



Education First

Educational Tours

Travel. Learn. Earn credit.

How to earn high school credit with EF



Earn an 'A' in Athens— or wherever you go

When the world is your classroom, the school day never ends. Traveling abroad means experiencing fascinating cultures, soaking up centuries of history and understanding new languages. It opens your eyes and broadens your mind like nothing else can.

Turn your real-life experiences into real-life high school credit with **Global Connections**, a course designed by educators to help you get even more out of your EF tour. Because we're accredited just like your school, you can earn one elective credit—the equivalent of an entire semester in class—by adding pre- and post-tour assignments to what you're already going to learn on tour.



Connecting the dots

Observing connections between diverse societies is important to understanding the world as a whole. In this course you'll examine the personal, national and international implications of global interdependence. How do national and international priorities align? How do global conflicts of interest affect issues like healthcare, economic development, human rights and the environment? By examining a question like one of these, you'll connect with the world in a whole new way.



How it works

Some basics

- Global Connections is a FREE course.
- It's open to EF travelers in grades 7-12.
- You can enroll yourself online, or your Group Leader can make the course a requirement for your entire group.
- To make sure your 1.0 elective high school credit for Global Connections coursework is accepted by your school, confirm that your teacher and school will accept a credit transfer from EF.

Earn credit through EF

Here's what to do:

1. Once you're enrolled on your tour, register for the course by logging into your EF account under the My Account tab at **eftours.com**. The enrollment information is in the **Forms & Resources** section. You can also call **800-665-5364** to enroll.
2. Complete the pre-tour, on-tour and post-tour coursework.
3. Submit your work to your teacher to evaluate and then send your grade and final project to **education.department@ef.com**.
4. If needed, EF can also provide a teacher to grade your work. To do so, send your final project to **education.department@ef.com**.
5. Approximately four weeks after your work is completed, EF mails your grade and your official transcript confirming your completion of the course.
6. Submit your transcript to your school for approval and save it for your college applications.



Discover your place in the world

Whether you're tracing the roots of democracy in Greece or the roots of a mangrove tree in Costa Rica, the Global Connections course takes your tour experience to a whole new level. By investigating the world, recognizing different perspectives, communicating ideas and taking positive action, you will build global competence. You'll also develop the knowledge and skills necessary to tackle issues of global significance—issues that are global in scope or important local issues faced by others in the world.

Course objectives

- Demonstrate an understanding of important and diverse global connections among world societies.
- Develop global competency skills by investigating the world, recognizing your own perspectives and the perspectives of others, communicating ideas and taking action that could make a difference in the world.
- Identify and research problems or opportunities of global significance.
- Use 21st Century Skills of critical thinking, problem solving, communication, collaboration, creativity and innovation.
- Engage, reflect, analyze and communicate what you learned from your international experiences and relate that to classroom learning.



Your coursework roadmap

Your coursework will be divided into three stages: 30 hours before tour, 80 hours during tour and 30 hours after tour. Traveling abroad and immersing yourself in new cultures is a life-changing experience that will inspire you to think in new ways. If the way you think about your coursework evolves while on tour, it's perfectly OK to make changes to your project or change your topic altogether.

Before your tour: 30 hours

These assignments are designed to spark ideas, stimulate creativity and encourage the kind of in-depth exploration that makes for a rewarding educational tour.

1. Research and read a variety of authoritative print and digital sources and literature to identify a problem or opportunity that has global significance related to your travel destinations. Possible topics include environmental sustainability, population growth, economic development, global conflict and cooperation, health and human development, human rights, and cultural identity and diversity.
2. Develop an **annotated bibliography** with at least six sources. The citation information about the sources should include a brief summary and an assessment of its usefulness to the study topic. Be sure citations conform to the guidelines of a style manual.
3. Keep in mind that your resulting work at the end of your international experience should show how you:
 - Investigated your own and others' perspectives.
 - Recognized your own and others' perspectives.
 - Communicated their ideas effectively and with diverse audiences.
 - Translated your ideas and findings into appropriate actions to improve conditions.
4. Using a **KWL chart** like the one on the next page, keep a record of what you Know, what you Want to know and what you have Learned.
 - Record prior knowledge related to the travel destination and topic.
 - List things that you want to know about those destinations and topic.
 - After your travel experiences, list what you have learned about the destination and topic.
5. Write an **essay** (800 – 1,000 words) about the problem or opportunity of global significance that you will study.
 - Write explanatory text to develop the topic using significant and relevant facts and examples from your research. Provide a conclusion on the global significance as a background to your final project.
 - Use the conventions of standard English grammar, punctuation and spelling. Write and edit work to conform to the guidelines of a style manual.
6. Choose your **final project** format: written document or multimedia project. Plan what you will need to do while traveling to continue your study, such as interviewing people, taking photographs or observing cultural activities. Details and requirements for your final project can be found on page 9.



Student example of KWL chart

<div>K</div> <div>What I <i>know</i></div>	<div>W</div> <div>What I <i>want</i> to know</div>	<div>L</div> <div>What I <i>learned</i></div>
<div>I have to get shots to go to Costa Rica. It is a small country near to the ocean and the equator. They never have winter.</div>	<div>How does the weather impact their living conditions?</div>	<div>The dampness and shadows in the rainforest change the way animals and people live. New plants are found for medical research. The locals can drink the water because they are used to it.</div>
<div>It is called a green country and they want to take care of the environment. They have volcanos and rainforests. It is a Spanish speaking country.</div>	<div>How is their education different from mine? Why do they say it is a green country? What do they do differently to be green than we do in my rural town? Can I use my Spanish to order food and get directions?</div>	<div>This country is friendly to the environment. They have a very small environmental footprint and are showing the world how to be sustainable. They use non-wood paper (from bananas) and don't flush the toilet paper because the pipes are too small. Natural jewelry can be made from seeds and coconuts in natural colors and sold. I want to try this. Milk can be stored in cardboard containers with a long shelf life. You don't have to use plastic. I can take many of the recycling ideas back to my Future Farmers club. I can zip line across the top of the rainforest. I am braver than I thought. I need to learn more Spanish and speak it more often. I think I might want to be a scientist who finds new plants to make medicine.</div>

A group of students wearing backpacks and hats are hiking down a set of ancient stone steps. To the left is a large, textured rock wall. The steps lead down a grassy slope towards a dirt path and some ruins in the distance.

Your coursework roadmap (continued)

During your tour: 80 hours

Scheduled activities will introduce you to a wide range of experiences, each offering its own opportunities for learning. Take time each day on tour to reflect upon your travels and record your findings. Taken as a whole, these activities provide the cultural context upon which greater understanding is built.

- Learn from your Tour Director, local guides and travel activities. Give them 100% of your attention.
- Keep a **travel journal** with daily entries reflecting upon your experiences, observations and discussions.
- Work on the KWL chart. Add things you want to know, list additional sources and record what you learn.
- Conduct any research, observations and interviews needed for your final project. Collect artifacts and take photos.

After your tour: 30 hours

Your tour is over and you're back home telling everyone how amazing it was, but that doesn't mean you've stopped learning. Just the opposite. Now is when you'll process all you've seen, done and learned, synthesizing experience and information to create broader meaning.

- Complete a written document or multimedia project demonstrating what you have learned about global connections and interdependence through your before-tour study and travel.
- Describe the problem or opportunity of global significance.
- Explain why you selected this problem or opportunity.
- Explain what you learned and observed about global connections and interdependence.
- Include your personal experience or views regarding the problem or opportunity.
- Recognize different perspectives on the problem or opportunity.
- Propose a positive action to solve the problem or take advantage of the opportunity.
- Reflect how your study and travel experience changed the way you see global connections and how that relates to your classroom studies.



Project requirements

Regardless of the type of project, use the conventions of standard English and write and edit work to conform to the guidelines of a style manual. Integrate information into the text. Avoid plagiarism by following standard format for citations. The project is your opportunity to demonstrate 21st Century Skills of critical thinking and problem solving, collaboration, communication, creativity and innovation.

1. Written document

- Opinion/editorial article (suggested 1,000 words, typed, double-spaced lines)
- Essay (suggested 1,500 words, typed, double-spaced lines)
- Play or story

2. Multimedia project

- Slideshow presentation (suggested 15-20 slides with text)
- Video (suggested five minutes)
- Podcast (suggested eight minutes)
- Photo journal with descriptive captions (suggested 25 photographs)

Remember, your resulting work should show how you:

- Investigated your own and others' perspectives.
- Recognized your own and others' perspectives.
- Communicated their ideas effectively and with diverse audiences.
- Translated your ideas and findings into appropriate actions to improve conditions.

Making the grade

Your coursework will be divided into the five assignments below that in total account for your final grade. Assignments must be typed and adhere to a style guide. If you choose to produce a multimedia project, ensure that it's in an easy-to-follow visual and/or audio format.

<input checked="" type="checkbox"/> Assignment	Description	Percent Value
<input type="checkbox"/> Essay	Essay describing the global significance topic of your choosing completed before the tour	20%
<input type="checkbox"/> Annotated bibliography	List and briefly describe the resources you used for your essay and final project	10%
<input type="checkbox"/> KWL Chart	Chart describing what you knew before tour, what you wanted to learn on tour and what learned on the tour and from the course	20%
<input type="checkbox"/> Journal reflections	Three excerpts from the journal you kept while on tour	10%
<input type="checkbox"/> Final project	As described on page 9, a written document or multimedia project completed after your tour	40%

Grading scale

Here's how your teacher or an EF teacher will determine your final grade:

Raw Score	Grades
98 – 100	A+
90 – 97	A
80 – 89	B
70 – 79	C
60 – 69	D
0 – 59	F

Turning in your work

Your assignments, including the final project, are submitted to either your teacher or EF within four weeks of your completed tour. Your teacher will grade the assignments and email the grade and the final project to education.department@ef.com. In the event your teacher cannot grade your work, you can send your assignments directly to education.department@ef.com for grading. EF will mail your official transcript with your grade and credit approximately four weeks after the final projects are received. Exemplary projects may be submitted to the EdSteps Global Competency Project. Visit edsteps.org to learn more.

Use this chart or come up with your own:

<div>K</div> <div>What I <i>know</i></div>	<div>W</div> <div>What I <i>want</i> to know</div>	<div>L</div> <div>What I <i>learned</i></div>

What your teacher wants to know

We want to make sure you're able to receive credit when you enroll in the Global Connections course and complete the minimum 140 study hours. Use this information to help get approval from your teacher or school.

Accreditations

EF Educational Tours is an accredited educational institution—just like your school—and its coursework meets the same rigorous standards as the best schools across the country. EF is the first international travel organization to be accredited by these six prestigious accrediting organizations:



Global Connections Course

The course addresses standards, skills and criteria of the following well-respected education organizations:

National Social Studies Standards

www.socialstudies.org/standards/strands

Global Connections 9 a, b, c, d, e, f

Common Core State Standards for English Language and Literacy in History/Social Studies, Science and Technical Subjects

www.corestandards.org

Reading RI7

Writing W2 a,b,f W3 a,b,e W4, W7, W8, W9

Language L1, L2 a,b

Literacy in History/Social Studies RH7, RH9

Writing in History/Social Studies, Science and

Technical Subjects WHST2 a,b,e, WHST4, WHST6,

Research in History/Social Studies, Science and

Technical Subjects WHST7, WHST8, WHST9

Standards for Foreign Language Learning in the 21st Century

www.actfl.org

Communication 1.1, 1.3

Cultures 2.1, 2.2

Connections 3.1, 3.2

Comparisons 4.1

Communities 5.1, 5.2

EdSteps Global Competency Criteria

www.edsteps.org

Investigate the world beyond immediate environment.

Recognize own and others' perspectives.

Communicate ideas effectively and with diverse audiences.

Take positive action actions to improve conditions.

21st Century Skills

www.p21.org

Global Awareness

Critical thinking and Problem Solving

Communication

Collaboration

Creativity and Innovation