

2021 Mary Baldwin University Chesapeake Classrooms Course ED626

Course Description: In this course, Mary Baldwin University (MBU) partners with the Chesapeake Bay Foundation (CBF) to provide graduate credit for the professional learning program, Chesapeake Classrooms (CC). *Students in ED626 may choose from any of the Chesapeake Classrooms sessions offered in the summer and then complete the MBU requirements for credit during the following fall semester.* The Chesapeake Classrooms experience equips educators with the knowledge and skills to include the local environment in the K-12 curriculum. Course participants explore the watershed through field-based studies, practice using issues investigation methodology, and collaborate on how to best use these lessons and experiences to support existing standards and curricula. (3 credit hours). Chesapeake Classrooms uses the Environmental Literacy Model (ELM) to support teachers in the development and curricular integration of Meaningful Watershed Educational Experiences.

Please note: While many of the Chesapeake Classrooms sessions are provided 100% on-line this summer due to the Coronavirus situation, course participants will still have opportunities and be expected to conduct hands-on investigations on their own.



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Texts vary by CC Class, but often include:

Lippson, R.L (2006). *Life in the Chesapeake Bay*. Baltimore, MD: John Hopkins University Press.
Leslie, C (2010). *The nature connection*. North Adams, MA: Storey Publishing
Horton, T. (1991). *Turning the tide: Saving the Chesapeake Bay*. Washington, D.C.: Island Press.
Reshetiloff, K. (Ed.). (2004). *Chesapeake Bay: Introduction to an ecosystem*. Washington, D.C.: U.S. Environmental Protection Agency.
Slattery, B. (2001). *Bay B C's: A multidisciplinary approach to teaching about the Chesapeake Bay*. Washington, D.C.: U.S. Fish and Wildlife Service.
Warner, W. (1994). *Beautiful swimmers: Watermen, crabs, and the Chesapeake Bay*. Boston: Back Bay.

Please review the MBU Honor Code.

Grading Scale: 96-100A, 94-95A-, 92-93B+, 88-91B, 87-88B-, 85-86C+, 82-84C, 80-81C-

Course Requirements:

1. Attend the summer 2021 Chesapeake Classrooms Program with CBF. *Participate fully in the activities and discussions.*
2. Complete registration process for ED626 by 10 August. Receive MBU username and password for use on Canvas. Pay tuition by 5 September in order to get into course.
3. Submit the 2-part course project, *Design a Meaningful Watershed Educational Experience (MWEE) For Your Students* to CBF by the course's due date and to MBU via canvas by Oct 1.



- **ELM Curriculum Integration “Planning Tool”:** This document enables teachers to demonstrate how they might translate the knowledge and skills developed through *Chesapeake Classrooms* into meaningful learning experiences for their students. The ELM Curriculum Planning Tool consists of three parts: Curriculum Anchor, Issues Investigation, and Stewardship/Civic Action.

Additional details for MBU graduate requirements when using the ELM Planning Tool:

- For the MBU assignment, all sections of the planning tool must be completed in detail. Provide detail such that another person could pick up and implement your entire plan without first discussing it with you.
- In the “notes” section on the right side of the document, add your thinking about why you included these ideas, for example: what you hope students will gain from each activity, how certain aspects of your plan relate to MWEE requirements, how the driving question answers ‘so what’ related to the real world, etc.

- **ELM “Capture Sheet”:** This capture sheet will serve as a summary of your Environmental Literacy Learning Experience.

4. Develop a Synthesis of the experience/project by 1 November. Choose ONE (or a combination) of the following:

- **Write a 4-5 page reflective essay (double-spaced) on the Chesapeake Classrooms experience.**

(Please note: you may include aspects of your journal in the reflection, but the essay should be graduate-quality writing in essay format. 12 pt font, double spaced).

Questions to consider for the essay:

- ✓ What was the experience like for you as a teacher?
- ✓ What kinds of things did you learn about the Bay and the problems facing the Bay?
- ✓ How do you plan to implement what you learned from the experience in your classroom and how will this help students understand/learn to address the Bay’s problems?
- ✓ Are there challenges specific to your situation such as administrative support, co-worker help, efforts to implement investigations, field trips, projects, etc.?
- ✓ How do you think students will react to the investigations?
- ✓ What efforts will you make to continue the projects in the future?
- ✓ If you have already started implementation with your own students, please include some reflections of the process related to your classroom.
- ✓ **This summer only: How did the online experience work for you as a teacher? Let us know how conducting your own activities and investigations worked as a learning experience. What might have made it better? Do you think it would work for students to conduct investigations on their own?**

- **Develop a portfolio (electronic or notebook) of the Chesapeake Classrooms experience** (e.g. PowerPoint, Video Journal, Prezzi, Regular Notebook, Other). Your submission should include items from your own experience taking the CC class **AND** details of implementing ELM with your students. The portfolio must include clear and detailed descriptions (print or verbal) that express your reflections of the entire experience, including some of your fall semester implementation with students. Please note: This is much more than a photo album!

*Include **ALL** of the following aspects in the Portfolio:*

- 1) Issues that are facing the Bay;
- 2) Written reflections and photos of your experiences in the class;
- 3) Written reflections of the successes and challenges of implementing your plan;
- 4) Details of your implementation with students to date, including a basic timeline and evidence of student involvement such as photographs, site plans, publicity about student projects, examples of student work, grant applications, etc.