy**  
Essential Questions: In what ways does Reykjavik (and Iceland as a whole) live up to its motto, "Pure Energy"? What role does geothermal power play in Iceland? What can we learn from its use and stewardship?  
✔ Must Complete

**Unit 4: Environmental Planning and Design**  
Essential Questions: What evidence of environmentally conscious and efficient planning do we see in Iceland? What comparisons and contrasts can we make between Iceland's approach and those of other countries?  
✔ Must Complete

**Unit 5: History, Heritage, and Culture**  
Essential Questions: What kinds of historical and cultural characteristics are unique to Iceland? What is Iceland's importance on the world stage? How does our own cultural experience influence the way we understand Iceland?  
✔ Must Complete

**Final Assessment: Your Icelandic Saga!**  
Essential Questions: How can we synthesize our understanding of Iceland's natural history with its modern scientific and cultural significance? Which elements of your program in Iceland were most significant in your personal experience?  
✔ Must Complete

**Discovering Iceland Exit Survey**  
This survey is to be completed only **after** you have completely finished your coursework.  
✔ Must Complete

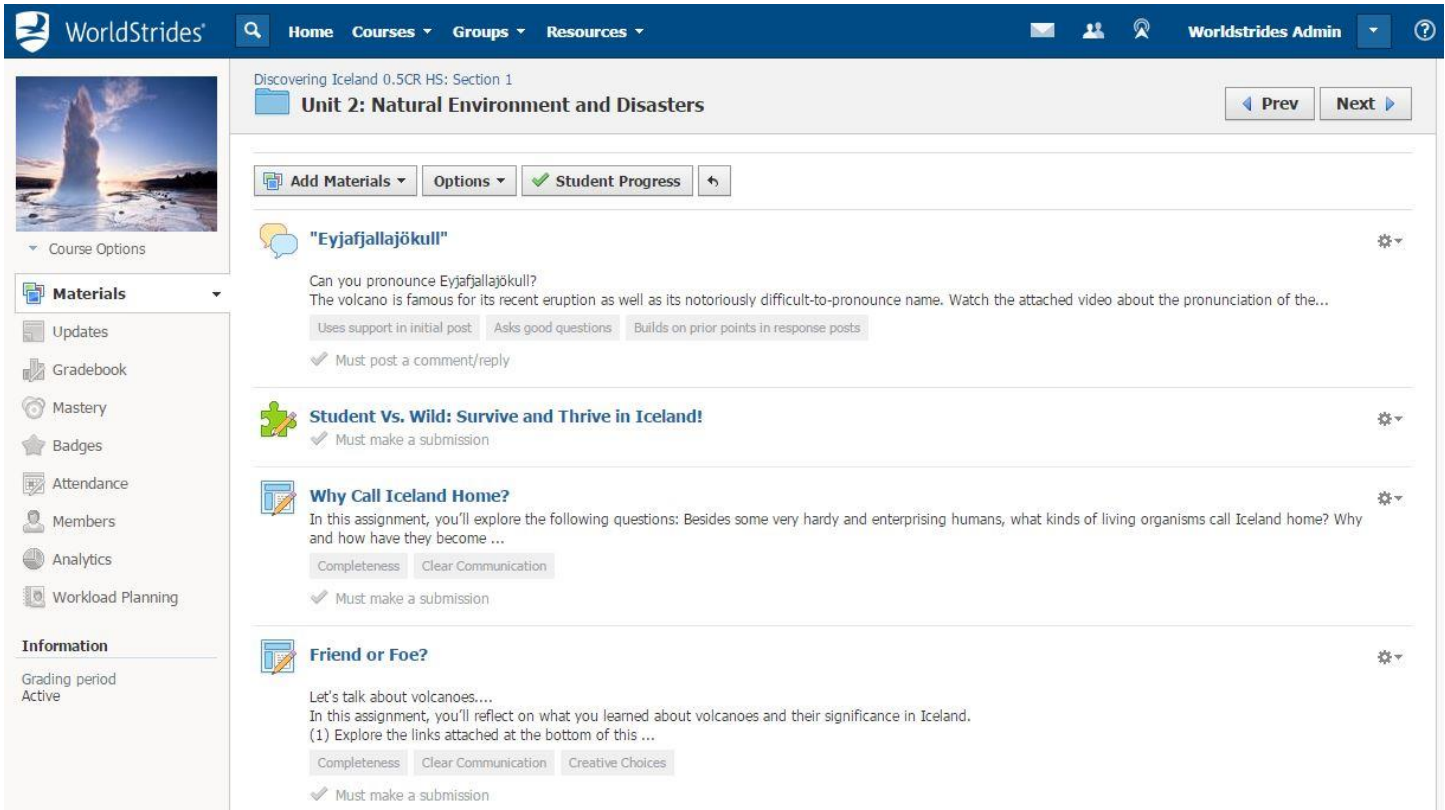
## Course Description

Reflection and synthesis are effectual tools in the learning process. Experiential learning, while powerful in its physical application, is made even more effective by guided reflective and analytical exercises to strengthen groundwork established during the field experience. ‘Discovering Iceland’ provides students with the tools to cognitively realize the full potential of the field experience.

In this course, students explore and examine the unique scientific, historical, and cultural characteristics of Iceland through the lens of personal experience during the travel program. Students reflect on concepts, issues, and interests presented during the field portion of the program. They engage in analysis and research to deepen their experience and understanding. Students extend knowledge developed during the travel program by examining the powerfully evident geoscience processes at work in Iceland’s dramatic landscape. They delve into the significance of Iceland’s energy infrastructures and environmental conservation efforts in order to compare and contrast with energy systems in the U.S. and around the world.

## Course Sequence

Each unit is made up of a series of assignments that are thematically related.



The screenshot shows the WorldStrides LMS interface. The top navigation bar includes 'Home', 'Courses', 'Groups', and 'Resources'. The course title is 'Discovering Iceland 0.5CR HS: Section 1' and the current unit is 'Unit 2: Natural Environment and Disasters'. The left sidebar contains navigation options like 'Materials', 'Updates', 'Gradebook', 'Mastery', 'Badges', 'Attendance', 'Members', 'Analytics', and 'Workload Planning'. The main content area lists several assignments:

- "Eyjafjallajökull"**: Can you pronounce Eyjafjallajökull? The volcano is famous for its recent eruption as well as its notoriously difficult-to-pronounce name. Watch the attached video about the pronunciation of the...
  - Uses support in initial post
  - Asks good questions
  - Builds on prior points in response posts
  - Must post a comment/reply
- Student Vs. Wild: Survive and Thrive in Iceland!**
  - Must make a submission
- Why Call Iceland Home?**
  - In this assignment, you'll explore the following questions: Besides some very hardy and enterprising humans, what kinds of living organisms call Iceland home? Why and how have they become ...
  - Completeness
  - Clear Communication
  - Must make a submission
- Friend or Foe?**
  - Let's talk about volcanoes....
  - In this assignment, you'll reflect on what you learned about volcanoes and their significance in Iceland.
  - (1) Explore the links attached at the bottom of this ...
  - Completeness
  - Clear Communication
  - Creative Choices
  - Must make a submission

Discovering Iceland 0.5CR HS: Section 1  
Unit 3: Pure Energy

**Pure Energy**

In this discussion, we'll explore Iceland's unique relationship with renewable energy. *[Check out the attached video for a brief overview/refreshers on Iceland's energy situation.]*

(1) In your **initial** post, write or record to address the following:

- In what ways does Reykjavik (and Iceland as a whole) live up to its motto, "Pure Energy?"
- Which specific observations and experiences from your travel program help support your thinking? Describe them in detail and include an image.
- Ask your classmates an open-ended question about geothermal power in Iceland.

*By the way, an 'open-ended' question is one that can't be answered with a simple 'yes/no' response. It might be something like, 'What was your middle school experience like?' or 'Why isn't Pluto a planet anymore?' Just be sure yours pertains to this article/topic. :-).*

(2) In your **second** post, respond to another student's question. Be sure your comment/answer is meaningful and substantive. Submit your second post as a 'reply' to a classmate.

(Up to 21 points possible)

### Sample Online Discussion Board: Unit 3 – Pure Energy “Pure Energy”

In this discussion, we'll explore Iceland's unique relationship with renewable energy. *[Check out the attached video for a brief overview/refreshers on Iceland's energy situation.]*

(1) In your **initial** post, write or record to address the following:

- In what ways does Reykjavik (and Iceland as a whole) live up to its motto, “Pure Energy?”
- Which specific observations and experiences from your travel program help support your thinking? Describe them in detail and include an image.
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(2) In your **second** post, respond to another student's question. Be sure your comment/answer is meaningful and substantive. Submit your second post as a 'reply' to a classmate.



Course Options

**Materials**

- Updates
- Gradebook
- Mastery
- Badges
- Attendance
- Members
- Analytics
- Workload Planning

**Information**

Grading period  
Active

Discovering Iceland 0.5CR HS: Section 1

**Unit 3: Pure Energy**

**From Salt and Silica to Solid Gold**



The Blue Lagoon, Iceland's largest tourist destination, is a fascinating 100-degree melting pot. The lagoon was actually created entirely by accident. In the 1970s, the Svartsengi geothermal plant began to discharge water rich in salt, algae and silica, which turned into a kind of caulk. A pool formed in the featureless lava fields in western Iceland, and when locals jumped in, they found that it cleared up symptoms of skin ailments like psoriasis. Today,

**Sample Assignment: Unit 3 – Pure Energy “From Salt and Silica to Solid Gold”**

The Blue Lagoon, Iceland's largest tourist destination, is a fascinating 100-degree melting pot. The lagoon was actually created entirely by accident. In the 1970s, the Svartsengi geothermal plant began to discharge water rich in salt, algae and silica, which turned into a kind of caulk. A pool formed in the featureless lava fields in western Iceland, and when locals jumped in, they found that it cleared up symptoms of skin ailments like psoriasis. Today, the Blue Lagoon operates a clinic and a spa that attracts hundreds of thousands of tourists annually. With millions in revenue and hundreds of workers, the Blue Lagoon is an incredible success, thanks to geothermal power.

Have you ever heard of someone taking something that seems totally non-useful at first glance (such as trash or water runoff from a power plant) and transforming it into something beneficial?

In this activity, you'll explore the ways in which people in your community and around the world have created clever, useful functions for things and locations that would otherwise go to waste. You'll also consider opportunities in your community for turning green energy into 'green.' *[As you work, don't forget to check out the assignment rubric. It makes a great check list as you prepare to submit.]*

For this activity, choose **one** of the following options:

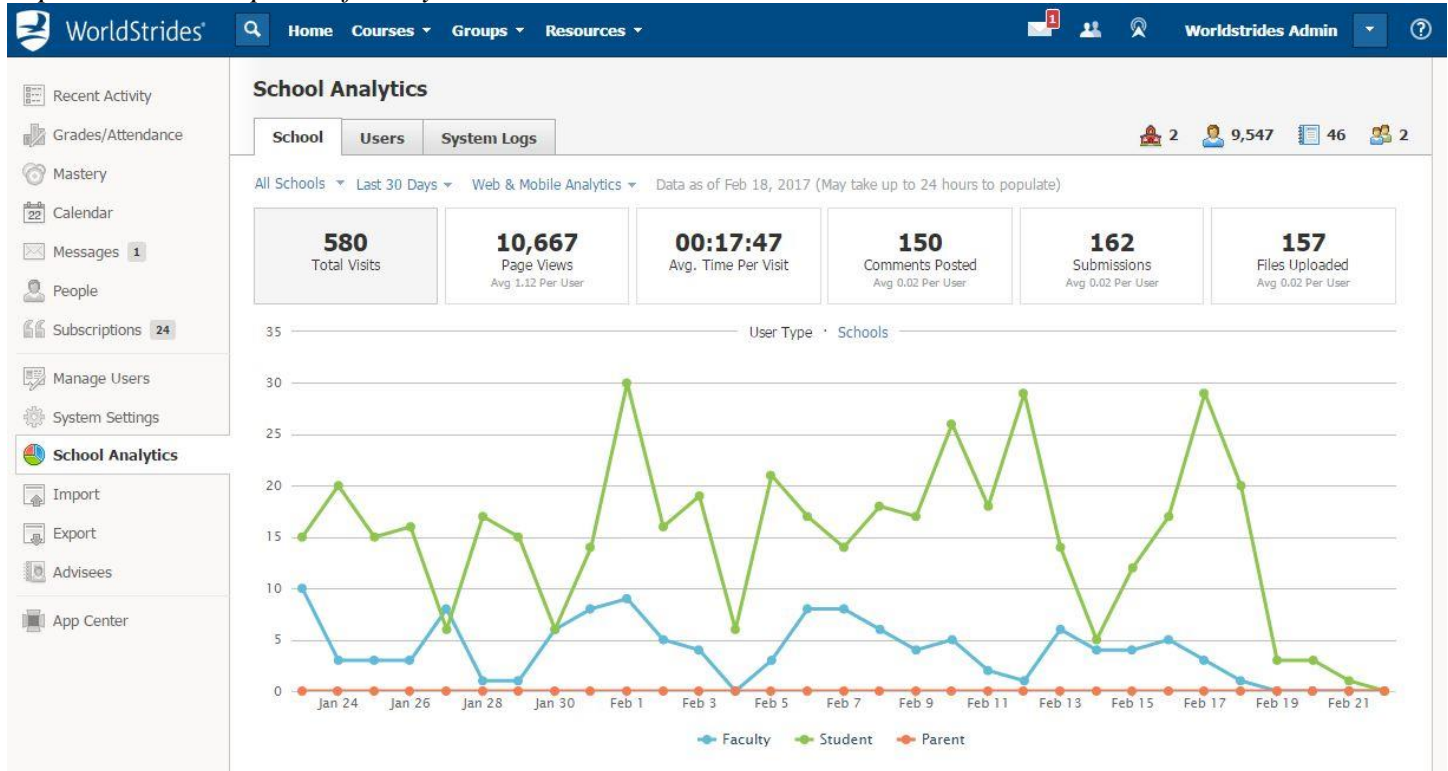
Option 1	Option 2
<p> (1) Research the ways energy and waste are currently being reused (or not being reused) in your town or state.</p> <p> (2) Devise a plan to use or reuse energy byproducts or waste in a beneficial way.</p> <p> (3) Write a thorough explanation of your plan based on your research. Include specific steps and a vivid description of what your idea would look like in action. <i>[Don't forget to cite your research sources!]</i></p> <p> (4) Upload your work to the drop box.</p>	<p> (1) Research to find information on the use of green energy in your community or state.</p> <p> (2) Identify the ways in which two different businesses or cities use renewable resources or implement 'green' practices to conserve energy.</p> <p> (3) Write to explain and compare and contrast the ways in which these two entities use renewable energy or work to conserve energy. Address the following:</p> <ul style="list-style-type: none"> <li>• Which approach or practice do you think is more effective? Why?</li> </ul> <p><i>[Don't forget to cite your research sources!]</i></p> <p> (4) Upload your work to the drop box.</p>

## Further Information

### Course Analytics

Our program's curriculum development is anchored in data-driven continuous improvement. Our learning management system features data analytics to inform our course development process.

### Representative Snapshot of Analytics



## Frequently Asked Questions

### 1. Is this course pass/fail or graded?

All WorldStrides courses follow a traditional 10-point grading scale. WorldStrides Curriculum and Academics does not send transcripts to students who earn a grade below a C.

A = 90-100%

B = 80-89%

C = 70-79%

D = 60-69%

Grades 59 or below will result in failure.

### 2. How long does it take to complete the work?

Students are free to work at a pace that is most comfortable to them. Courses expire six months from the return date of travel.

### 3. Is there a penalty if I don't finish the course?

No worries! If a student is unable to complete the work, no grade will be assigned and no transcript will be generated.

### 4. How do I ask the instructors questions?

Students can click on the envelope at the top right corner of the learning management system to send a message to WorldStrides\_Admin. We'll respond as quickly as possible!



## Instructor Bios

	<p>Wendy W. Amato is the VP of Curriculum and Academics at WorldStrides. She holds a Ph.D. in Curriculum and Instruction and has research interests in culturally congruent pedagogy. Dr. Amato is an International Baccalaureate certified instructor and also serves as adjunct faculty at the University of Virginia where she teaches Education Across Cultures. Her work experience includes school administration and teaching in the United States and France.</p>
	<p>Kiersten Teitelbaum serves as an Associate Director of Curriculum and Academics for WorldStrides. She holds an M. Ed. in the Social Foundations of Education and has research interests in increasing healthy eating and physical activity for at-risk students in the United States. Her background includes coaching and serving as a course facilitator in an environmental education challenge course. Ms. Teitelbaum has provided professional development to teachers in Canada, Spain, and across the United States.</p>
	<p>Carrie Weber serves as a Curriculum and Academics Specialist for WorldStrides. She holds an M. Ed. in Secondary Science Education and has taught middle school and high school students. Her research interests are focused on field experiences to facilitate better understanding of science. Ms. Weber is certified and licensed in multiple states and holds College Board AP Environmental Science certification.</p>
	<p>Randi Kessler Chapman serves as a Curriculum and Academics Specialist for WorldStrides. She holds an M.T. in Secondary English Education and BS in journalism, with an emphasis on public relations. In addition to her entrepreneurial experience launching an independent business, Ms. Chapman brings eight years of classroom teaching expertise and works tirelessly to increase the accessibility of meaningful professional development to educators around the world.</p>