



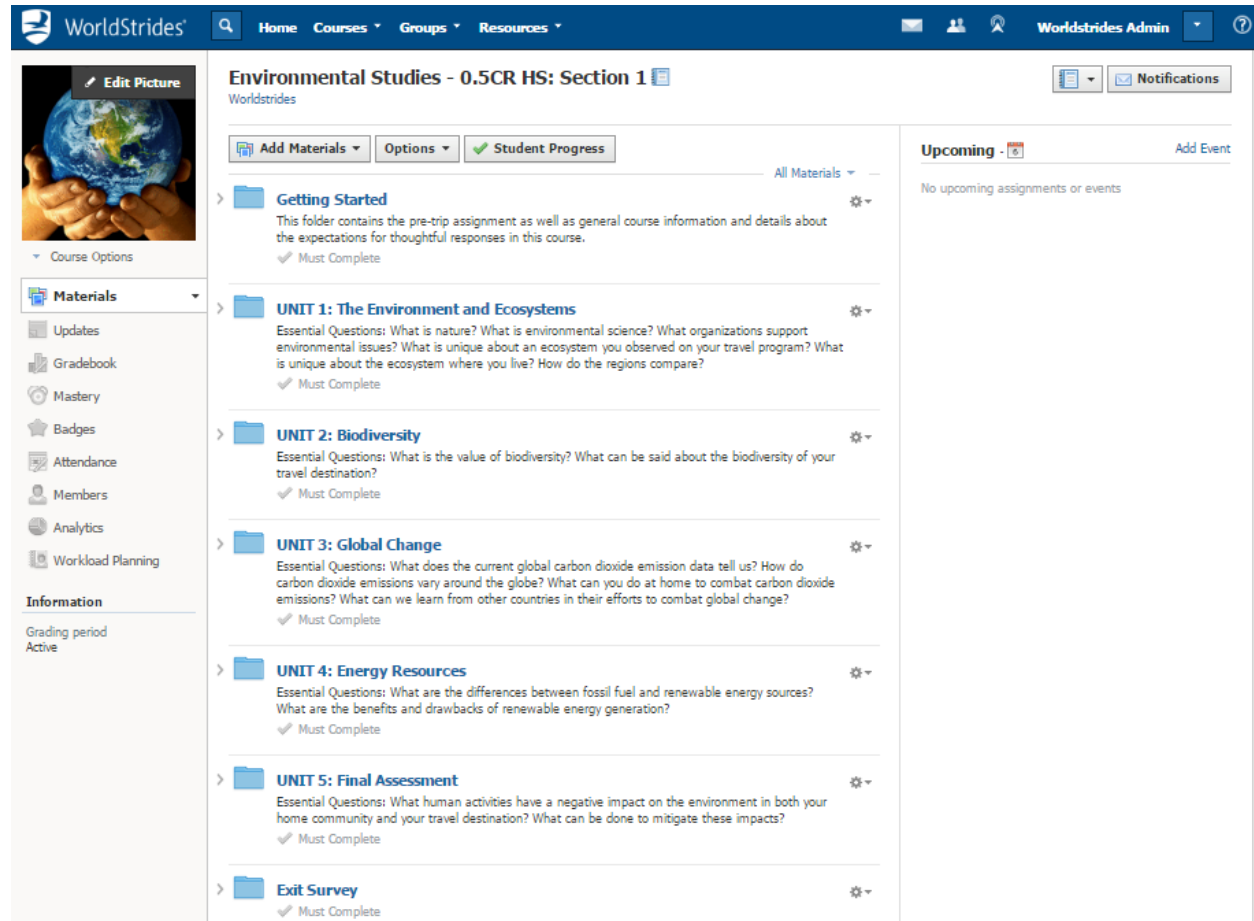
WorldStrides Environmental Studies 0.5 CR HS – Course Preview

*This resource has been prepared as a ‘sneak preview’ of the online course.
Please contact the Curriculum and Academics Team at discovery@worldstrides.org 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



Course Description

This course demands that students reflect upon their observations at their travel destination(s) and make comparisons to their home country. Students will consider the environment, biodiversity, and ecosystem management, and will gain an understanding of the cause and effects of historic, current, and future human behaviors on the environment. Students will investigate and analyze data, and consider the causes of global change. Students will examine energy

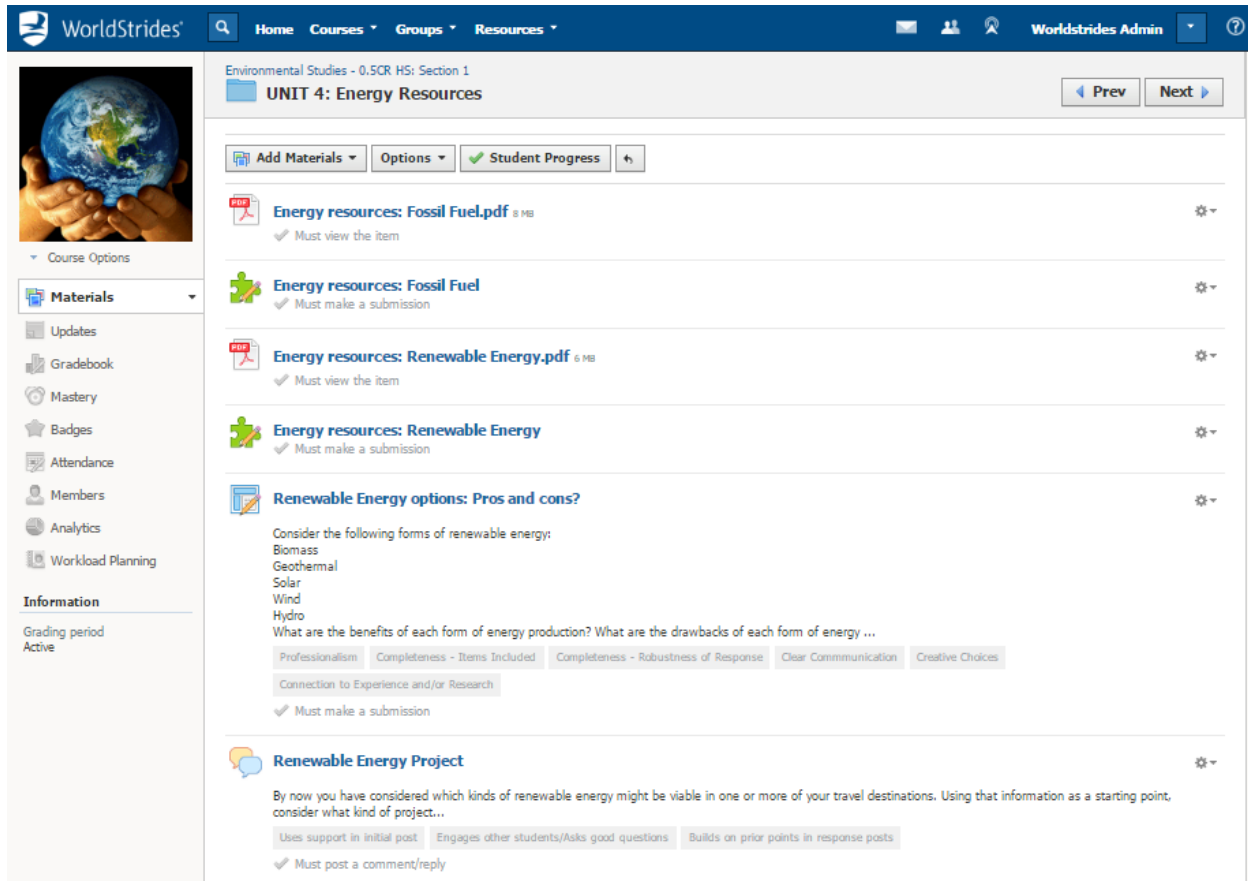


resources, calculate their own carbon footprint, and consider possible household changes. Successful completion of the course will culminate in an understanding of global environmental issues.

* Students may elect to take the high school, 1.0 credit or 3.0 credit college course in conjunction with their travel program. Topics and themes are consistent across the courses; some assignments are similar yet have parameters that reflect the appropriate expectations. What this means is that the high school course lends itself to more of the entry-level exploration of ideas with an introduction to concepts and that the college level courses lend themselves to more of the higher order processing that expects greater independence analyzing, synthesizing, and evaluating information.

Course Sequence

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



The screenshot shows the WorldStrides course interface for 'Environmental Studies - 0.5CR HS: Section 1' and 'UNIT 4: Energy Resources'. The interface includes a navigation menu on the left with options like 'Materials', 'Updates', 'Gradebook', 'Mastery', 'Badges', 'Attendance', 'Members', 'Analytics', and 'Workload Planning'. The main content area lists several assignments:

- Energy resources: Fossil Fuel.pdf** (3 MB) - Must view the item
- Energy resources: Fossil Fuel** - Must make a submission
- Energy resources: Renewable Energy.pdf** (3 MB) - Must view the item
- Energy resources: Renewable Energy** - Must make a submission
- Renewable Energy options: Pros and cons?** - Must make a submission
 - Consider the following forms of renewable energy: Biomass, Geothermal, Solar, Wind, Hydro
 - What are the benefits of each form of energy production? What are the drawbacks of each form of energy ...
 - Assessment criteria: Professionalism, Completeness - Items Included, Completeness - Robustness of Response, Clear Communication, Creative Choices, Connection to Experience and/or Research
- Renewable Energy Project** - Must post a comment/reply
 - By now you have considered which kinds of renewable energy might be viable in one or more of your travel destinations. Using that information as a starting point, consider what kind of project...
 - Assessment criteria: Uses support in initial post, Engages other students/Asks good questions, Builds on prior points in response posts



Sample Online Discussion Board: Unit 3 Global Change “Territorial CO₂ Emission Data”

Please take a look at the Territorial CO₂ data provided in the Unit 4 folder and consider the questions below.

- How does your home country compare to the country or countries you visited on your travel program? Were you surprised by the difference in emission levels?
- What accounts for the difference between your home country and those from your travel program? Is there a difference in the kinds of energy production? Clean emission vehicles? Public transportation? Do a little research here.

In your first post:

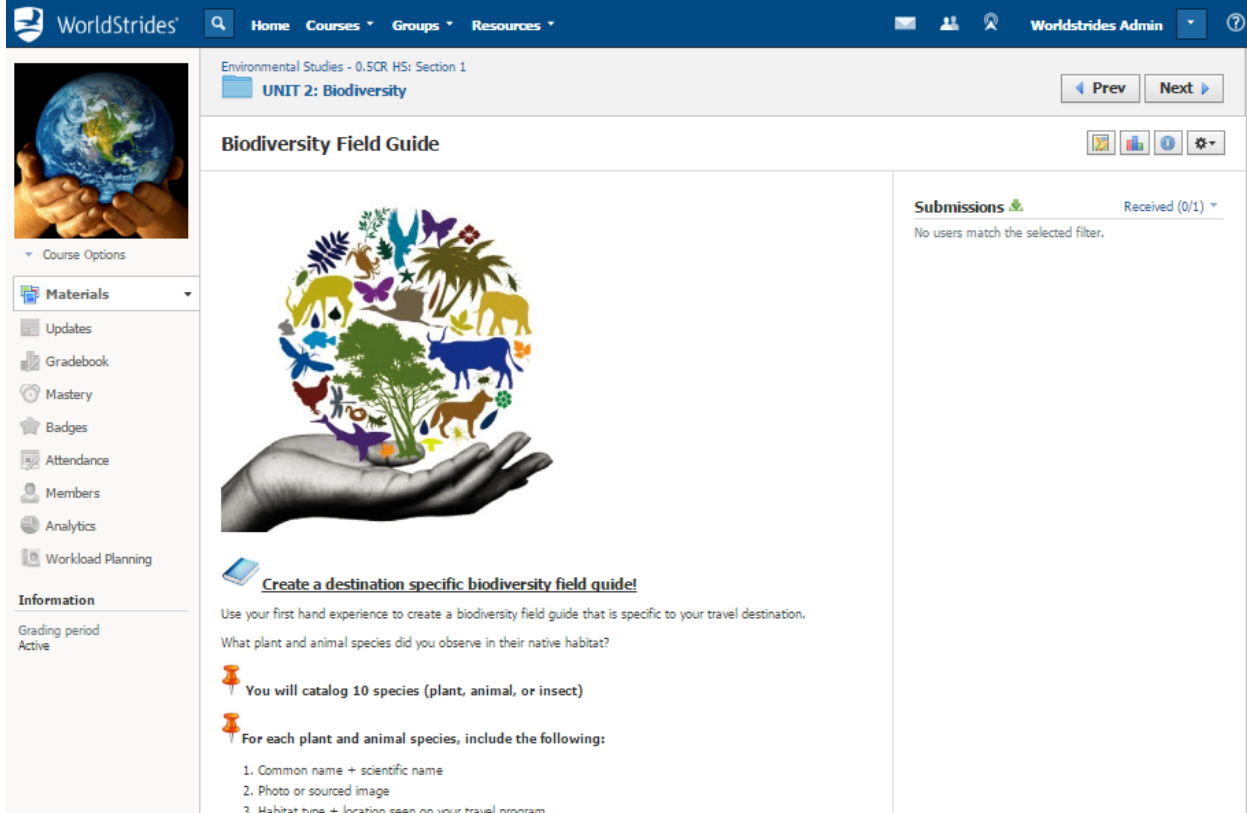
- 1. Respond to the questions above.** Start by telling us where you traveled! *Be sure to cite any research sources!*
- 2. Ask an open-ended question! When considering the difference in emission levels, what did it make you think about?** Remember, this needs to make your classmates think and share their opinion. Ask a question that requires more than a yes/no answer.

In your second post:

Respond to a classmate's question! Be thoughtful in your response as if you were having a conversation face-to-face.



Sample Assignment: A World to Behold “Destination Snapshots”



The screenshot shows the WorldStrides course interface. The top navigation bar includes 'Home', 'Courses', 'Groups', and 'Resources'. The course title is 'Environmental Studies - 0.5CR HS: Section 1' and the unit is 'UNIT 2: Biodiversity'. The main content area is titled 'Biodiversity Field Guide' and features an illustration of a hand holding a globe filled with various animals and plants. Below the illustration, the assignment instructions are displayed:

Create a destination specific biodiversity field guide!
Use your first hand experience to create a biodiversity field guide that is specific to your travel destination.
What plant and animal species did you observe in their native habitat?

You will catalog 10 species (plant, animal, or insect)

For each plant and animal species, include the following:

1. Common name + scientific name
2. Photo or sourced image
3. Habitat type + location seen on your travel program

On the right side of the interface, there is a 'Submissions' section showing 'Received (0/1)' and a message: 'No users match the selected filter.'

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You will catalog 10 species (plant, animal, or insect)

For each plant and animal species, include the following:

1. Common name + scientific name
2. Photo or sourced image
3. Habitat type + location seen on your travel program
4. At least two field observations or researched facts - *be specific and detailed*
5. At least two questions you have about the species

Create and Present: Share your observations and research in either of the following formats

1. Make a PowerPoint or Prezi
2. Create an organized data table

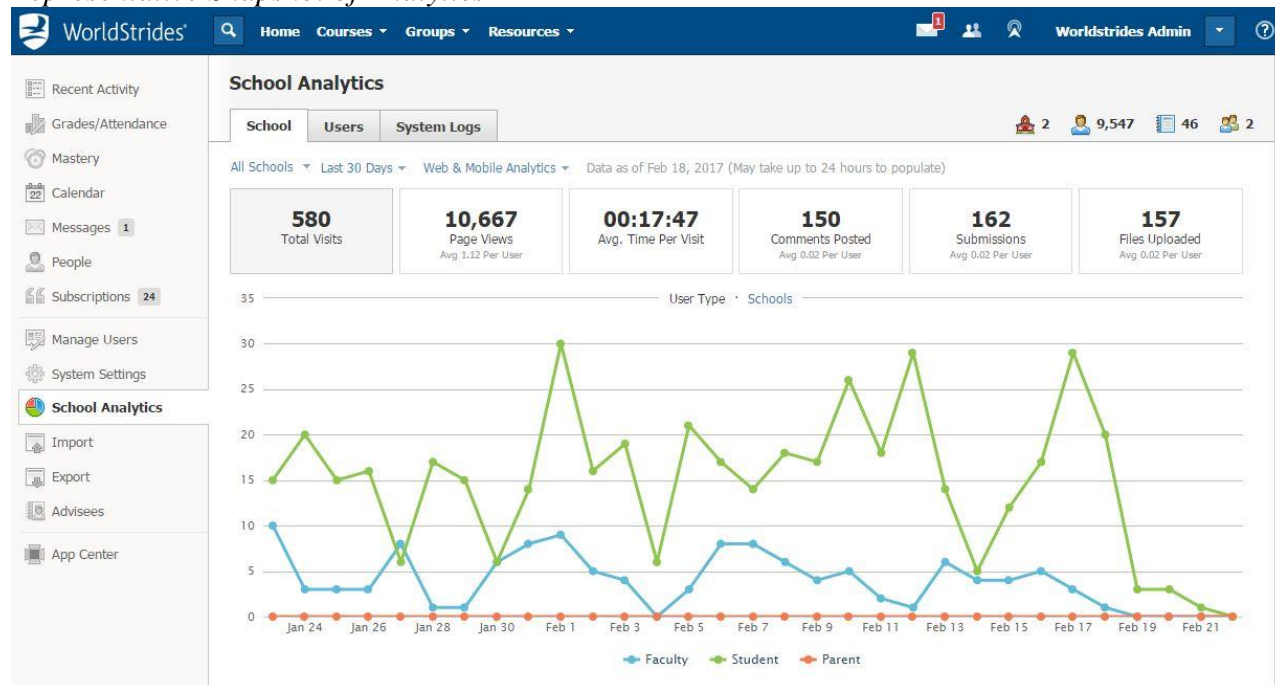


Further Information

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>