

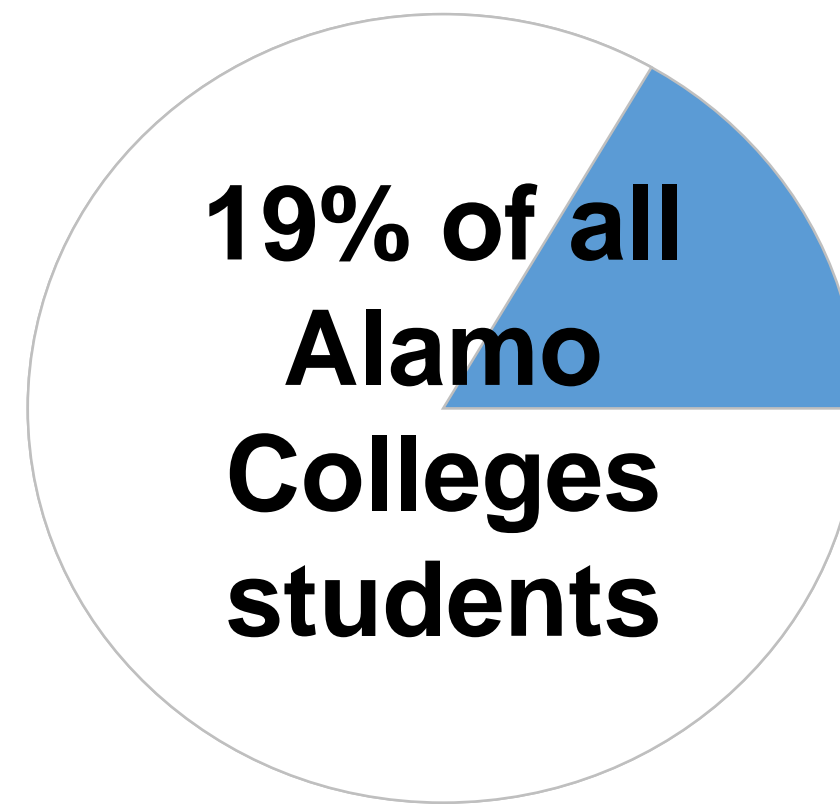
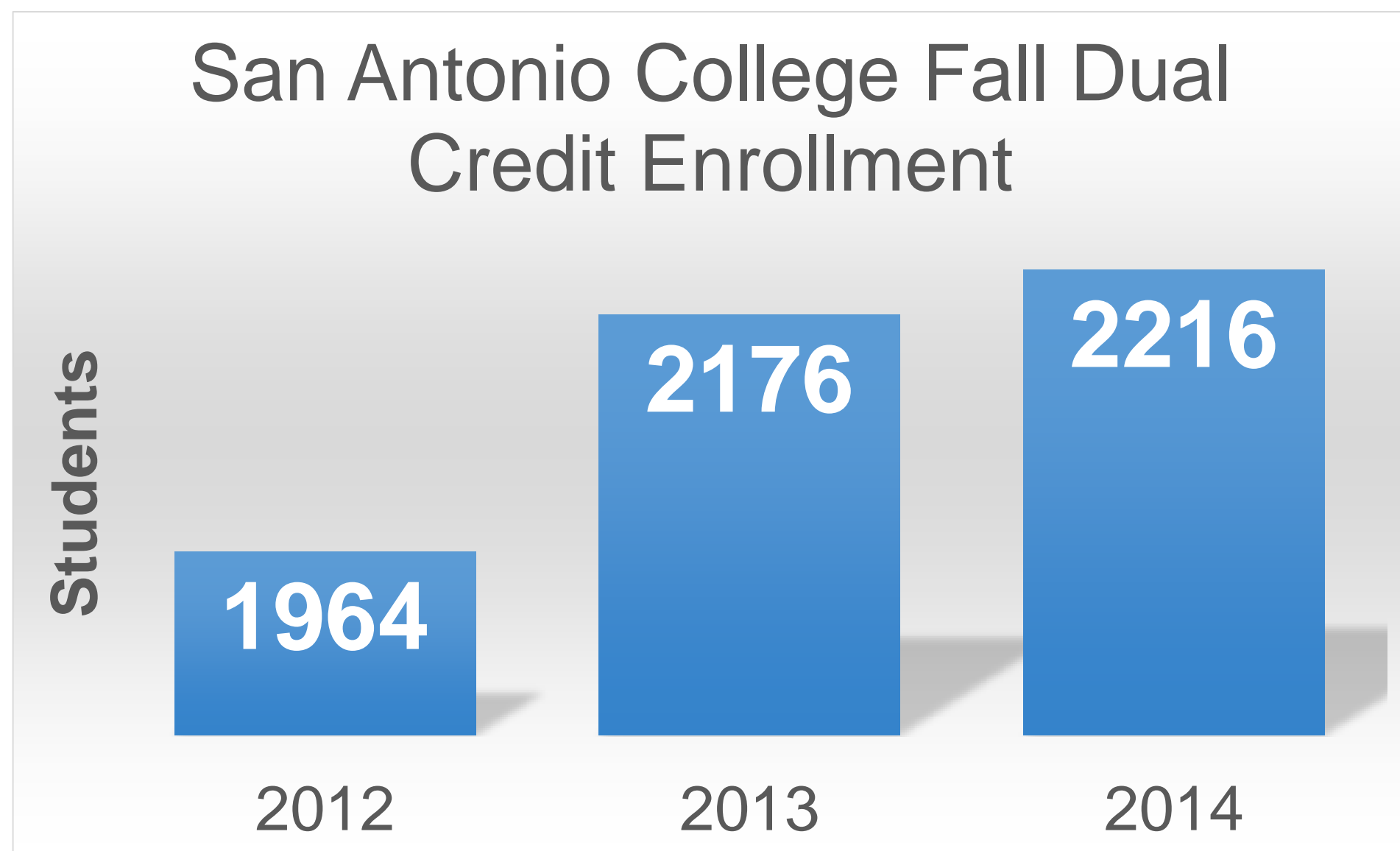


# ALAMO COLLEGES

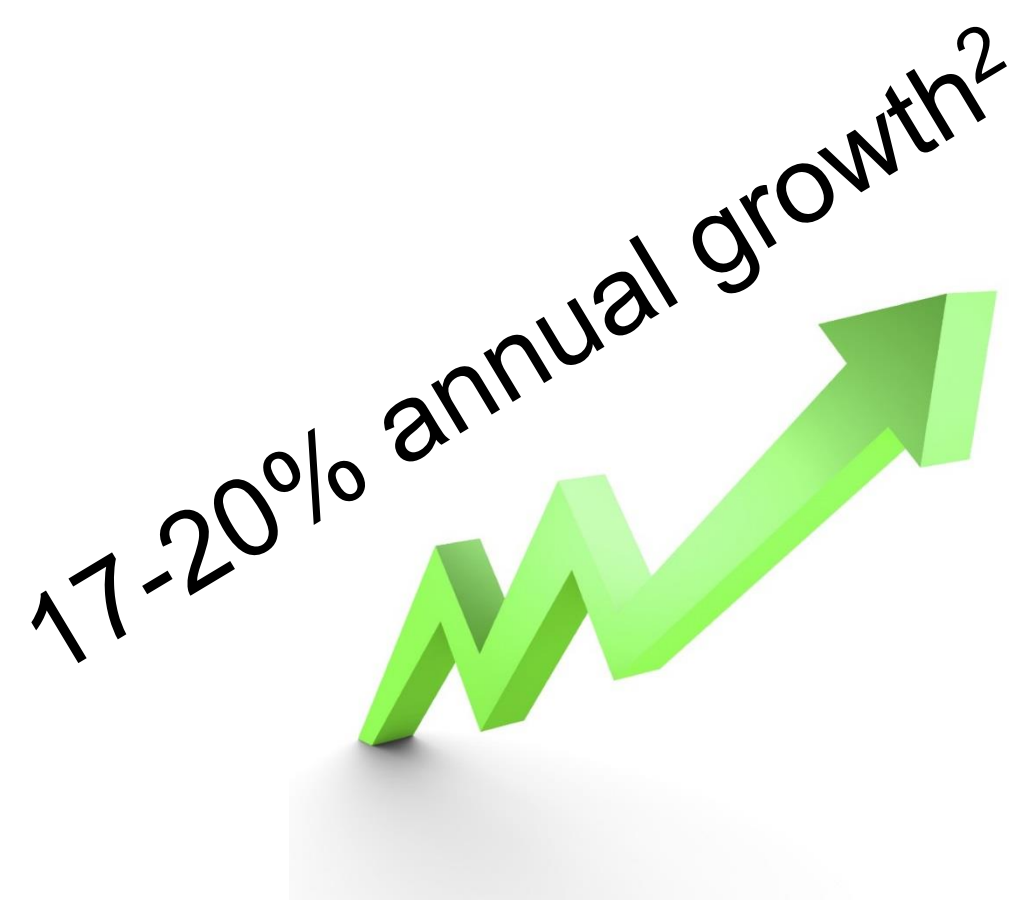
## AMS CLIMATE STUDIES IMPLEMENTATION AT ALAMO COLLEGES

### Dual Credit Students

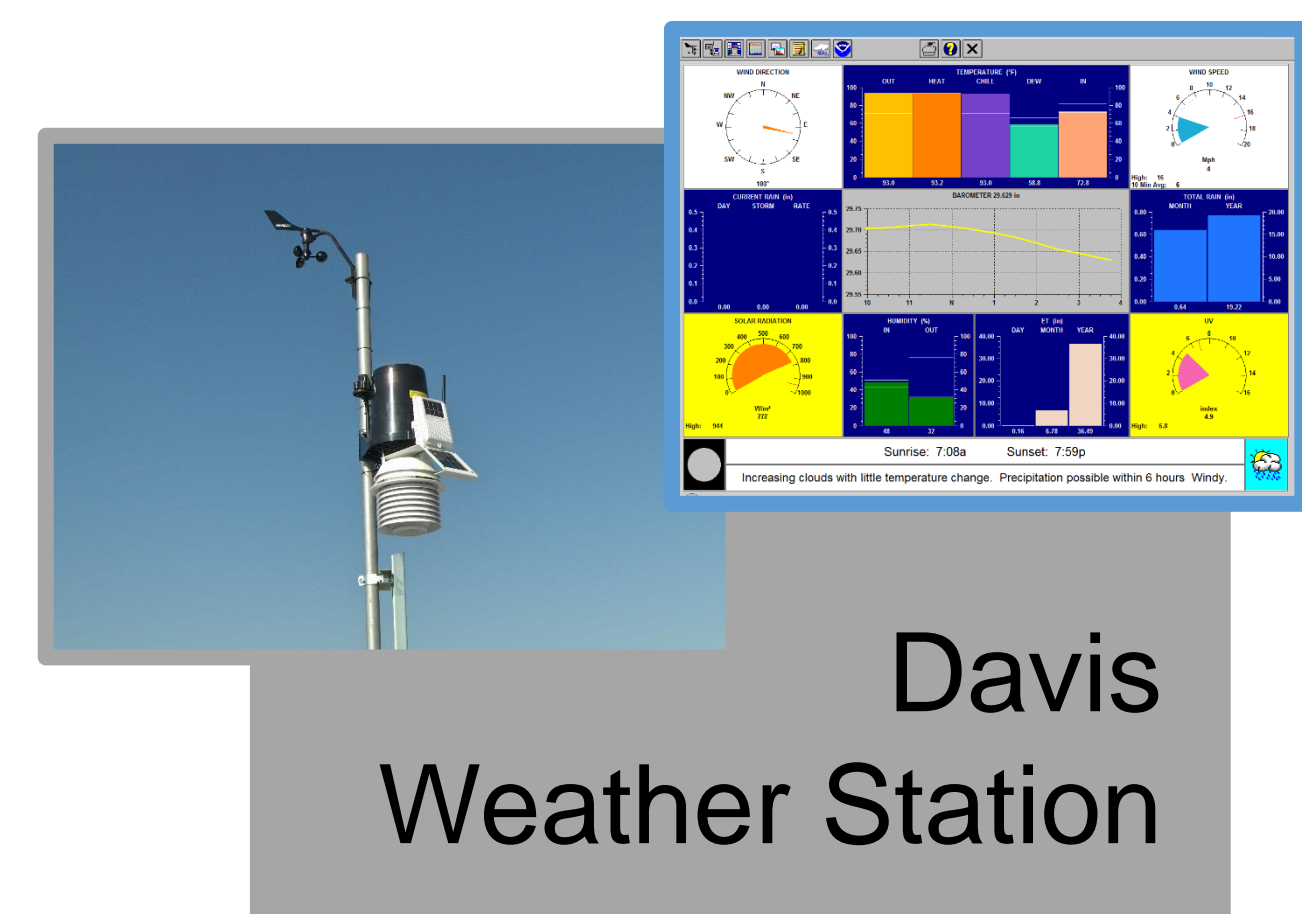
### Existing Resources



### AP Environmental Science

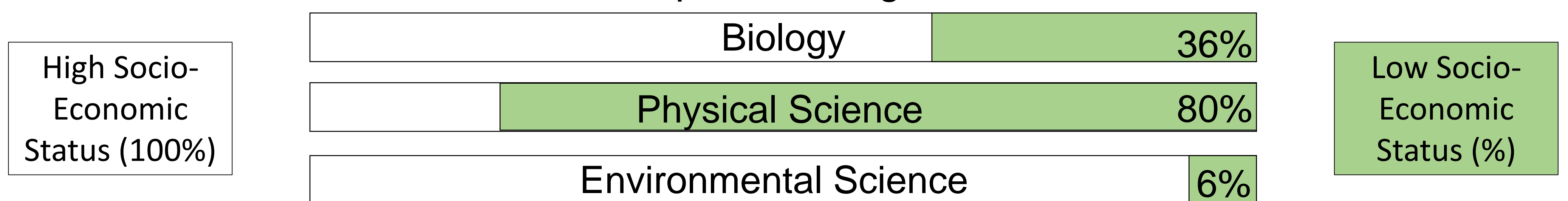


“Unsolicited student demand played an important role in the initial decision to offer environmental science [AP Classes].”<sup>1</sup>



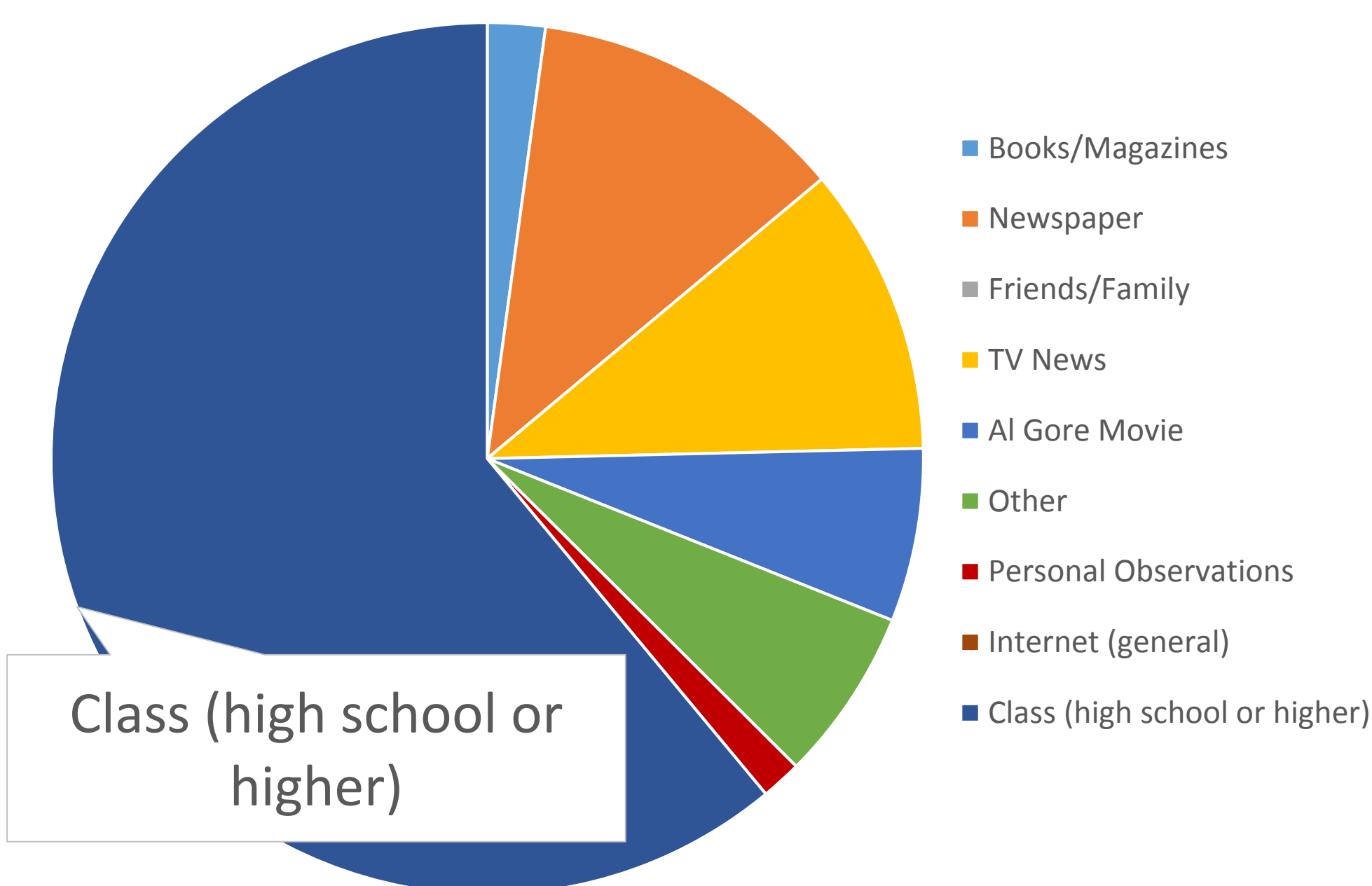
### Need Among Low Socio-Economic Students

#### Achievement Growth Compared to High Socio-Economic Students<sup>3</sup>

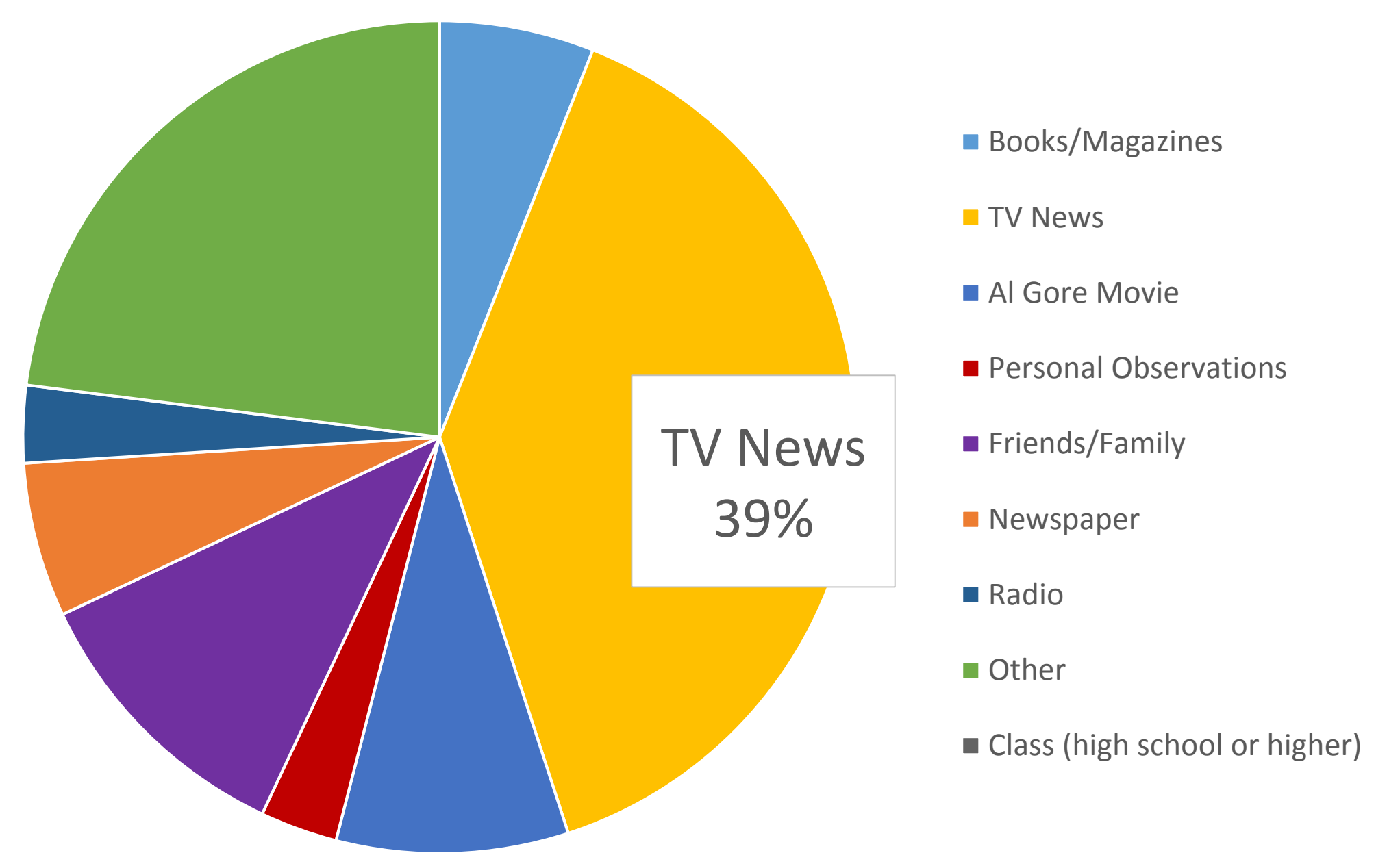


### Climate Change Knowledge Sources: From Classroom to Newsroom

#### 11th Grader Information Sources<sup>4</sup>



#### Working Adult Information Sources<sup>4</sup>



<sup>1</sup>Source: Edelson, Daniel C. “Environmental Science for All? Considering Environmental Science for Inclusion in the High School Core Curriculum.” *Science Educator*, 2007.

<sup>2</sup>National Research Council (2012). “Climate Change Education in Formal Settings, K-14: A Workshop Summary.”

<sup>3</sup>Adapted from Ma, Xin and Jesse L.M. Wilkins. “The Development of Science Achievement in Middle and High School.” *Evaluation Review*, 2002.

<sup>4</sup>Adapted from Dupigny-Giroux, Lesley-Ann, “Exploring the Challenges of Climate Change Science Literacy: Lessons from Students, Teachers and Lifelong Learners”. *Geography Compass*, 2010.