



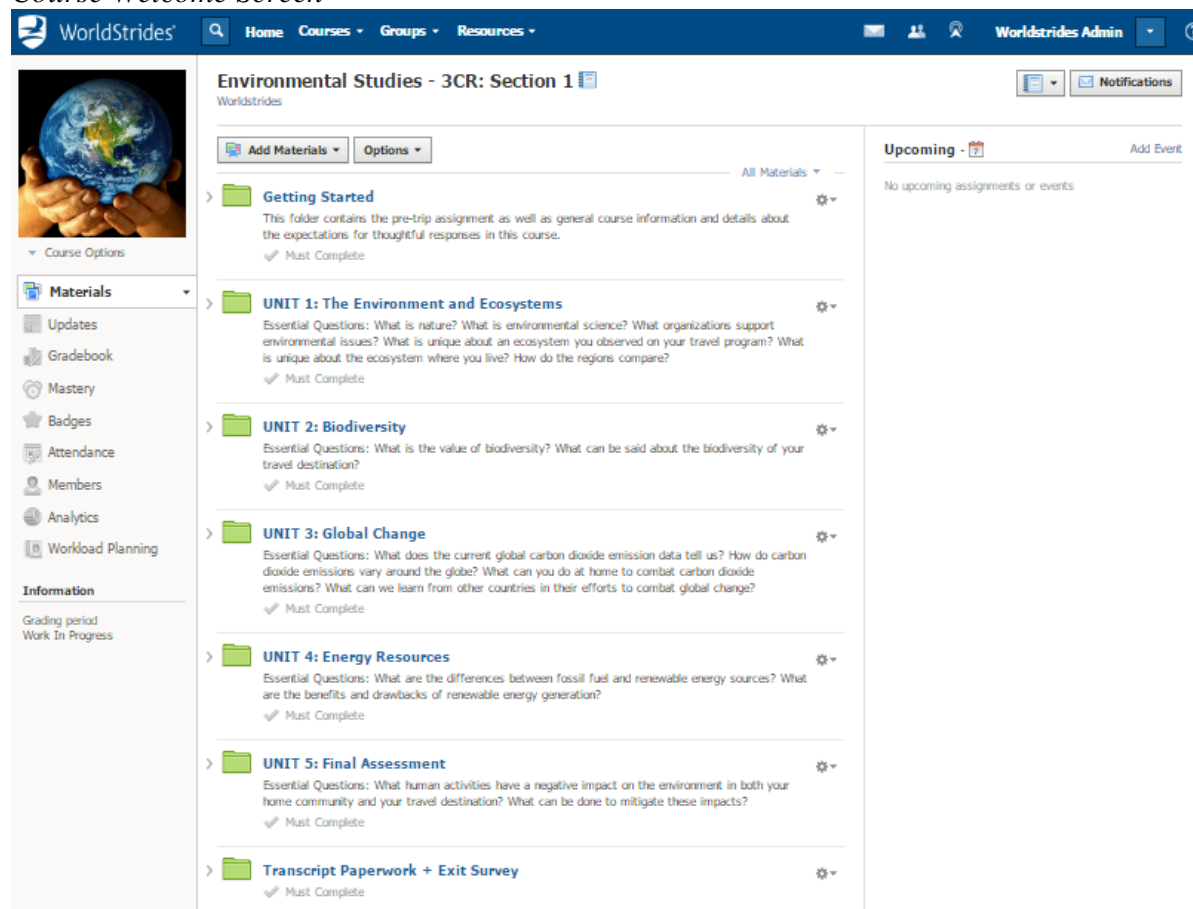
## WorldStrides Environmental Studies 3.0 CR – Course Preview

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



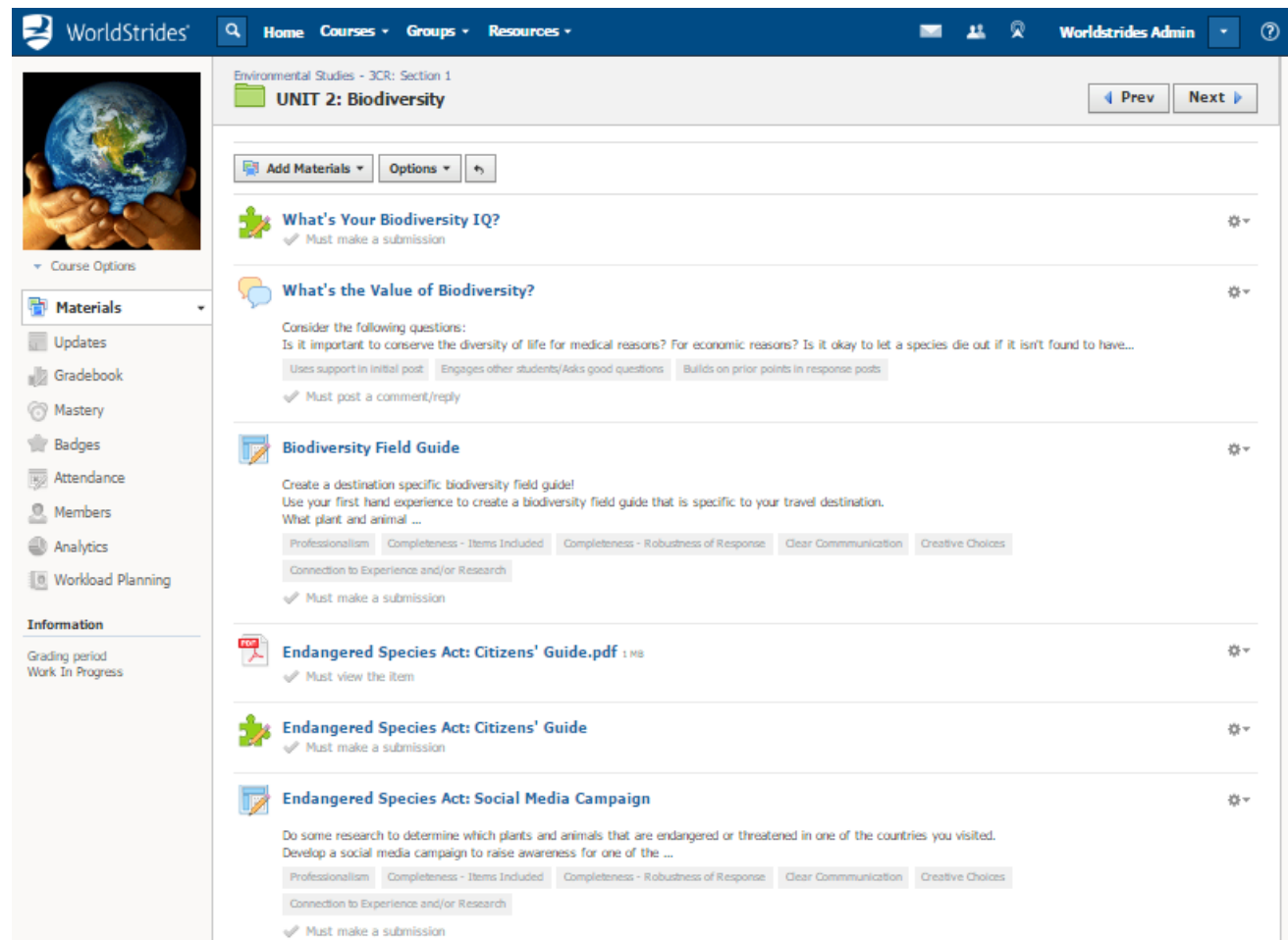
### Course Description

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.

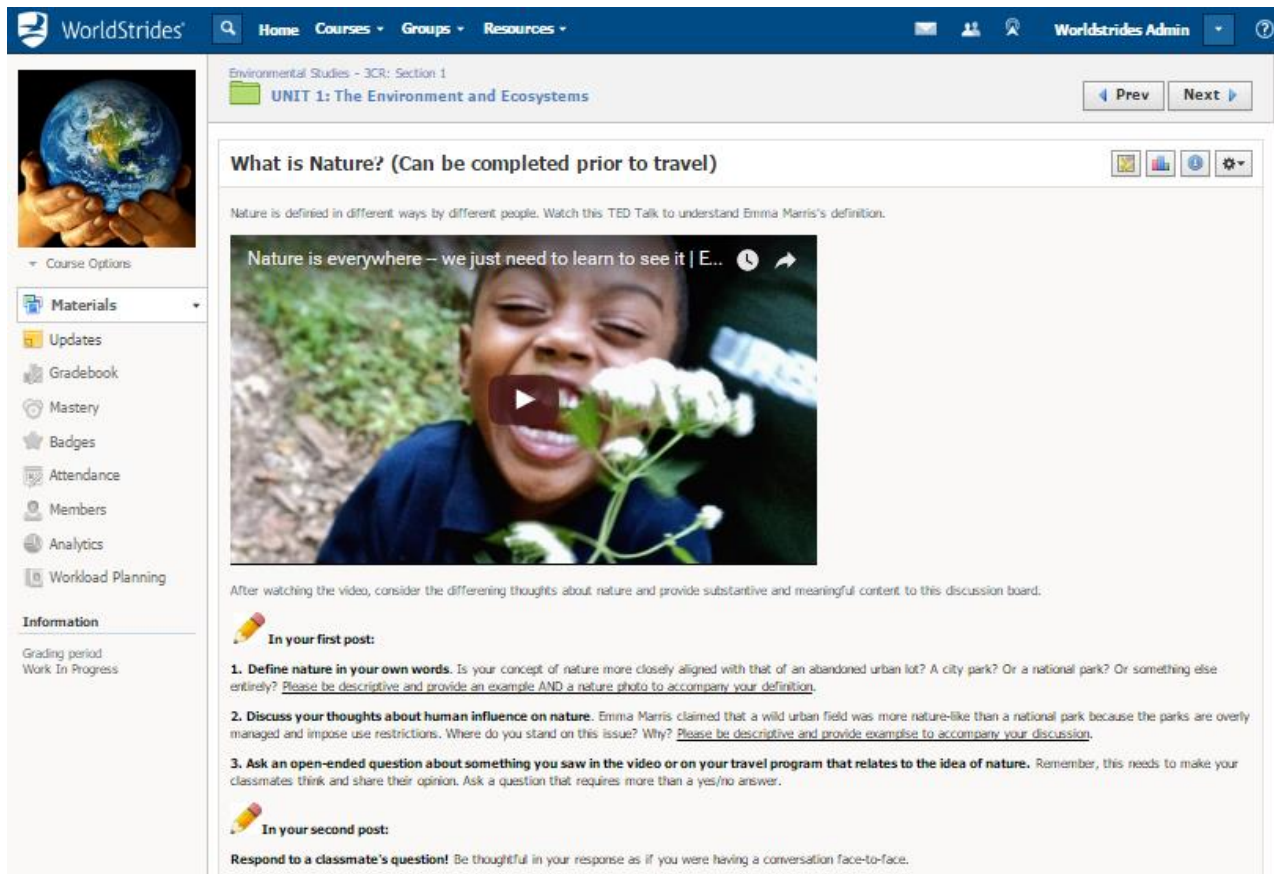
## Course Sequence

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



The screenshot shows the WorldStrides course interface for 'Environmental Studies - 3CR: Section 1'. The main heading is 'UNIT 2: Biodiversity'. The interface includes a sidebar with navigation options like 'Materials', 'Updates', 'Gradebook', 'Mastery', 'Badges', 'Attendance', 'Members', 'Analytics', and 'Workload Planning'. The main content area lists several assignments:

- What's Your Biodiversity IQ?**: Must make a submission.
- 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...  
Uses support in initial post, Engages other students/Asks good questions, Builds on prior points in response posts.  
Must post a comment/reply.
- Biodiversity Field Guide**: 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 ...  
Professionalism, Completeness - Items Included, Completeness - Robustness of Response, Clear Communication, Creative Choices, Connection to Experience and/or Research.  
Must make a submission.
- Endangered Species Act: Citizens' Guide.pdf**: Must view the item.
- Endangered Species Act: Citizens' Guide**: Must make a submission.
- Endangered Species Act: Social Media Campaign**: Do some research to determine which plants and animals that are endangered or threatened in one of the countries you visited. Develop a social media campaign to raise awareness for one of the ...  
Professionalism, Completeness - Items Included, Completeness - Robustness of Response, Clear Communication, Creative Choices, Connection to Experience and/or Research.  
Must make a submission.



**What is Nature? (Can be completed prior to travel)**

Nature is defined in different ways by different people. Watch this TED Talk to understand Emma Marris's definition.

**Nature is everywhere – we just need to learn to see it | E...**

After watching the video, consider the differing thoughts about nature and provide substantive and meaningful content to this discussion board.

**In your first post:**

- 1. Define nature in your own words.** Is your concept of nature more closely aligned with that of an abandoned urban lot? A city park? Or a national park? Or something else entirely? Please be descriptive and provide an example AND a nature photo to accompany your definition.
- 2. Discuss your thoughts about human influence on nature.** Emma Marris claimed that a wild urban field was more nature-like than a national park because the parks are overly managed and impose use restrictions. Where do you stand on this issue? Why? Please be descriptive and provide examples to accompany your discussion.
- 3. Ask an open-ended question about something you saw in the video or on your travel program that relates to the idea of nature.** 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 Online Discussion Board: Unit 1 – The Environment and Ecosystems “What is Nature?”

After watching the video, consider the differing thoughts about nature and provide substantive and meaningful content to this discussion board.

### In your first post:

- 1. Define nature in your own words.** Is your concept of nature more closely aligned with that of an abandoned urban lot? A city park? Or a national park? Or something else entirely? Please be descriptive and provide an example AND a nature photo to accompany your definition.
- 2. Discuss your thoughts about human influence on nature.** Emma Marris claimed that a wild urban field was more nature-like than a national park because the parks are overly managed and impose use restrictions. Where do you stand on this issue? Why? Please be descriptive and provide examples to accompany your discussion.
- 3. Ask an open-ended question about something you saw in the video or on your travel program that relates to the idea of nature.** 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 left sidebar lists 'Course Options', 'Materials', 'Updates', 'Gradebook', 'Mastery', 'Badges', 'Attendance', 'Members', 'Analytics', and 'Workload Planning'. The main content area is titled 'Renewable Energy options: Project Proposal' and features an image of a hand holding a globe with renewable energy symbols. Below the image, the text reads: '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, prepare a project proposal for the national energy commission of the country (or one of the countries) you visited. Let them know why you think they should be using renewable energy and which source of renewable energy is most viable in their country.' The right sidebar shows 'Submissions' with a status of 'Received (0/0)' and a message 'No users match the selected filter.'

## Sample Assignment: Unit 4 – Energy Resources “Renewable Energy Options: Project Proposal”

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, prepare a project proposal for the national energy commission of the country (or one of the countries) you visited. Let them know why you think they should be using renewable energy and which source of renewable energy is most viable in their country.

### Develop a project proposal following the guidelines below:

- 1. Introduction:** Provide a statement of your project objective and note which country you are addressing. Include the anticipated significance of the work to the current energy production system. What problems will you be solving? Why is this important?
- 2. Project Goal and Objectives:** The project goal is a statement of the overall project, while the objectives detail what you intend to accomplish.
- 3. Project Significance:** Outline why this project is important! Clearly support your statements of the present problem with evidence and data. You need to cite statistics and current energy production data here. *Don't forget to cite your sources!*
- 4. Anticipated Outcomes:** Describe in detail the possible outcomes of your project. What changes in the data do you intend to accomplish? How will the outcomes be measured? How do you intend to present your results? What further work should be done?

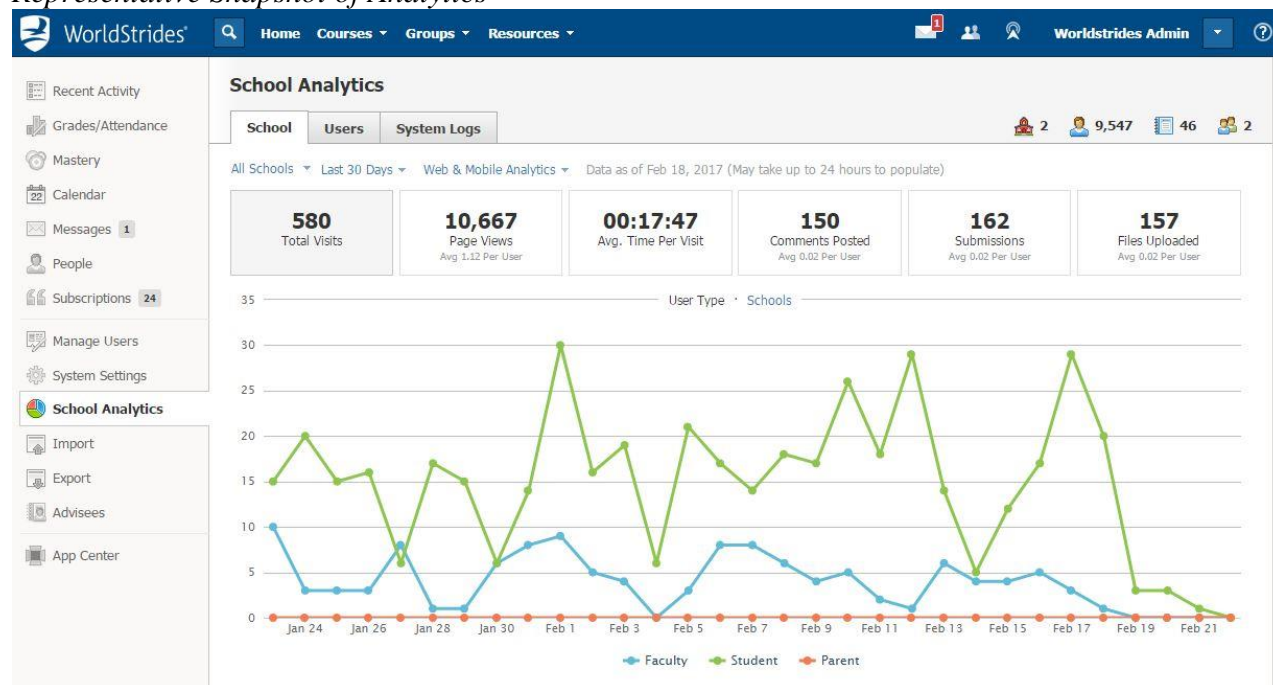


## Further Information

### 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>