



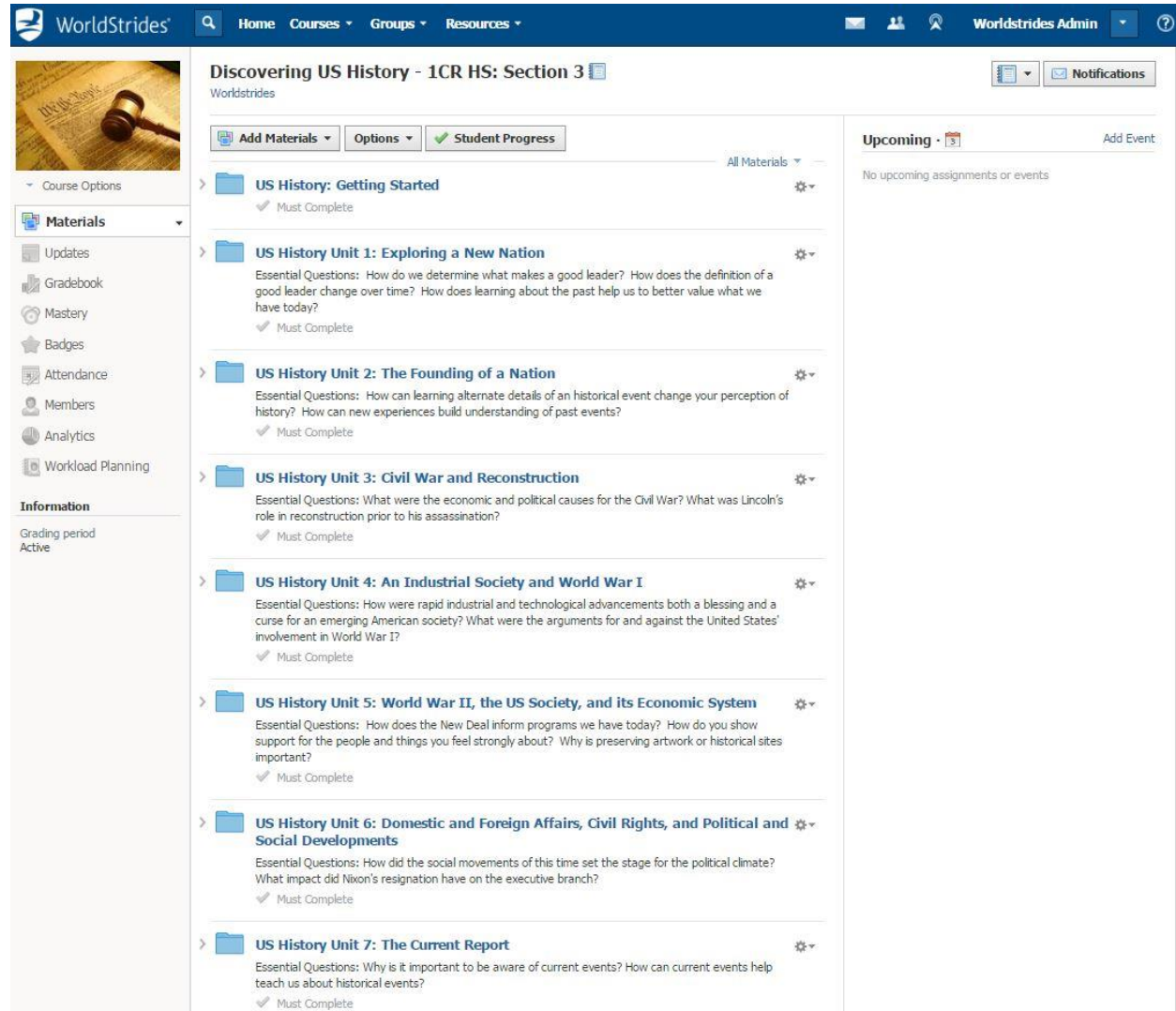
WorldStrides Discovering U.S. History 1.0 HS CR – Course Preview

*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. At the top, there is a navigation bar with 'Home', 'Courses', 'Groups', and 'Resources'. The course title is 'Discovering US History - 1CR HS: Section 3'. Below the title, there are tabs for 'Add Materials', 'Options', and 'Student Progress'. The main content area lists seven units, each with a 'Must Complete' status and a gear icon for settings:

- US History: Getting Started** (Must Complete)
- US History Unit 1: Exploring a New Nation** (Must Complete)
Essential Questions: How do we determine what makes a good leader? How does the definition of a good leader change over time? How does learning about the past help us to better value what we have today?
- US History Unit 2: The Founding of a Nation** (Must Complete)
Essential Questions: How can learning alternate details of an historical event change your perception of history? How can new experiences build understanding of past events?
- US History Unit 3: Civil War and Reconstruction** (Must Complete)
Essential Questions: What were the economic and political causes for the Civil War? What was Lincoln's role in reconstruction prior to his assassination?
- US History Unit 4: An Industrial Society and World War I** (Must Complete)
Essential Questions: How were rapid industrial and technological advancements both a blessing and a curse for an emerging American society? What were the arguments for and against the United States' involvement in World War I?
- US History Unit 5: World War II, the US Society, and its Economic System** (Must Complete)
Essential Questions: How does the New Deal inform programs we have today? How do you show support for the people and things you feel strongly about? Why is preserving artwork or historical sites important?
- US History Unit 6: Domestic and Foreign Affairs, Civil Rights, and Political and Social Developments** (Must Complete)
Essential Questions: How did the social movements of this time set the stage for the political climate? What impact did Nixon's resignation have on the executive branch?
- US History Unit 7: The Current Report** (Must Complete)
Essential Questions: Why is it important to be aware of current events? How can current events help teach us about historical events?

On the right side, there is an 'Upcoming' section with a calendar icon and the text 'No upcoming assignments or events'. A left sidebar contains navigation options like 'Materials', 'Updates', 'Gradebook', 'Mastery', 'Badges', 'Attendance', 'Members', 'Analytics', and 'Workload Planning'.



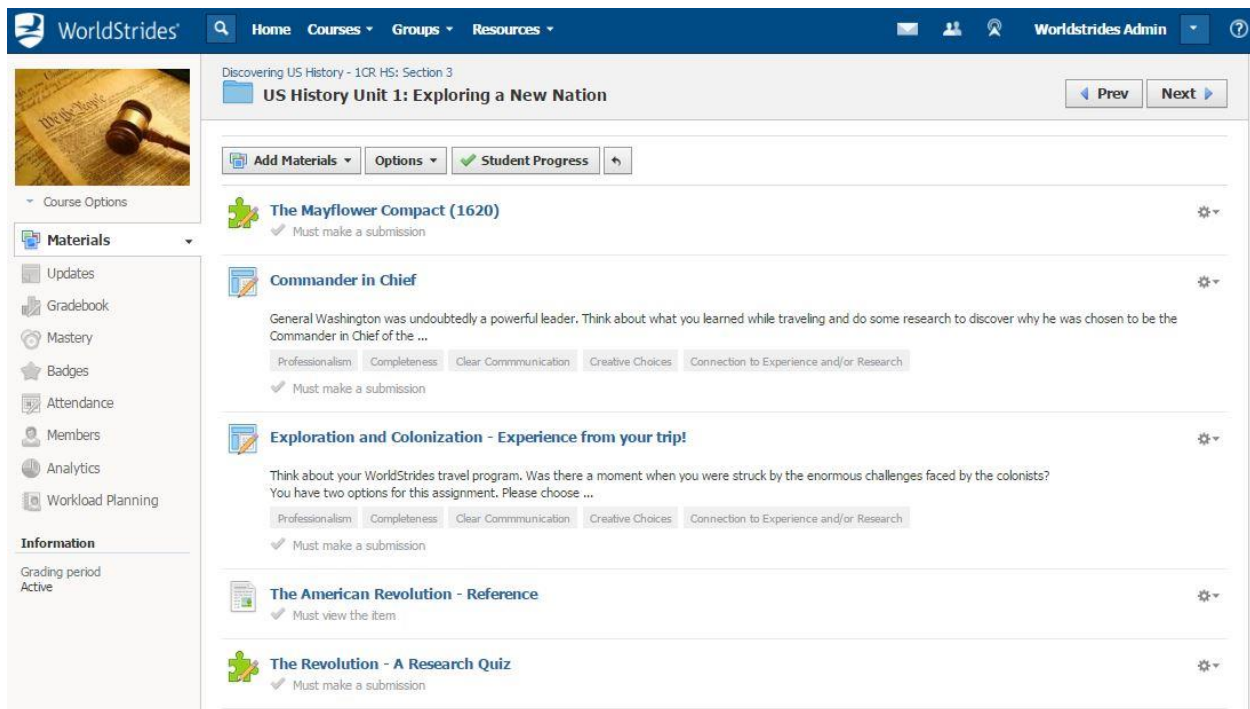
Course Description:

It is often said that we cannot know where we are going until we know where we have been. This course invites students to question the validity of this statement through the study of United States History from colonization to the present. Students will examine U.S. History through the lens of historical places and documents. By assessing the importance and the reliability of these documents to modern Americans, students will learn to interpret symbolism and document texts to solve interpretive issues. During this course, students will develop skills necessary to arrive at informed conclusions on the basis of knowledgeable judgment in order to practice forming opinions about historical issues by making connections across the span of time between the past and the present.

Throughout the course, students explore universal ideas, values, and perspectives in United States History with a focus on the social, political, and economic factors shaping the U.S. from the colonial period to the present. This course utilizes critical thinking activities and historical analysis to form a rich, interdisciplinary understanding of how people - across time and cultures - influence the structure of U.S. society.

Course Sequence

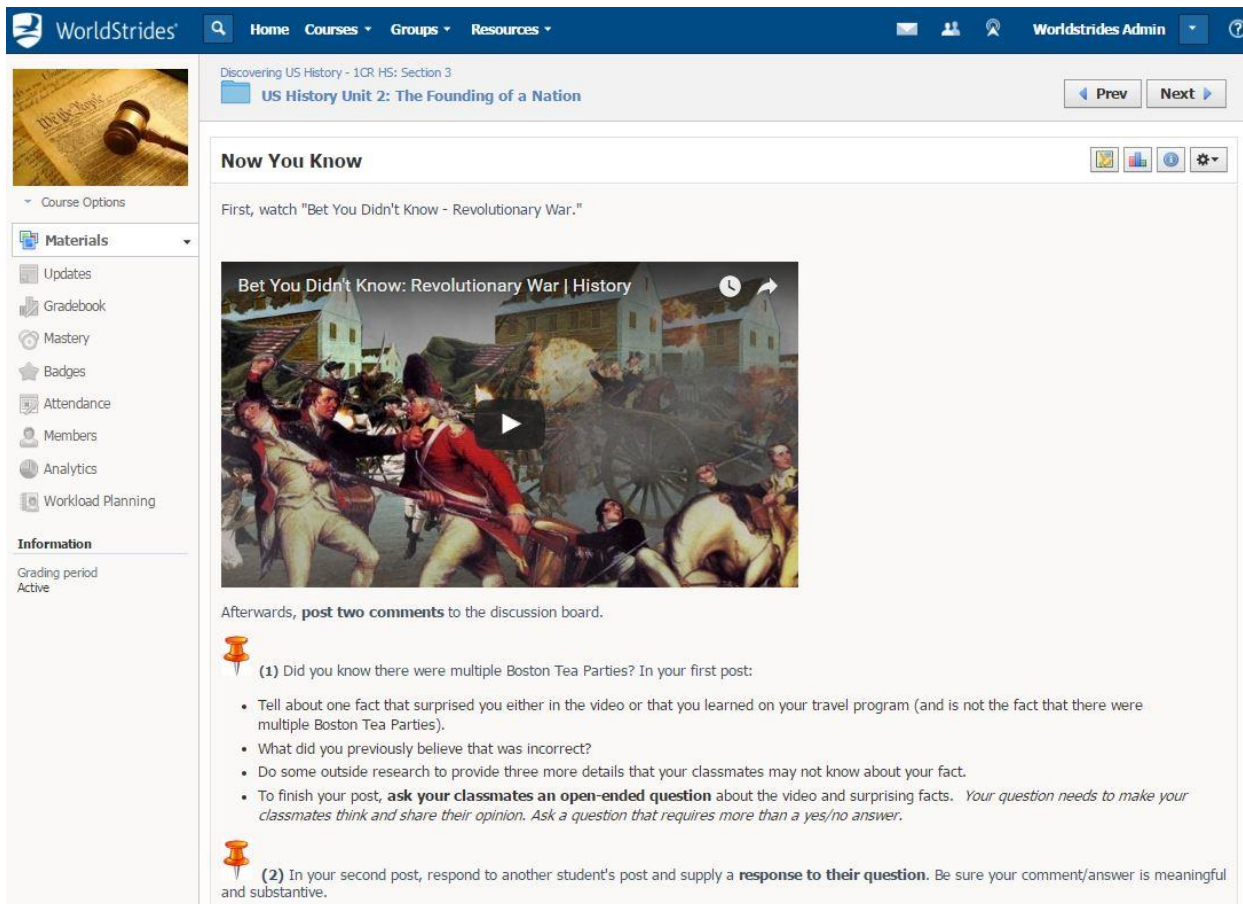
Each unit is made up of a series of assignments that are thematically related.



The screenshot shows the WorldStrides course interface. At the top, there is a navigation bar with 'Home', 'Courses', 'Groups', and 'Resources'. The course title is 'Discovering US History - 1CR HS: Section 3' and the unit is 'US History Unit 1: Exploring a New Nation'. Below the unit title, there are buttons for 'Add Materials', 'Options', and 'Student Progress'. The main content area lists several assignments:

- The Mayflower Compact (1620)**: Must make a submission.
- Commander in Chief**: General Washington was undoubtedly a powerful leader. Think about what you learned while traveling and do some research to discover why he was chosen to be the Commander in Chief of the ...
 Professionalism | Completeness | Clear Communication | Creative Choices | Connection to Experience and/or Research
 Must make a submission.
- Exploration and Colonization - Experience from your trip!**: Think about your WorldStrides travel program. Was there a moment when you were struck by the enormous challenges faced by the colonists? You have two options for this assignment. Please choose ...
 Professionalism | Completeness | Clear Communication | Creative Choices | Connection to Experience and/or Research
 Must make a submission.
- The American Revolution - Reference**: Must view the item.
- The Revolution - A Research Quiz**: Must make a submission.

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



The screenshot shows the WorldStrides interface for a course titled "Discovering US History - 1CR HS: Section 3". The current unit is "US History Unit 2: The Founding of a Nation". A sidebar on the left lists various course options like Materials, Updates, Gradebook, etc. The main content area is titled "Now You Know" and contains a video player for "Bet You Didn't Know: Revolutionary War | History". Below the video, there are instructions to post two comments to the discussion board. The first comment prompt asks about multiple Boston Tea Parties and includes a list of requirements: tell a surprising fact, correct a previous belief, provide three more details, and ask an open-ended question. The second prompt asks for a response to another student's post.

Sample Online Discussion Board: Unit 2 – The Founding of a Nation “Now You Know”

First, watch "Bet You Didn't Know - Revolutionary War."

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

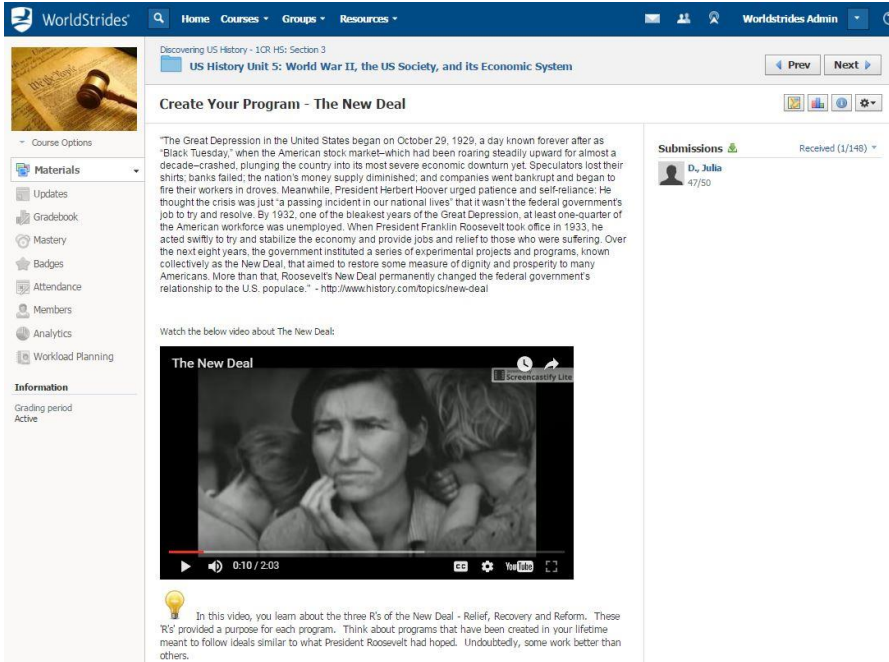
(1) Did you know there were multiple Boston Tea Parties? In your first post:

- Tell about one fact that surprised you either in the video or that you learned on your travel program (and is not the fact that there were multiple Boston Tea Parties).
- What did you previously believe that was incorrect?
- Do some outside research to provide three more details that your classmates may not know about your fact.
- To finish your post, **ask your classmates an open-ended question** about the video and surprising facts. *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.



Sample Assignment: Unit 5 – World War II, the US Society, and its Economic System “Create Your Program – The New Deal”



The Great Depression in the United States began on October 29, 1929, a day known forever after as "Black Tuesday," when the American stock market—which had been roaring steadily upward for almost a decade—crashed, plunging the country into its most severe economic downturn yet. Speculators lost their shirts, banks failed, the nation's money supply diminished, and companies went bankrupt and began to fire their workers in droves. Meanwhile, President Herbert Hoover urged patience and self-reliance. He thought the crisis was just "a passing incident in our national lives" that it wasn't the federal government's job to try and resolve. By 1932, one of the bleakest years of the Great Depression, at least one-quarter of the American workforce was unemployed. When President Franklin Roosevelt took office in 1933, he acted swiftly to try and stabilize the economy and provide jobs and relief to those who were suffering. Over the next eight years, the government instituted a series of experimental projects and programs, known collectively as the New Deal, that aimed to restore some measure of dignity and prosperity to many Americans. More than that, Roosevelt's New Deal permanently changed the federal government's relationship to the U.S. populace." - <http://www.history.com/topics/new-deal>

Watch the below video about The New Deal:

The New Deal

In this video, you learn about the three R's of the New Deal - Relief, Recovery and Reform. These R's provided a purpose for each program. Think about programs that have been created in your lifetime meant to follow ideals similar to what President Roosevelt had hoped. Undoubtedly, some work better than others.

In this video, you learn about the three R's of the New Deal - Relief, Recovery, and Reform. These 'R's' provided a purpose for each program. Think about programs that have been created in your lifetime meant to follow ideals similar to what President Roosevelt had hoped. Undoubtedly, some work better than others.

Now it's your turn to develop your own program to help one area

in American society. Be creative! Think nationally to the overarching areas that have need: education, energy, health services, veterans, and transportation are a few. Do some research in those areas and find something you are passionate about. Think locally by connecting something in your current life with your area of need. Remember to reference the 'R' within your program. Create one program to help better your local community and the nation. Your finished product will include two parts.

Part 1 - Create a graphic to present your program idea. Imagine this graphic being used on commercials or on social media campaigns that will be seen by millions! This can be a poster, social media post, or a logo. Make sure your graphic contains meaningful symbolism regarding your program and why it will be beneficial. This graphic should be original, so get out your sketchbook!

Part 2 - Provide an analysis of your new program in two paragraphs. Your analysis should include:

- A description of your program and why this is an area of need. Remember to reference the 'R' within your program.
- How will your program benefit the local community?
- How will your program benefit the nation?
- What steps will you take to get your program approved by local and national governments?
- Describe your graphic! Pay specific attention to the symbolism in your design elements.

To review - Your final product should contain one graphic and two paragraphs responding to the above questions! (50 pts)

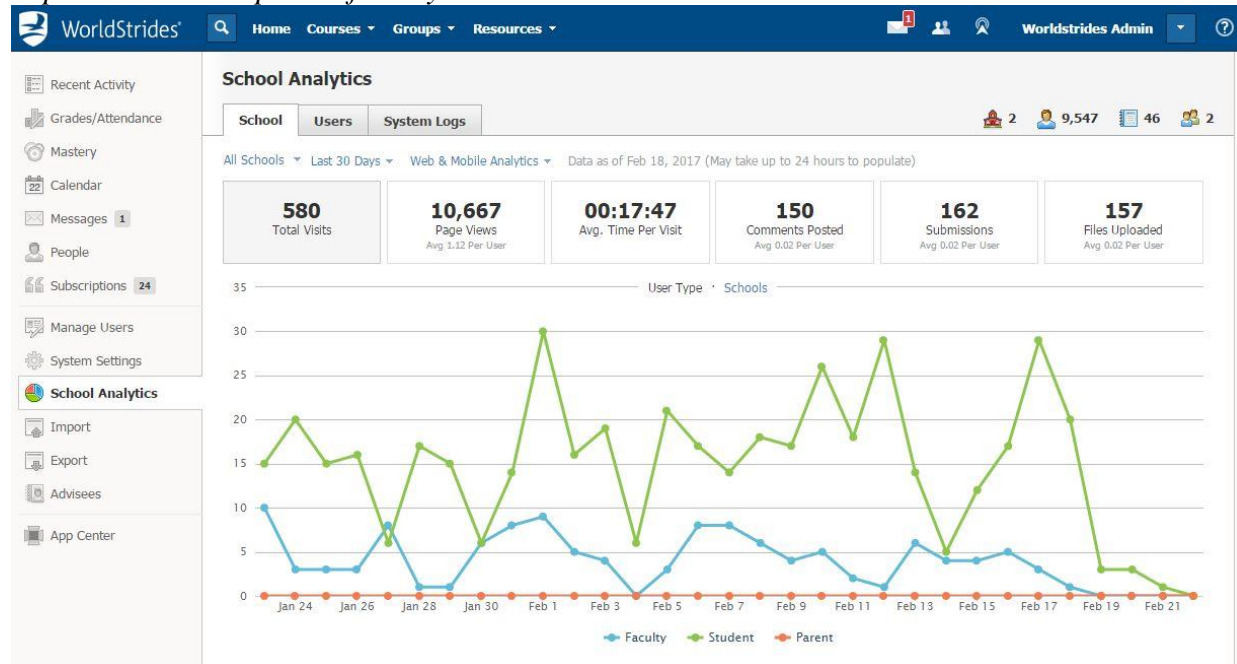


Further Information

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>