



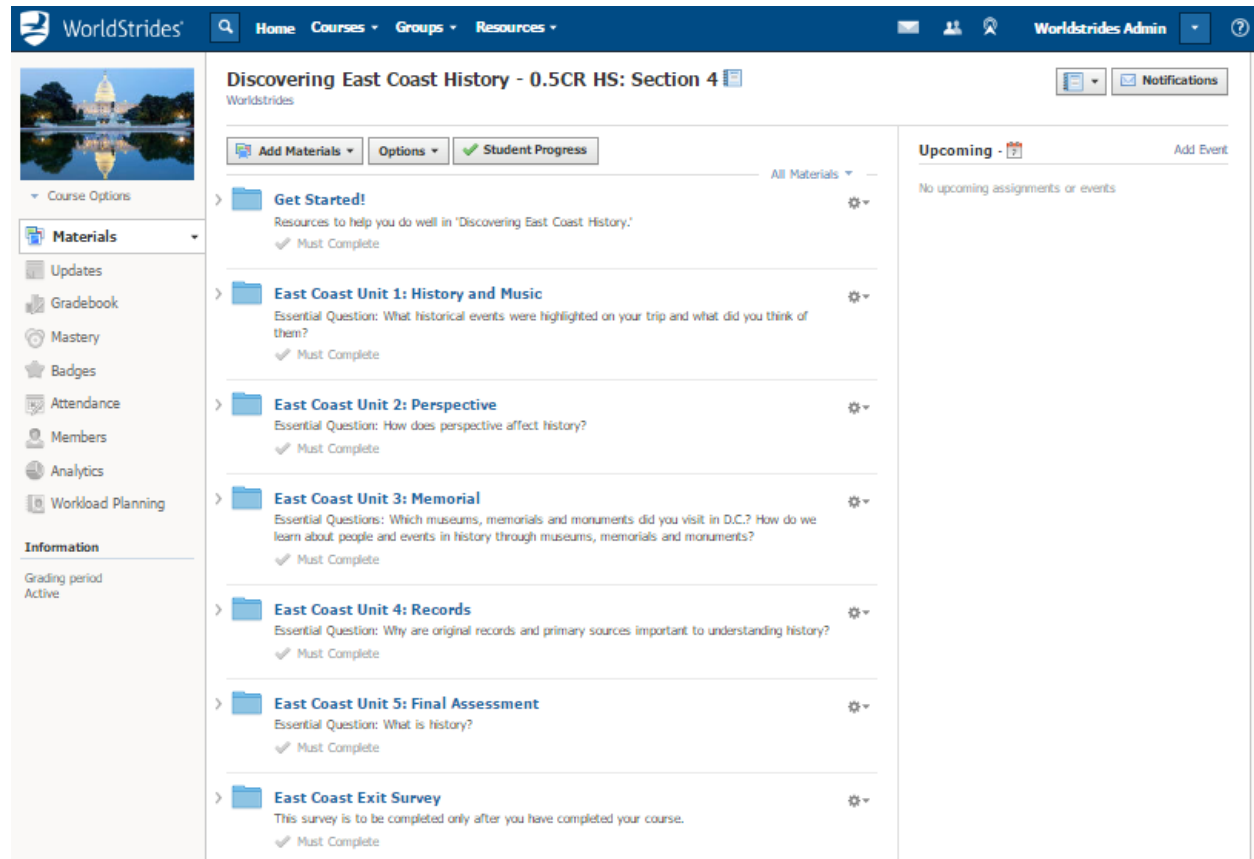
WorldStrides Discovering East Coast History 0.5 HS CR – Course Preview

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



The screenshot shows the WorldStrides course interface. The top navigation bar includes 'Home', 'Courses', 'Groups', and 'Resources'. The course title is 'Discovering East Coast History - 0.5CR HS: Section 4'. The main content area lists course materials with 'Must Complete' status:

- Get Started!** Resources to help you do well in 'Discovering East Coast History.'
- East Coast Unit 1: History and Music** Essential Question: What historical events were highlighted on your trip and what did you think of them?
- East Coast Unit 2: Perspective** Essential Question: How does perspective affect history?
- East Coast Unit 3: Memorial** Essential Questions: Which museums, memorials and monuments did you visit in D.C.? How do we learn about people and events in history through museums, memorials and monuments?
- East Coast Unit 4: Records** Essential Question: Why are original records and primary sources important to understanding history?
- East Coast Unit 5: Final Assessment** Essential Question: What is history?
- East Coast Exit Survey** This survey is to be completed only after you have completed your course.

The right sidebar shows 'Upcoming' assignments with the message 'No upcoming assignments or events'.

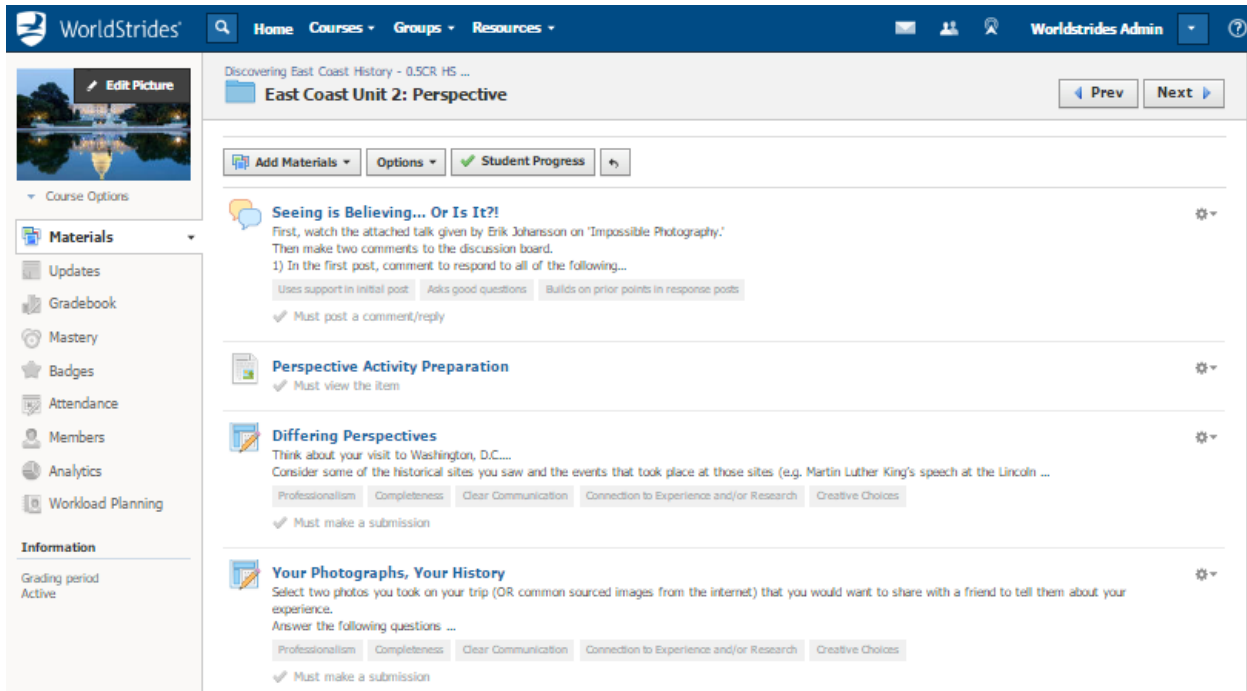
Course Description:

Students will draw on their personal experiences in Washington, D.C., to analyze larger themes in history and historic preservation. They will reflect upon the museums, memorials, and monuments they visited and consider how those sites are used to teach about history. Students will use their analysis to draw conclusions about the way history is presented, and how perspective plays a role in interpreting historical events. They will develop a personal definition of history and draw comparisons to historians' definitions.



Course Sequence

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



The screenshot shows the WorldStrides course interface. At the top, there's a navigation bar with 'Home', 'Courses', 'Groups', and 'Resources'. The course title is 'Discovering East Coast History - 0.5CR HS ...' and the current unit is 'East Coast Unit 2: Perspective'. Below the title, there are buttons for 'Add Materials', 'Options', and 'Student Progress'. The main content area lists three activities:

- Seeing is Believing... Or Is It?!**: First, watch the attached talk given by Erik Johansson on 'Impossible Photography.' Then make two comments to the discussion board. 1) In the first post, comment to respond to all of the following...
 - Uses support in initial post
 - Asks good questions
 - Builds on prior points in response posts
 ✓ Must post a comment/reply
- Perspective Activity Preparation**: ✓ Must view the item
- Differing Perspectives**: Think about your visit to Washington, D.C.... Consider some of the historical sites you saw and the events that took place at those sites (e.g. Martin Luther King's speech at the Lincoln ...
 - Professionalism
 - Completeness
 - Clear Communication
 - Connection to Experience and/or Research
 - Creative Choices
 ✓ Must make a submission
- Your Photographs, Your History**: Select two photos you took on your trip (OR common sourced images from the internet) that you would want to share with a friend to tell them about your experience. Answer the following questions ...
 - Professionalism
 - Completeness
 - Clear Communication
 - Connection to Experience and/or Research
 - Creative Choices
 ✓ Must make a submission

On the left side, there's a sidebar with 'Materials' and 'Information' sections. 'Materials' includes Updates, Gradebook, Mastery, Badges, Attendance, Members, Analytics, and Workload Planning. 'Information' includes Grading period and Active status.

Sample Online Discussion Board: Unit 3 – Memorials “Why Memorialize?”

First, watch the linked video about Memorial Day on the History Channel's website.

Afterwards, **post two comments** to the discussion board.

(1) In your initial post, discuss each of the following:

- Why do we build memorials and observe Memorial Day?
- Identify and describe a memorial in your hometown or state. Who/what does it commemorate and why? (Remember, it doesn't always have to be a giant statue or large building like the ones you've seen in Washington, D.C. It may be a small national cemetery, or perhaps a bench or plaque in a local park. Remain open-minded as you think about it and look closely.)
- Ask your classmates a question about memorials. (It can be about the idea of memorials, one of the memorials you visited during your travel program, alternative ideas for memorials, etc.) *Your question needs to make your classmates think and share their opinion. Ask a question that requires more than a yes/no answer.*

(2) In your second post, respond to another student's post and supply a **response to their question**. Be sure your comment/answer is meaningful and substantive.



The screenshot shows the WorldStrides course page for 'Discovering East Coast History - 0.5CR HS ...'. The main heading is 'East Coast Unit 3: Memorial' and the activity title is 'Create Your Memorial'. A navigation sidebar on the left includes options like Course Options, Materials, Updates, Gradebook, Mastery, Badges, Attendance, Members, Analytics, and Workload Planning. The main content area features a drawing of a large domed building (a state capitol) and a tree. Below the drawing, the text reads: 'In this activity, you will build a **memorial** to honor a friend, coach, teacher, parent or mentor. Think about what form the memorial should take and what details will help visitors learn about the person for whom it was built. Consider what kinds of design elements you will include and why.' The first instruction is: '**First)** Create a **physical or digital depiction** of your memorial (drawing, photograph of a model, etc).'

Sample Assignment: Unit 3 – Memorial “Create Your Memorial”

In this activity, you will build a **memorial** to honor a friend, coach, teacher, parent, or mentor. Think about what form the memorial should take and what details will help visitors learn about the person for whom it was built. Consider what kinds of design elements you will include and why.

First) Create a **physical or digital depiction** of your memorial (drawing, photograph of a model, etc).

Second) Write at least **two thoughtful paragraphs** (each with a main idea and supporting examples) explaining your design choices and comparing your memorial to one of the memorials/buildings you visited during your travel program. How is it different? How is it the same? Which one is more creative? Think about: color, shape, important events, or accomplishments in the person’s life that you want to show.

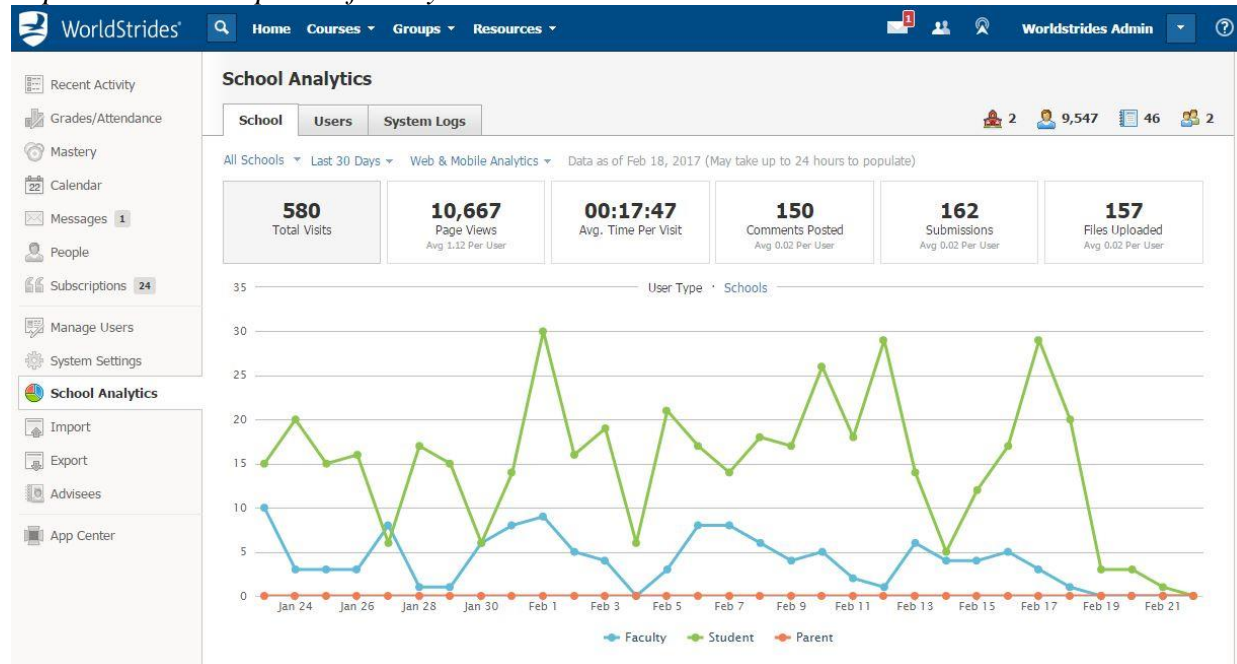


Further Information

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>