



Educational Tours



Earn high school credit with EF

The smart way to go

Travel to see the world, to broaden your perspectives, to deepen your understanding, to have a great time. With EF Educational Tours, you can do it all – and earn high school credit while you're at it. Completing assignments before, during and after your tour helps you make the most of everything you see and do. You'll explore what you hope to learn before you leave, journal your thoughts during your trip and come home using your experiences as exciting new learning tools, in your classroom and beyond.

You'll earn one elective credit, the equivalent of one semester in class. Beyond the credit, you'll also gain the experiences that will one day influence your college choice, your career path and your future. So make the most of your EF tour. Take it for credit—and take it for all it's worth.

Contents

Course overview

Page 3: Standards-correlated, Course theme, Course objectives Accreditation, Credits earned, Registration

Course work

Page 4: Pre-tour work (20 hours)

Page 5: On-tour work (50 hours)

Pages 6-7: Post-tour work (30 hours)

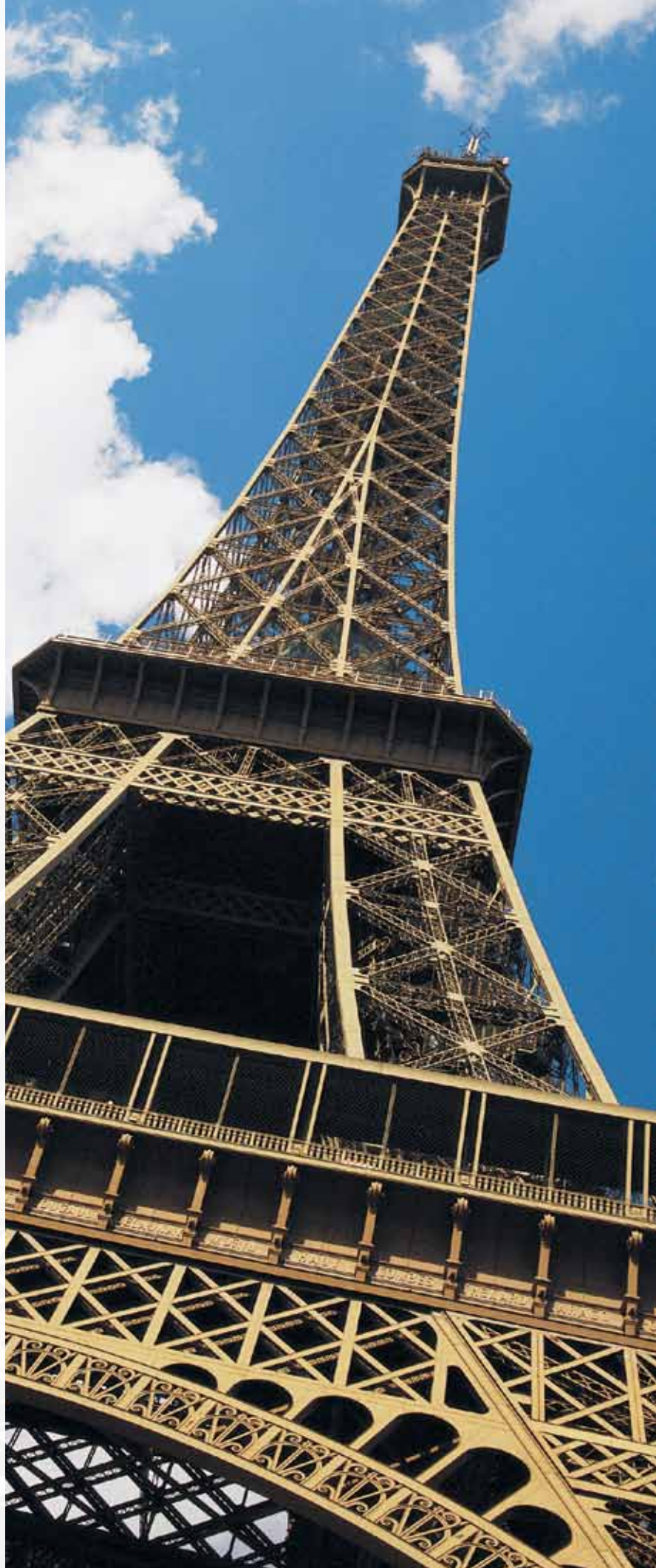
Grading

Pages 8-9: Grading criteria

Page 10: Plagiarism policy, Obtaining a transcript

KWL chart

Page 11: What I know, What I want to know, What I learned





Standards-correlated

There are ten Thematic Strands in the National Curriculum Standards for Social Studies. Global Connections (#9) is the most relevant to the educational tour experience and this course (see www.socialstudies.org/standards/strands).

Course theme: Global Connections

Analyzing connections between diverse societies is critical to understanding the world as a whole. Are national and international priorities always in agreement? How do global conflicts of interest affect issues like healthcare, economic development, human rights, the environment? What are the relationships between age-old ethnic tensions and political alliances? Coursework before, during and after your tour will encourage you to examine the personal, national and international implications of global interdependence.

Course objectives

Participants will:

- Acquire a core of basic knowledge, including multiple academic disciplines and 21st Century Skills, through pre-tour studies and on-tour experience (see www.21stcenturyskills.org)
- Develop new ways of thinking critically and creatively about people and issues, then reflect, synthesize and communicate the learning that results from an international experience
- Gain awareness of global connections among world societies and be able to identify similarities and differences among cultures without judgment
- Become aware of events on a global scale, and how the same event may be received differently in different countries
- Become motivated to share experiences and participate in the community and global marketplace as an active, informed and curious citizen

Accreditation

This course was created by educators and approved by EF Educational Tours' education advisory board. EF Educational Tours is fully accredited and coursework meets the rigorous standards of the best schools across the U.S. EF is the first international travel organization to be accredited by these five prestigious accrediting organizations:

- Middle States Association of Colleges and Schools (MSA-CES)
- Southern Association of Colleges and Schools (SACS-CASI)
- Western Association of Schools and Colleges (WASC)
- North Central Association (NCA-CASI)
- National Council for Private Schools Accreditation (NCPSA)



Credits earned

You'll earn one high school elective credit – equal to 100 hours, or one semester, in class. Required time:

- 20 hours pre-tour (including assignments and preparatory meetings)
- 50 hours on-tour (including learning time and coursework)
- 30 hours post-tour (including assignments and meetings)

Registration

Two things first: Register for your EF tour and confirm that your school will accept a credit transfer. Then register for the course. To register through our website, select the "My Account" tab, enter your login information and go to "Forms and Resources" located on the left-hand side of the page.

Or call **1-800-665-5364**. Registration for the course is free!



Pre-tour work

Your journey of discovery begins before your tour departs. The assignments on this page are designed to spark ideas, stimulate creativity and encourage the kind of in-depth exploration that makes for a rewarding educational tour.

1. KWL chart (part I): Start thinking

Organize your thoughts using the KWL chart on page 15, or create your own using this as a template. Write a topic of interest at the top and begin filling in the first two columns: “What I know” and “What I want to know.” You’ll add to this chart during your tour and will complete the “What I learned” column when you get home. Some topics of interest to consider are a particular destination you’ll visit on your tour, a related current event, a specific time period or a historical figure.

2. Required reading

Add to the first two columns of your KWL chart as you read: “What I know” and “What I want to know.” Choose a minimum of four books that relate to your tour and your KWL topic of interest. At least two of your sources should be nonfiction. You can find destination-specific reading suggestions at eftours.com/edresources. If you would like to choose your own books, please seek approval from your group leader and email your selections to education.department@ef.com.

3. Travel journal (part I)

Begin your travel journal with your initial thoughts and expectations, specifically addressing the following topics:

- List five examples of how you hope to address the Global Connections themes (culture, history, people, governance and power, the environment, civic ideals and practices)
- Why are global connections important to you?
- What are the differences between learning through travel and learning through books, media, classroom lessons and the Internet?

4. Pre-tour paper

Read the two nonfiction sources you’ve chosen. Write a pre-tour paper citing your sources and answering the following question. Suggested length: 1,000 words.

- How does your research prepare you to study the course theme of Global Connections among different countries? (See page 3.)



On-tour work

During your tour, take time each day to reflect upon your travels and record your findings. Meeting people from different cultures, visiting new places and learning new things at every turn, you'll experience the world in a new way. Scheduled activities will introduce you to a wide range of experiences, each offering its own opportunities for learning. Taken as a whole, these activities provide the cultural context upon which greater understanding is built. Your attendance is required. Take photos, and don't miss a thing.

1. KWL chart (part II): Chart your progress

Begin filling in the last column of your KWL chart: "What I learned." You'll want to record as much of this information as possible while it's fresh in your mind.

2. Travel journal (part II)

You are required to write about 500 words per day in your journal. In addition to simply recording daily events, you must include at least five of the following in each entry:

- Cities, attractions, towns you visited
- Things you encountered for the first time
- Interactions and conversations with local people
- Customs and traditions that are new to you
- Differences or similarities between tour destinations and your hometown
- How your tour director and local guides affected your learning
- How experiential learning compares to classroom learning
- How travel affects your understanding about peace, human rights, trade or ecology
- How your travels have influenced your approach to your studies



Post-tour work

The end of your tour marks new beginnings in understanding. Now is when you'll process all you've seen, done and learned, synthesizing experience and information to create broader meaning.

1. KWL chart (part III): Wrap it up

Finish your KWL chart by filling in the third column: "What I learned."

2. Reflective essays

Write separate essays on five of the topics listed below, using examples related to your tour. Suggested length: 1,000 words per essay. Suggested sources: local citizens, newspapers, periodicals, television, radio, Internet, your EF Tour Director.

Media

What did you learn from your tour that you have not learned from the media? How does the media report on different events and topics? How do people seem to respond to the media? What is the history of the media in that place?

Art

Describe a visit to a museum or art performance and analyze how this experience fits into the general culture.

Sociology

Comment on the following questions: Do the places you visited seem to have a variety of different cultures or is there one predominant culture? Explain to what extent the groups work together and how that may or may not affect the society as a whole.

Social and Cross Cultural

Explain any values or attitudes you observed that either encourage or prohibit cross-cultural understanding.

Science, Engineering, Technology

How have science, engineering, technology and math been used to solve real-world problems in the destinations you visited? How have designers drawn on math and science to create structures and systems that meet the changing needs of these places?

Financial Literacy

Describe how you used math, cross-cultural skills and communications skills to make a purchase. What are the challenges one must face when shopping with an unfamiliar currency?

Global Classroom

Discuss a fact, place, historical event or current event you learned about in school, choosing a topic that relates to your tour. Describe your understanding of this topic using support from both your classroom and your travel experience.

Health Literacy

What does it mean to be "healthy"? Do you think people in the country/countries you visited should be considered healthy? Why?

Global Connections

Design your own essay topic using this as your title.



3. Post-tour project

Choose one of these two projects to complete your coursework.

Post-tour project option one: Two thematic essays and a photo essay

For option one, you'll write two thematic essays and create one photo essay.

Thematic essays

Choose two different themes from two of the books you selected before your tour and write a separate 1,500-word essay on each theme. Unlike a book review, your essays should include personal reflections that relate your theme to what you learned on your tour.

Photo essay

Select 30 photos and/or postcards from your travels that demonstrate your understanding of the theme: Global Connections. Attach them to paper or poster board with a caption below each explaining its connection to the course theme. For example, under a photo of La Sagrada Familia Cathedral in Barcelona, you might describe the symbolism of different architectural features, why the cathedral is considered Antoni Gaudi's masterpiece, or the reaction to the cathedral at the time it was built versus the reaction to it today.

Post-tour project option two: Media project

For option two, you'll create a digital presentation in the form of a podcast, short movie, slideshow, blog, website or online photo journal.

Specifications

Podcast: 10 – 15 minutes

Movie: 8 – 12 minutes

Slideshow: 15 – 20 minutes

Blog/website: minimum 8 pages of content

Online photo journal: minimum 30 pages

Guidelines

- Show creativity with original and inventive ideas
- Include an attention-getting introduction that poses the central question your presentation will answer
- Demonstrate critical thought, reflection and analysis throughout, supporting your main ideas with detailed, accurate and thought-provoking information
- Use music, graphics, effects, colors, fonts and formatting techniques appropriately, without distracting from your content
- Use correct grammar and punctuation, and properly cite all sources
- No copyrighted music or content allowed

Grading criteria

The EF Tours portfolio is graded according to a holistic philosophy. Each factor on these two pages is considered and the entire portfolio ultimately receives a single letter grade. The portfolio must be submitted to the grader within three weeks of tour completion; grade must be submitted online within the following three weeks. Please send any questions to education.department@ef.com.

Before scoring a student's work a grader ought to: be an educator familiar with scoring student work; read through the course details; be generally familiar with the National Council of Social Studies (NCSS) theme Global Connections (www.socialstudies.org/standards/strands); have a general understanding of 21st Century Skills (www.21stcenturyskills.org).

The letter grade is based upon the following scale:

A = 90-100

B = 80-89

C = 70-79

D = 60-69

F = 0-59

Pre-tour requirements

KWL chart:

- All three columns have multiple thoughtful comments in them ____ / 5
- It is evident by the statements in the L column that the student sought out information about statements in his/her W column ____ / 5

TOTAL: ____ / 10

Pre-tour paper:

- The student has clearly used and cited evidence from at least two nonfiction sources ____ / 5
- The student has thoroughly addressed the theme Global Connections: culture, history, people, governance, power, the environment and/or civic ideals and practices ____ / 5

TOTAL: ____ / 10

On-tour requirements

Travel journal (including pre-tour entry):

- The pre-tour entry discusses both Global Connections and expectations for the educational tour ____ / 5
- It is clear that the student made an effort to write meaningful entries every day! ____ / 5
- The entries not only spell out a chronological list of activities for the day, but dig deeper, sharing thoughts and impressions ____ / 5
- There are memorable facts and quotes included throughout the journal, making it evident that the student is utilizing the journal to assist his/her memory of the learning occurring on tour ____ / 5
- The final journal entry is beginning to show signs of synthesis, pulling together a loose summary of learning that occurred on tour and/or projecting future plans as a result of this learning experience ____ / 5

TOTAL: ____ / 25

Post-tour requirements

Reflective essays (for each essay use the same criteria)

- The title makes it obvious which prompt is being addressed
- There is a clear and strong thesis
- The essay is structured to include an introduction, convincing, creative, support and a strong conclusion.
- Analysis is evident, the content is thoughtful and perceptive – drawing original conclusions from both pre-tour research and firsthand experience

essay 1	essay 2	essay 3	essay 4	essay 5
___ / 5	___ / 5	___ / 5	___ / 5	___ / 5
___ / 5	___ / 5	___ / 5	___ / 5	___ / 5
___ / 5	___ / 5	___ / 5	___ / 5	___ / 5
___ / 5	___ / 5	___ / 5	___ / 5	___ / 5

Compute the average for each essay:

AVG:	___ / 5	___ / 5	___ / 5	___ / 5	___ / 5
------	---------	---------	---------	---------	---------

Post-tour option one:

Thematic essays (if student chose media project, mark this section N/A)

- The title makes it obvious that this is a thematic essay, not a reflective essay
- There is a clear and strong thesis making it obvious what theme the student has chosen to address
- The essay is structured to include an introduction, convincing, creative, support and a strong conclusion
- Analysis is evident, the content is thoughtful and perceptive – drawing original conclusions from both pre-tour reading and firsthand experience

essay 1	essay 2
___ / 10	___ / 10
___ / 10	___ / 10
___ / 10	___ / 10
___ / 10	___ / 10

Compute the average for each essay:

AVG:	___ / 10	___ / 10
------	----------	----------

Photo essay (if student chose media project, mark this section N/A)

- The student has neatly included 30 pictures/postcards; the captions show evidence of reflection and learning, not simply identification

___ / 5

Post-tour option two:

Media project (if student chose thematic + photo essay, mark this section N/A)

- The media project is viewable in its entirety, indicating that the student took care to format it in a way that could be sent to and viewed by others
- The project's introduction establishes a clear purpose and engages the audience; the content of the body of the project is well organized, including detailed and accurate information
- The project makes appropriate use of grammar, spelling and punctuation, as well as consistent use of font, color, graphics, formatting, effects, etc. without distracting from the content
- The project shows original thought, with creative and inventive ideas throughout – evidence of critical thought, analysis and reflection
- All sources are cited

___ / 5
___ / 5
___ / 5
___ / 5
___ / 5

TOTAL:	___ / 25
--------	----------

Accomplishing objectives

Evidence of Global Connections & 21st Century Skills is woven throughout the coursework

___ / 5

To compute the final grade add all the scores in the gray boxes for the total out of a possible 100 points

TOTAL: ___ / 100

LETTER GRADE: ___

Plagiarism policy

Any evidence of plagiarism will result in automatic failure, and the school guidance counselor will be alerted to the student's academic dishonesty. EF defines plagiarism as the use of intellectual material produced by another person without properly acknowledging and/or documenting its source. According to the Modern Language Association, some of the more common examples of plagiarism include, but are not limited to:

- Browsing the web and copying text and then pasting it into your paper without quotation marks or without citing the source
- Presenting facts without saying where you found them
- Repeating or paraphrasing someone's wording, argument or line of thought without acknowledgement
- Using wording that you summarized or paraphrased from a quotation and passing that wording off as your own

Adapted from: (Gibaldi, Joseph. *MLA Handbook for Writers of Research Papers*. 6th ed. New York: MLA, 2003)

Obtaining a transcript

Student step 1: Organize and label your work

Label the following assignments with the assignment name, your name and your customer number:

- KWL chart (completed post-tour)
- Formal pre-tour paper
- Travel journal (including pre-tour entry)
- Five reflective essays, numbered and labeled with topic name
- Two thematic essays and photo essay

OR

- Media project

Student step 2: Submit your work

Three weeks after your tour ends, submit your work to be graded by your group leader according to the rubric found on pages 8 and 9 of this booklet. If your group leader is unable or unwilling to grade your work, you may mail your portfolio to:

Education Department

EF Educational Tours

One Education Street

Cambridge, MA 02141

Or email to education.department@ef.com

Student step 3: Receive an official transcript

Within one week of receiving your grade, the EF Tours Education Department will spot check the work and review the grade.

Within four weeks, an official transcript will be sent indicating that you have completed our High School Credit course.

Group leader step 1: Submit the grading rubric and one piece of the student's work

Within three weeks of receiving a student's portfolio, submit the grading rubric and one piece of the student's work by email to education.department@ef.com or by mail to:

Education Department

EF Educational Tours

One Education Street

Cambridge, MA 02141

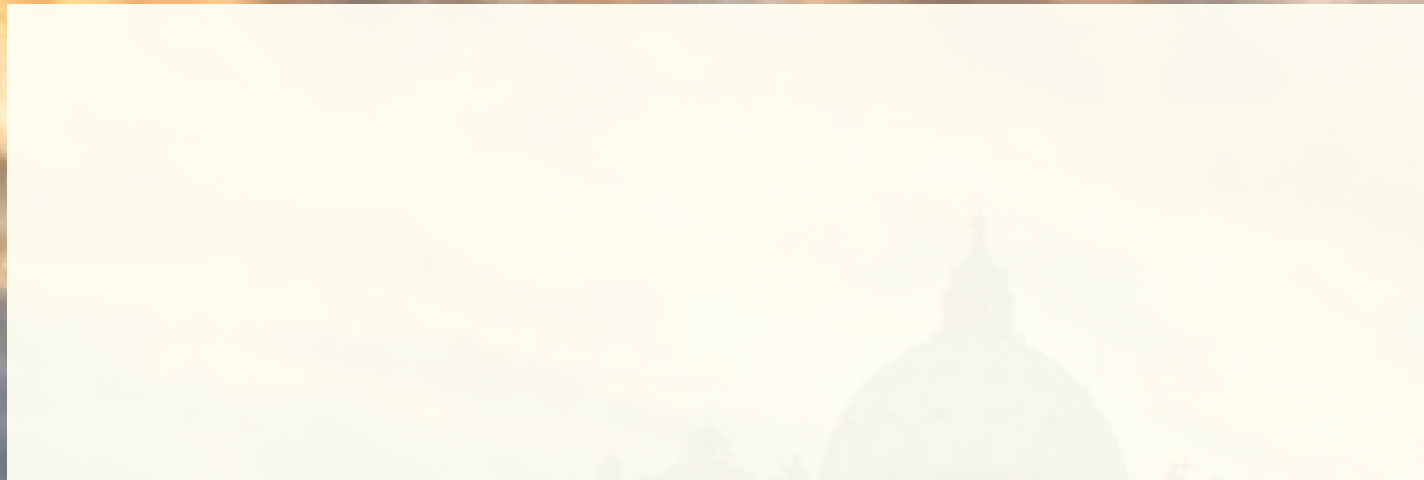
Group leader step 2: Submit the student's grade

Email education.department@ef.com with your student's name, account number, grade, a comment (if you wish), and one sample of the student's work.

EF's transcript specifies one semester worth of high school elective credit earned and 100 hours of coursework completed. Students and group leaders should obtain approval of EF coursework from school administration.

Topic: _____

K: What I KNOW



W: What I WANT to know



L: What I LEARNED

