



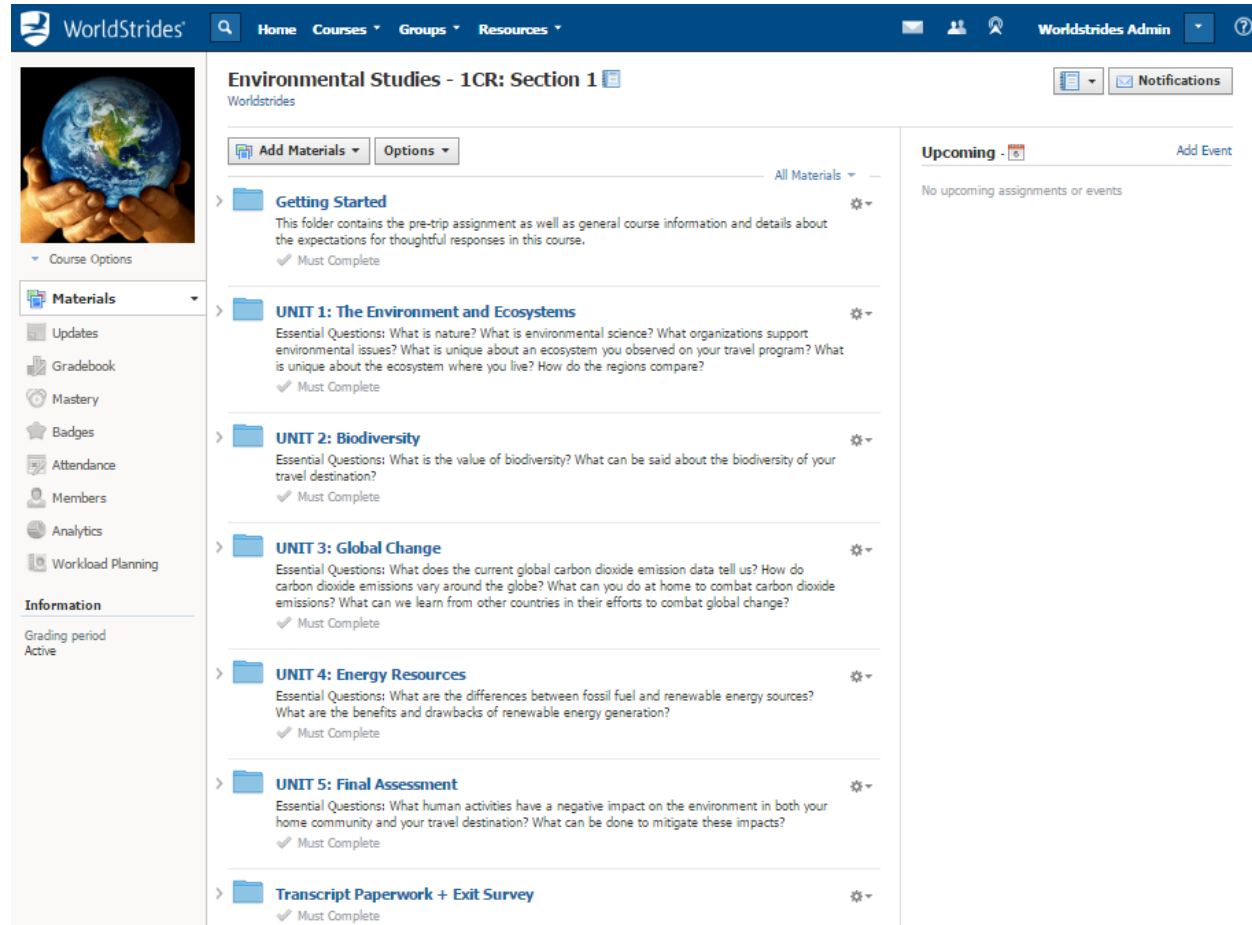
WorldStrides Environmental Studies 1.0 CR – Course Preview

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

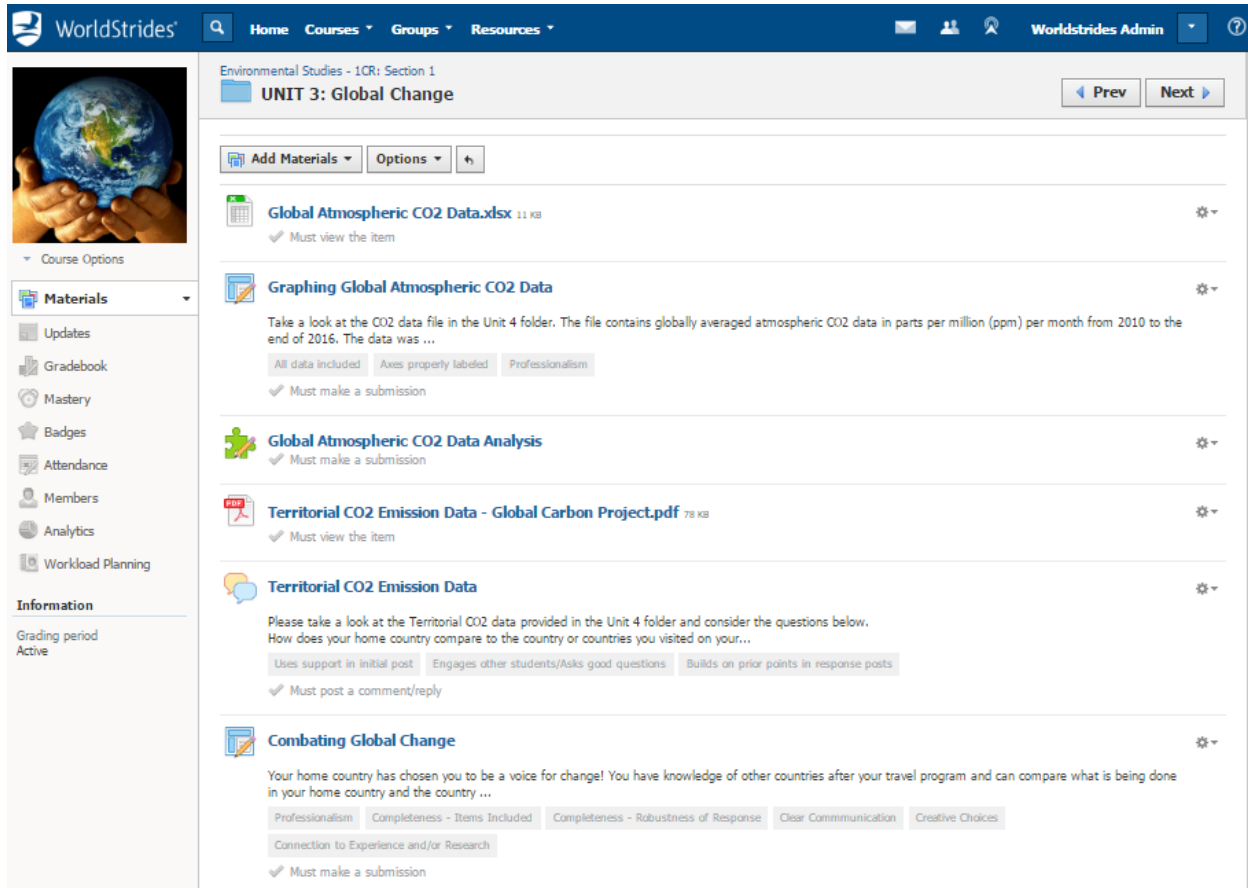


Successful completion of the course will culminate in an understanding of global environmental issues.

* 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.

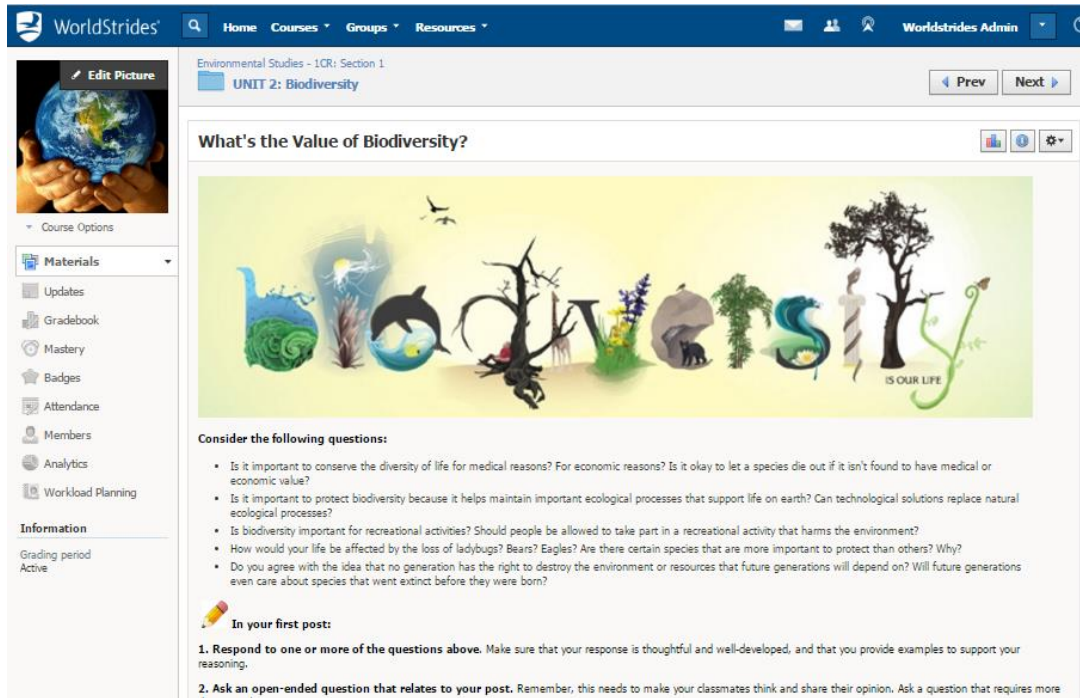
Course Sequence

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



The screenshot shows the WorldStrides course interface. The top navigation bar includes 'Home', 'Courses', 'Groups', and 'Resources'. The course title is 'Environmental Studies - 1CR: Section 1' and the current unit is 'UNIT 3: Global Change'. The interface lists several assignments and materials:

- Global Atmospheric CO2 Data.xlsx** (11 KB): Must view the item. Includes a 'Professionalism' tag.
- Graphing Global Atmospheric CO2 Data**: Take a look at the CO2 data file in the Unit 4 folder. The file contains globally averaged atmospheric CO2 data in parts per million (ppm) per month from 2010 to the end of 2016. The data was ... Includes tags: 'All data included', 'Axes properly labeled', 'Professionalism'. Must make a submission.
- Global Atmospheric CO2 Data Analysis**: Must make a submission.
- Territorial CO2 Emission Data - Global Carbon Project.pdf** (78 KB): Must view the item.
- 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... Includes tags: 'Uses support in initial post', 'Engages other students/Asks good questions', 'Builds on prior points in response posts'. Must post a comment/reply.
- Combating Global Change**: Your home country has chosen you to be a voice for change! You have knowledge of other countries after your travel program and can compare what is being done in your home country and the country ... Includes tags: 'Professionalism', 'Completeness - Items Included', 'Completeness - Robustness of Response', 'Clear Communication', 'Creative Choices', 'Connection to Experience and/or Research'. Must make a submission.



WorldStrides Admin

Environmental Studies - 1CR: Section 1
UNIT 2: Biodiversity

What's the Value of Biodiversity?

Consider the following questions:

- Is it important to conserve the diversity of life for medical reasons? For economic reasons? Is it okay to let a species die out if it isn't found to have medical or economic value?
- Is it important to protect biodiversity because it helps maintain important ecological processes that support life on earth? Can technological solutions replace natural ecological processes?
- Is biodiversity important for recreational activities? Should people be allowed to take part in a recreational activity that harms the environment?
- How would your life be affected by the loss of ladybugs? Bears? Eagles? Are there certain species that are more important to protect than others? Why?
- Do you agree with the idea that no generation has the right to destroy the environment or resources that future generations will depend on? Will future generations even care about species that went extinct before they were born?

In your first post:

1. Respond to one or more of the questions above. Make sure that your response is thoughtful and well-developed, and that you provide examples to support your reasoning.
2. Ask an open-ended question that relates to your post. Remember, this needs to make your classmates think and share their opinion. Ask a question that requires more than a yes/no answer.

Sample Online Discussion Board: Unit 2 – Biodiversity “What’s the Value of Biodiversity?”

Consider the following questions:

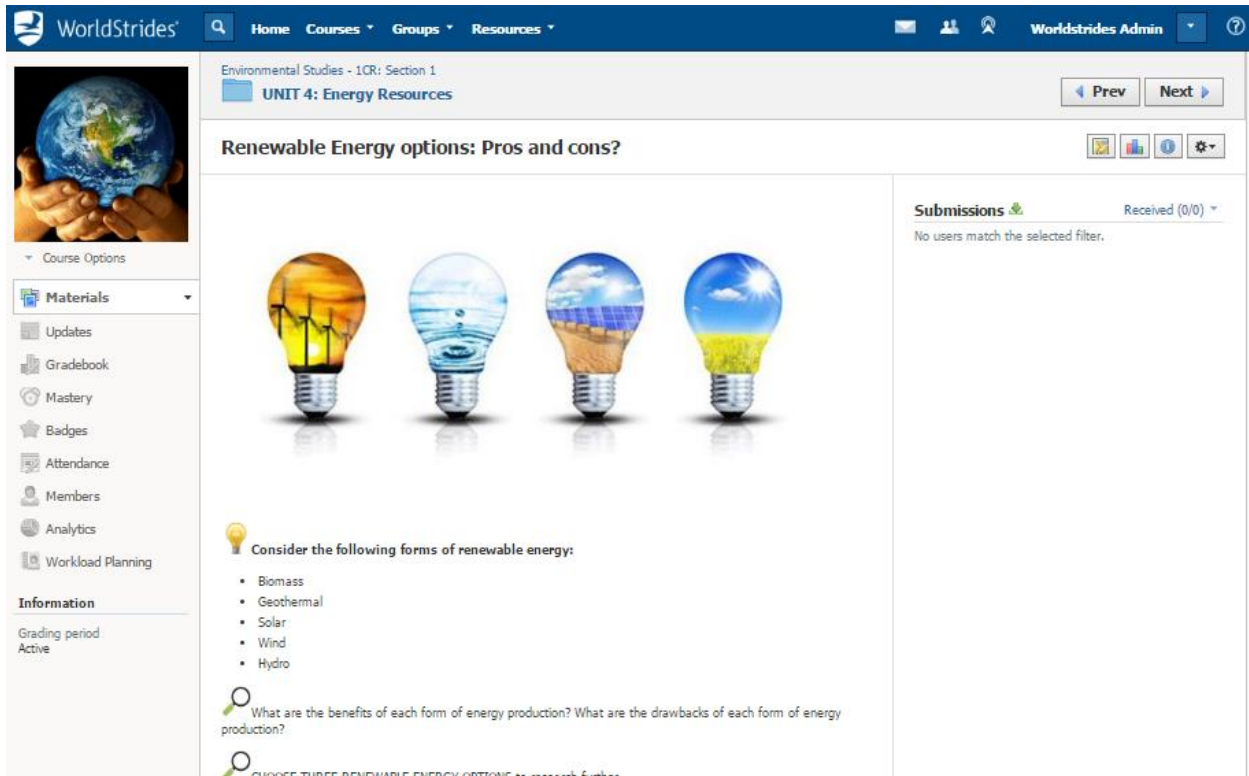
- Is it important to conserve the diversity of life for medical reasons? For economic reasons? Is it okay to let a species die out if it isn't found to have medical or economic value?
- Is it important to protect biodiversity because it helps maintain important ecological processes that support life on earth? Can technological solutions replace natural ecological processes?
- Is biodiversity important for recreational activities? Should people be allowed to take part in a recreational activity that harms the environment?
- How would your life be affected by the loss of ladybugs? Bears? Eagles? Are there certain species that are more important to protect than others? Why?
- Do you agree with the idea that no generation has the right to destroy the environment or resources that future generations will depend on? Will future generations even care about species that went extinct before they were born?

In your first post:

1. Respond to one or more of the questions above. Make sure that your response is thoughtful and well-developed, and that you provide examples to support your reasoning.
2. Ask an open-ended question that relates to your post. 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.



The screenshot shows the WorldStrides LMS interface. The top navigation bar includes 'Home', 'Courses', 'Groups', and 'Resources'. The current course is 'Environmental Studies - 1CR: Section 1' and the unit is 'UNIT 4: Energy Resources'. The assignment title is 'Renewable Energy options: Pros and cons?'. Below the title are four lightbulb icons representing different energy sources: biomass, geothermal, solar, and hydro. The assignment instructions are: '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 production? CHOOSE THREE RENEWABLE ENERGY OPTIONS to research further.' The 'Submissions' section shows 'Received (0/0)' and 'No users match the selected filter.'

Sample Assignment: Unit 4 – Energy Resources “Renewable Energy Options: Pros and Cons”

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 production?

CHOOSE THREE RENEWABLE ENERGY OPTIONS to research further.

Create a table similar to the one shown below that highlights at least three positives and three negatives for your chosen three forms of energy production. In addition, consider whether or not each form of energy would be viable in the country or countries that you visited. Explain why or why not. *Make sure that you cite your sources!*

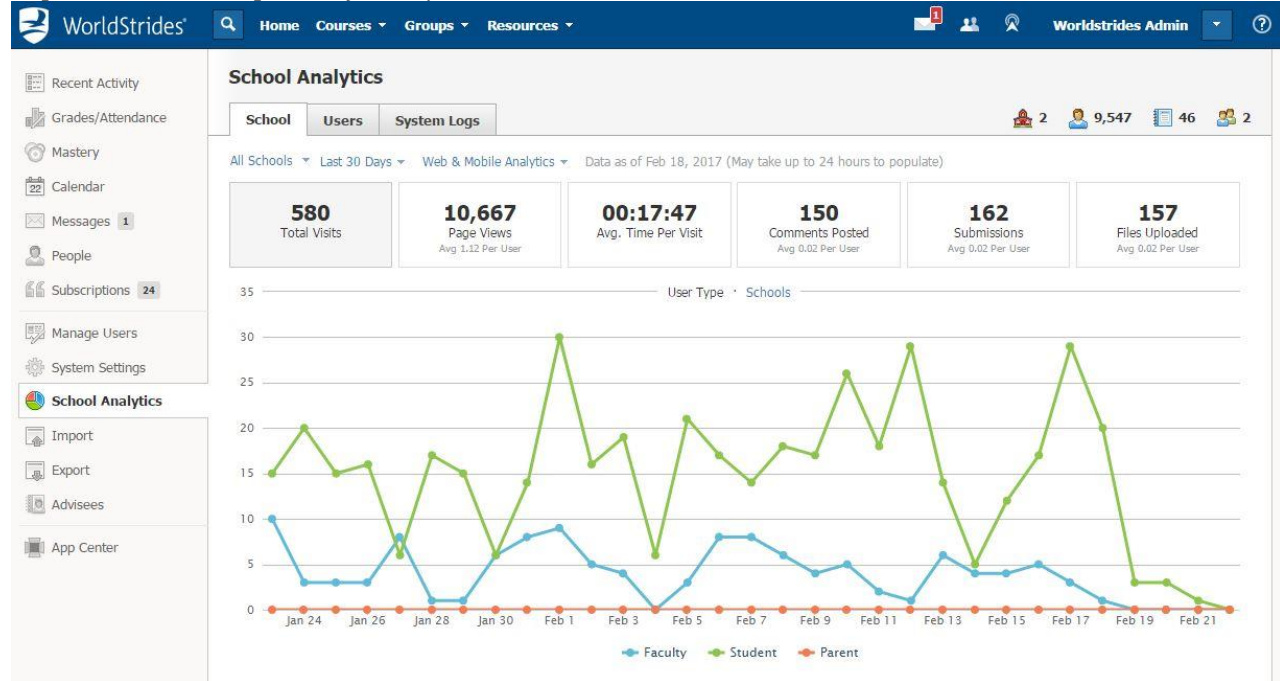


Further Information

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>