

WorldStrides East Coast Explorations 0.5 HS CR – Course Preview

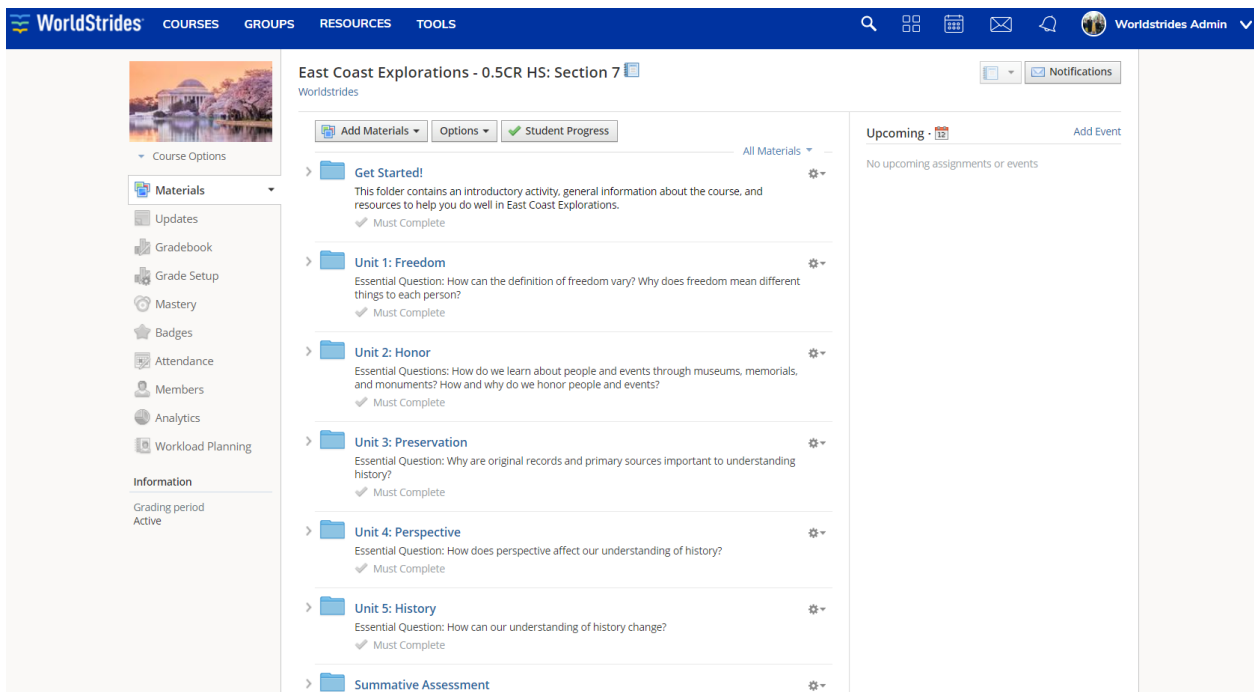
This resource has been prepared as a 'sneak preview' of the online course.

Please contact the Curriculum and Academics Team at Discovery@WorldStrides.com with any questions!

Course Introduction/Overview

Students have access to everything they need in our learning management system. There are resources about how to submit work, how to cite sources, how to check for feedback, FAQs, and how to complete the work on a mobile device. Students can message the instructors at any time directly within the learning management system, and they will receive detailed, personalized feedback on all of their work. Students can monitor their progress and access their gradebook at any time.

Course Welcome Screen



The screenshot shows the course interface with a navigation menu on the left and a main content area. The navigation menu includes options like Materials, Updates, Gradebook, Grade Setup, Mastery, Badges, Attendance, Members, Analytics, and Workload Planning. The main content area displays a list of units and a summative assessment, each with an essential question and a 'Must Complete' status.

Unit Name	Essential Question	Status
Get Started!	This folder contains an introductory activity, general information about the course, and resources to help you do well in East Coast Explorations.	Must Complete
Unit 1: Freedom	Essential Question: How can the definition of freedom vary? Why does freedom mean different things to each person?	Must Complete
Unit 2: Honor	Essential Questions: How do we learn about people and events through museums, memorials, and monuments? How and why do we honor people and events?	Must Complete
Unit 3: Preservation	Essential Question: Why are original records and primary sources important to understanding history?	Must Complete
Unit 4: Perspective	Essential Question: How does perspective affect our understanding of history?	Must Complete
Unit 5: History	Essential Question: How can our understanding of history change?	Must Complete
Summative Assessment		





Course Description

Students will draw on their personal experiences from their travel program to analyze larger themes around history. They will examine what freedom means and how it can mean different things to different people. They will reflect upon the museums, memorials, and monuments they visited and consider how those sites are used to honor people and events and teach about history. In addition, they will consider the artifacts and documents that they saw and the importance of primary sources to understanding history. Students will draw conclusions about the way history is presented and how perspective plays a role in interpreting historical events. They will think about why we study history, develop a personal definition of history, and draw comparisons to historians' definitions.

Reflection and synthesis are effective tools in the learning process. Experiential learning, while powerful in its physical application, is made even more effective by guided reflective and analytical exercises to strengthen groundwork established during the field experience. East Coast Explorations provides students with the tools to cognitively realize the full potential of the field experience.

Course Expectations

In this course, students will complete assignments, quizzes, and discussion posts. All materials, including readings and videos, are available in the learning management system, and students may be expected to conduct additional research on their own, with proper citations.

Course Sequence

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

The screenshot shows the WorldStrides LMS interface. The top navigation bar includes 'WorldStrides', 'COURSES', 'GROUPS', 'RESOURCES', 'TOOLS', and a user profile 'Worldst...'. The main content area is for 'East Coast Explorations - 0.5CR HS: Section 7' and 'Unit 2: Honor'. A sidebar on the left lists various course management tools like 'Materials', 'Updates', 'Gradebook', etc. The main content area displays three assignments:

- How Do We Honor People and Events?**: You were able to witness some spectacular memorials, monuments, and statues on your travel program. Take a minute to reflect on what you saw and experienced. You will post two comments to the...
Requirements: Uses support in initial post, Asks good questions, Builds on prior points in response posts. Must post a comment/reply.
- Compare Memorials or Museums**: Memorials and museums honor people, events, and cultures. The picture above shows both the National Museum of African American History and Culture and the Washington Monument. Consider how the ...
Requirements: Professionalism, Completeness, Robustness of Response, Clear Communication, Creative Choices, Connection to Experience and/or Research. Must make a submission.
- Honoring the Living**: Memorials are dedicated to people and events that are in the past. How can we honor the living? For this assignment, you will honor a friend, coach, teacher, family member, mentor, etc. You can ...



WorldStrides COURSES GROUPS RESOURCES TOOLS

East Coast Explorations - 0.5CR HS: Section 7
Unit 2: Honor

How Do We Honor People and Events?

You were able to witness some spectacular memorials, monuments, and statues on your travel program. Take a minute to reflect on what you saw and experienced.

You will **post two comments** to the discussion board.

In your first post, respond to the following questions:

- What is the purpose of monuments and memorials? How do they honor people or events?
- How do monuments and memorials affect our understanding of history?
- What impact did your experiences with monuments and memorials on your travel program have on you?

• To finish your post, **ask your classmates an open-ended question** about monuments and memorials. It can be about the idea of memorials, one of the memorials/monuments you visited during your travel program, alternative ideas for honoring a person or event, etc. *Your question needs to make your classmates think and share their opinion. Ask a question that requires more than a yes/no answer.*

Sample Online Discussion Board: Unit 2 – Honor “How Do We Honor People and Events?”

You were able to witness some spectacular memorials, monuments, and statues on your travel program. Take a minute to reflect on what you saw and experienced.

You will **post two comments** to the discussion board.

In your first post, respond to the following questions:

- What is the purpose of monuments and memorials? How do they honor people or events?
- How do monuments and memorials affect our understanding of history?
- What impact did your experiences with monuments and memorials on your travel program have on you?
- To finish your post, **ask your classmates an open-ended question** about monuments and memorials. It can be about the idea of memorials, one of the memorials/monuments you visited during your travel program, alternative ideas for honoring a person or event, etc. Your question needs to make your classmates think and share their opinion. Ask a question that requires more than a yes/no answer.


In your second post, answer one of your classmate's questions. Be thoughtful in your response as if you are having a conversation face-to-face.



WorldStrides COURSES GROUPS RESOURCES TOOLS

East Coast Explorations - 0.5CR HS: Section 7
Unit 1: Freedom

Personal Freedoms



What freedoms are you most proud to have? Why?

Course Options

Materials

Updates

Gradebook

Grade Setup

Mastery

Sample Assignment: Unit 1 – Freedom “Personal Freedoms”

What freedoms are you most proud to have? Why?

In this unit, you have shared your personal definition of freedom, you read your classmates' definitions of freedom, and discussed signs of freedom observed on your travel program. Freedom is a concept that can mean something different to everyone.

Consider that certain freedoms are not universal. Freedoms may be different depending on where you live, your government, or your financial means. In some places, girls are not allowed to attend school, some boys are forced to work at a very young age, and sometimes there is not enough clean water or food for an entire family.

The purpose of this assignment is to explore the personal freedoms that you have and share examples of why those freedoms are important to you.

Make a list of **eight freedoms** that you are proud to have.

Start each sentence with "I have the freedom to ____." Then, provide an example that illustrates why this freedom is important to you. **Please ensure that at least three of your examples come from your travel program.**

The last part of this assignment is to consider your answer to the question, **“How are your eight freedoms representative of what you personally value?”**

Your final product may be either:

1. **Bulleted List and paragraph** - containing your eight freedoms and examples + one paragraph responding to the above question (five to seven sentences please).
2. **Video** - Tell us about your eight freedoms and your examples. \Feel free to use photos or footage to illustrate your examples + respond to the above question.

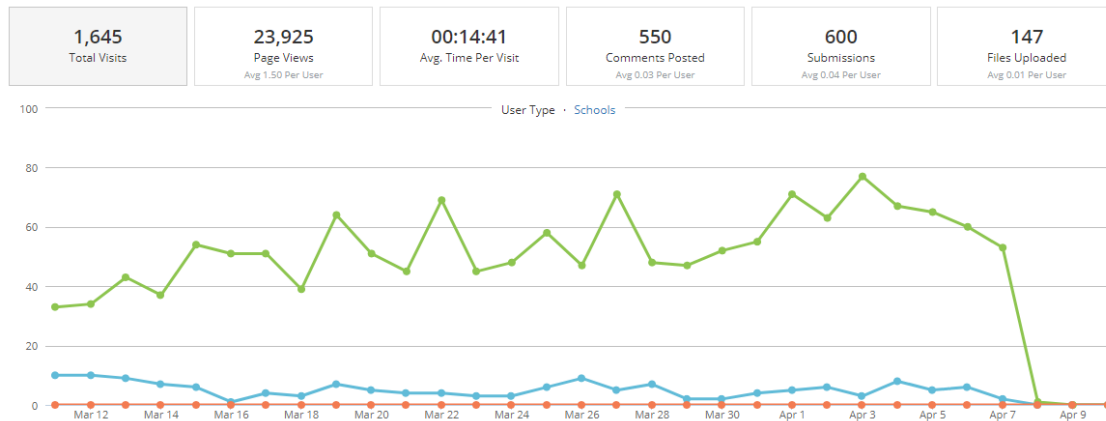


Further Information

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!

5. Is there an honor code associated with my work?

Yes! Students are required to read and acknowledge the honor code at the beginning of the course.

6. Are all of the materials and content available online?

Yes! For most courses, the required materials and information are housed in the learning management system.

7. What do I do if I require special accommodations?

No problem! Please send us a message or an email and we will get it sorted out.



Instructor Bios

	<p>Kiersten Teitelbaum serves as the Head of Academics for WorldStrides. She holds an M.Ed. in the Social Foundations of Education and is currently completing her Ed.D. in Curriculum and Instruction at the University of Virginia. Her doctoral research reinforces the WorldStrides mission of experiential learning and sustained engagement through travel. Her background includes coaching and teaching an environmental education and leadership through an experiential learning field course. Mrs. Teitelbaum has provided professional development to teachers in Canada, Spain, France, Portugal, Germany, Italy, Mexico and across the United States.</p>
	<p>Carrie Weber serves as a Senior Curriculum and Academics Specialist for WorldStrides. She holds an M.Ed. in Secondary Science Education and a B.S. in Physics. Ms. Weber earned a STEM Leadership certificate through the NASA Endeavor program and has recently completed coursework on anti-racist education. She taught middle and high school science in the traditional classroom for 14 years, is certified and licensed in several states, and holds multiple College Board AP certifications.</p>
	<p>Randi Chapman serves as a Senior Curriculum and Academics Specialist for WorldStrides. She holds an M.T. in Secondary English Education and B.S. in journalism, with an emphasis on public relations. In addition to her entrepreneurial experience launching an independent business, Ms. Chapman brings eight years of public high school classroom teaching expertise. She works tirelessly to increase the accessibility of meaningful professional development and educational opportunities to educators and students around the world.</p>
	<p>Erin Koster Blair serves as a Senior Manager for Data, Assessments, & Accreditation for WorldStrides on the Curriculum and Academics Team. She holds an M.A. in History and a B.A. in History and American Studies. Her interests are in immersive career exploration opportunities and social emotional learning. Ms. Blair was a high school social studies teacher, and she has worked in museum education and at summer camps.</p>
	<p>Vanessa Janes serves as a Curriculum and Academics Specialist for WorldStrides. She holds an M.A. in History and an M.A.T. in Secondary Social Studies Education. She has taught a wide range of students in her roles as a public school teacher, private tutor, and government trainer. Her passions include educational travel, the humanities, and increasing access to high-quality education.</p>
	<p>Denise Gammon serves as a Curriculum and Academics Specialist for WorldStrides. She holds an M.A. and a B.A. in History. Her interests include supporting diverse learners and student empowerment. Ms. Gammon worked as a museum educator for 10 years and as a classroom teacher for 4 years.</p>
	<p>Leigh Bartenstein serves on the Curriculum and Academics team at WorldStrides in a Support role. She holds a B.A. in English and Studio Art and is currently working toward her M.Ed. in Educational Technology at the University of Virginia School of Education. Her interest in art education led to an internship at an art museum, and facilitation of printmaking demonstrations and workshops. She is passionate about experiential learning that makes space for creativity.</p>