



# Scholar Experience

*Prepared for the Academy of Arts & Sciences*



November 21, 2016

To the Academy of Arts & Sciences School Governing Board, J.J. Lewis, CEO, and the entire AAS staff:

On behalf of the entire StrongMind team, I'd like to be the first to tell you we are thrilled for the opportunity to partner with the Academy of Arts and Sciences. We look forward to providing you with the ideal solution to help your institution and scholars thrive.

For 17 years we have been working with scholars just like yours -- along with our administrators and teachers -- to develop a truly innovative solution that cultivates long-term growth and success. Our integrated platform will enable you to operate your school and the online classroom more efficiently and effectively than ever, while our rigorous, award-winning curriculum will immerse your scholars for deeper learning and retention. Through technology that unlocks the magic of learning and engages scholars, the result is a measurably better academic outcome.

We are delighted to partner with forward-thinking organizations like AAS to democratize education in America, empowering scholars to learn whenever, wherever, and however they choose.

Thank you for the opportunity to serve Academy Arts and Sciences.

Sincerely,

A handwritten signature in black ink that reads "Damian Creamer". The signature is fluid and cursive, with a long horizontal stroke at the end.

Damian Creamer  
Chief Academic Officer

## INTRODUCTION




### **A Seamless Teaching and Learning Experience**

We intentionally develop our content, formats and classroom to appeal to today's scholars: digital natives. Our interactive, multimedia course elements are designed to bring key concepts to life and help scholars master critical skills.




The StrongMind Learning Management System (LMS) is a highly intuitive virtual classroom engineered specifically for the adolescent learner. It maximizes efficiency while personalizing the learning experience with a robust assortment of tools and features. In conjunction with our immersive curriculum, our Parent Student Portal (PSP) fosters continuous communication and individualized support between teacher and scholar.

Our suite of products is designed around the following outcomes.




### **Engaging Scholars**

-  Relevant Content
-  Multimedia Rich
-  Personalized Learning

### **Enabling Teachers**

-  Rigorous Content
-  Formative Assessments
-  Flexible Coursework

### **Empowering Administrators**

-  Aligned to Standards
-  Research-Based
-  Backward Design

We welcome you to explore our Parent Student Portal (PSP), Learning Management System (LMS) and Curriculum through the AAS Scholar Experience on the following pages. We know you will enjoy the journey!



*Parent Student Portal*

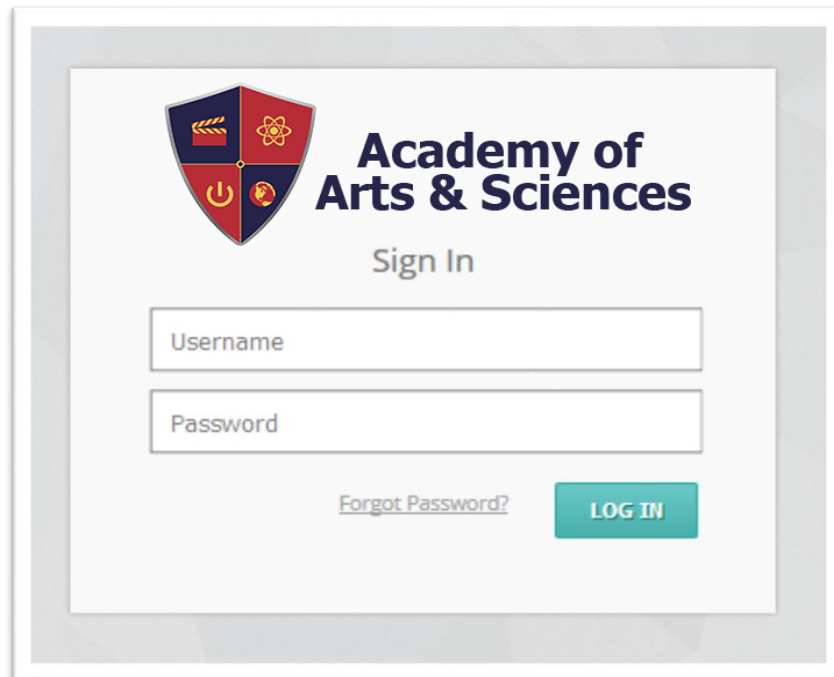


## Parent Student Portal (PSP)

Our Parent Student Portal (PSP) is a dynamic communications tool used to connect scholars and parents to the school community. The PSP contains a wealth of information about academic progress and is a means for communicating with instructors, advisors, and other scholars. Parents and scholars have equal access to Academic Dashboards and the Message Center. The PSP also serves as the entry point to the Learning Management System (LMS) and StrongMind curriculum.

### Logging In

Parents and scholars are provided access to the Parent Student Portal (PSP) upon enrollment. The portal is accessible through an interface that is customized with the school's URL, logo and colors.



## PSP Dashboard

The PSP Dashboard is a dynamic communications tool, providing access to courses, assignments, grades, and messages. This page is the first to load upon login. Parents and scholars can access current and past courses, contact information and a biography for teachers, course-level notifications and announcements, areas of focus that provide the opportunity for a scholar to improve a course grade, message center, grade book, and overall academic progress. Each feature is outlined on the following pages.

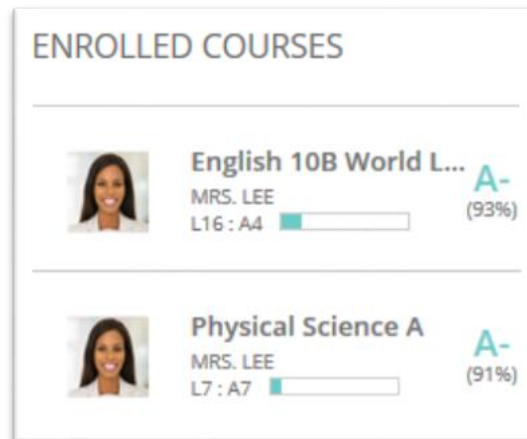
The screenshot displays the PSP Dashboard for a user named Cora Rodriguez (SID# 321319). The interface is divided into several sections:

- Left Navigation Menu:** COURSES, COMMUNITY, PROGRESS, MESSAGE CENTER, ATTENDANCE.
- ENROLLED COURSES:**
  - Algebra 1A (MRS. LEE, L17-AB, 96%)
  - English 10B World L... (MRS. LEE, L16-AB, 93%)
  - Physical Science A (MRS. LEE, L7-A7, 91%)
  - World History A (MRS. LEE, L25-AB, 91%)
- PAST COURSES:**
  - 7 Habits (100%) A+
  - Civics and Govern... (92%) C+
  - English 10A (100%) A+
  - English 11B Ameri... (91%) B-
  - English 8A (92%) B+
- ALGEBRA 1A (10/11/16 - 6/30/17) MRS. LEE:**
  - NOTIFICATIONS:** Discussion 1 has received a Reply (5 mins ago), Checkpoint 02 has received Feedback (13 mins ago).
  - COURSE ANNOUNCEMENTS:** WELCOME TO CLASS! (1 Nov) by Shannon Garten. Hello Everyone! Welcome to Algebra 1A! I look forward to helping you expand on your mathematics journey. This week, you should be working on Lessons 1-3. I will be providing 0 COMMENTS.
  - AREAS OF FOCUS:**

ASSIGNMENT	GRADE	ATTEMPTS
L2:AB Checkpoint 02	86.7%	1/3
L2 Workbook 02	91.7%	-
L1 Workbook 01	92.3%	-

## Enrolled Courses

At-a-glance, parents and scholars have access to *Enrolled Courses*. A progress graph is displayed for each course, indicating the last lesson the scholar completed. A progress grade is also displayed. This is a weighted average of all grades earned on completed assignments in the course. To access a course, the parent or scholar selects a course from this list and presses the *Launch Course* button (located in the upper right-hand corner of the portal.)

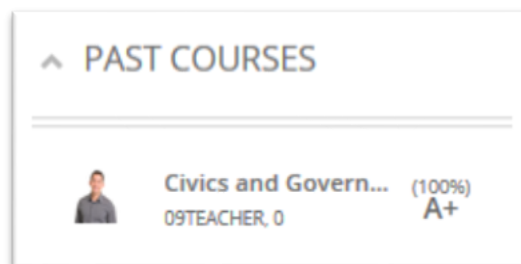


The screenshot shows a section titled "ENROLLED COURSES". It lists two courses:

- English 10B World L...** by MRS. LEE, with a grade of **A-** (93%) and a progress bar for L16 : A4.
- Physical Science A** by MRS. LEE, with a grade of **A-** (91%) and a progress bar for L7 : A7.

## Past Courses

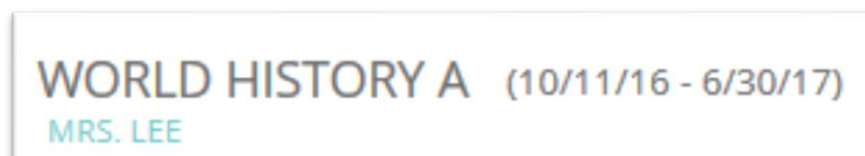
Scholars and parents have access to past course information through this option. The name of previous courses, along with the final grade earned is displayed. Selecting a course will load the gradebook for that course.



The screenshot shows a section titled "PAST COURSES". It lists one course:

- Civics and Govern...** by 09TEACHER, 0, with a grade of **A+** (100%).

Note: When selecting a course for review, the course title will display at the top of the portal, along with the course start and end dates.




The screenshot shows a course title card:

**WORLD HISTORY A** (10/11/16 - 6/30/17)  
MRS. LEE

## Instructor Information

Clicking on the instructor's name anywhere on this page provides access to a wealth of information about the teacher, including a biography, contact information and office hours. Scholars and parents can also send messages the instructor directly by selecting the *Message Teacher* link.


WORLD HISTORY A (10/11/16 - 6/30/17)  
MRS. LEE



**MRS. LEE**  
Primary Teacher  
Office: 555.555.5555  
Alt: 555.555.5555  
 MESSAGE TEACHER

AVAILABLE OFFICE HOURS

	12	1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8	9	10	11
S																								
M																								
T																								
W																								
T																								
F																								
S																								

Clicking on the  BIO icon above will display information about the teacher.

WORLD HISTORY A (10/11/16 - 6/30/17)  
MRS. LEE

**ABOUT MRS. LEE** [← BACK](#)

This is my twelfth year of teaching exceptional students. I earned my Bachelor's Degree in Special Education, with a concentration in Psychology, from University of California at Berkeley. My Master's Degree was completed at the Stanford, with a focus on behavior modification. I am a firm believer that you can achieve anything you set your mind to, and I look forward to helping you accomplish your goals!





## Notifications

Scholars receive notifications when an instructor has graded or provided feedback on an assignment or the instructor or a classmate has replied to a discussion post. When viewing the notification, scholars are able to click on the arrow next to the discussion reply or feedback to be taken directly to the classroom for that assessment.



### NOTIFICATIONS

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- Discussion 1 has received a Reply 1 Nov 
- Checkpoint 02 has received Feedback 1 Nov 

### NOTIFICATIONS

---

 Discussion 1 has received a Reply 

Discussion 1 6 mins ago

Presenting square roots as fractional exponents makes the value more flexible and can be used in other types of equations.

S Darden commented: Very good, Cora! What would happen to the numbers if they weren't represented as fractional exponents?

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[< NOTIFICATIONS](#) [VIEW NOTIFICATION >](#)

## Areas of Focus

StrongMind Curriculum is built upon the belief that every scholar can be successful and that mastery of content is key. The *Areas of Focus* section lists assignments in which a scholar has earned a grade of less than 100% and has remaining attempts for an improved grade. Workbooks have unlimited attempts; therefore, attempts will not be displayed for these items.

AREAS OF FOCUS			
ASSIGNMENT		GRADE/ATTEMPTS	
L1:A9	Checkpoint 01	80%	2/3
L2	Workbook 02	87.5%	--
L2:A9	Checkpoint 02	90%	1/3

## Course Announcements

Course Announcements are created by the instructor to communicate reminders and updates to scholars about course activities. Scholars are provided an opportunity to ask clarifying questions and further the communication between instructor and scholar by responding to announcement.

### COURSE ANNOUNCEMENTS

ALL POSTS
CLASS ANNOUNCEMENT

**WELCOME TO CLASS!** 1 Nov

Hello Everyone!

Welcome to Algebra 1A! I look forward to helping you on your mathematics journey.

This week, you should be working on Lessons 1-3. I will be providing feedback via the announcements, discussions, and your assessments.

I will be calling you each week to check in, but feel free to reach out to me if there is anything I can do to help. Simply click on my name beneath your course title in the PSP to see my office hours and contact information.

Thank you,

Mrs. L

POST

## Gradebook

The gradebook is accessible by selecting the *Gradebook* button in the upper right corner of the PSP. Gradebook information is displayed for each completed assignment, including due date, submission date, grade, and attempts. Past due assignments are indicated with a red exclamation point.

ALGEBRA 1A (10/11/16 - 6/30/17)

MRS. LEE

DASHBOARD
LAUNCH COURSE

**Progress:** 88%

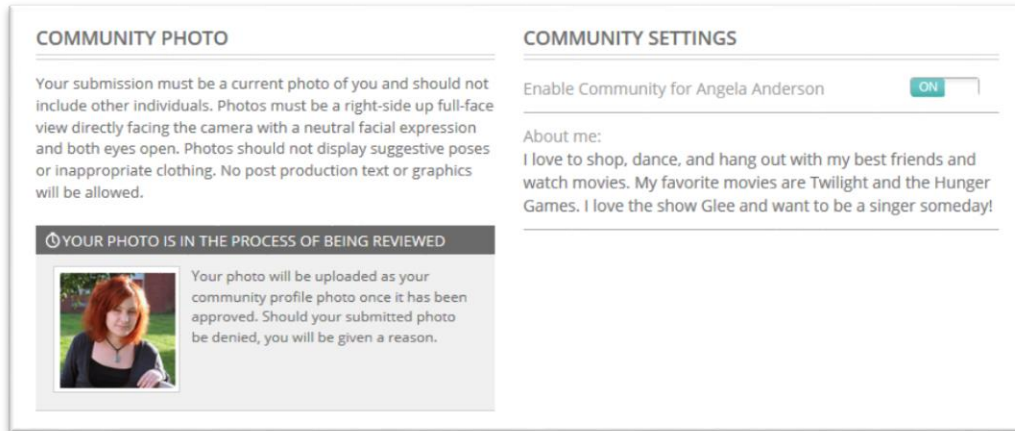
**Start Date:** 10/11/2016  
**End Date:** 06/30/2017

[Print Gradebook](#)

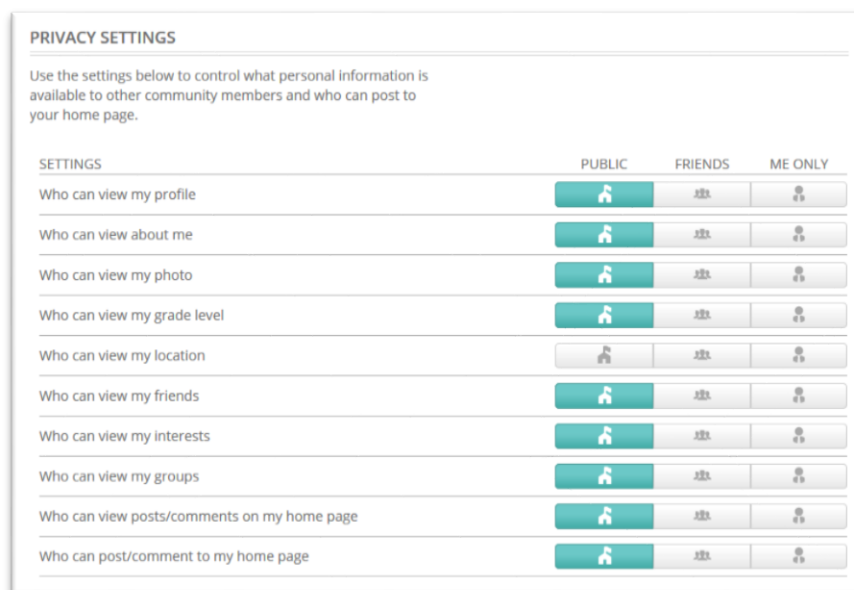
Item	Category	Est. Due Date	Submitted	Grade	Attempts
Pretest	Pretest	10/12/2016	10/11/2016	96.67%	1/1
Checkpoint 01	Checkpoint	10/20/2016	10/11/2016	100%	1/3
Workbook 01	Workbook	10/20/2016	10/11/2016	92.31%	--
Checkpoint 02	Checkpoint	10/28/2016	11/01/2016	86.67%	1/3
Workbook 02	Workbook	10/28/2016	11/01/2016	91.67%	--
Checkpoint 03	Checkpoint	11/07/2016	!	--	--

## Community

The PSP includes an optional social networking feature. This virtual hallway, *The Community*, can be fully moderated so that all images, posts, and comments have to be approved by the school before being displayed. Scholars can choose to enable the Community or turn it off if they do not wish to participate. Parents are also able to set up preferences for their scholar and lock settings. The Community is an amazing tool for schools to use to coordinate campus activities and clubs and organizations.

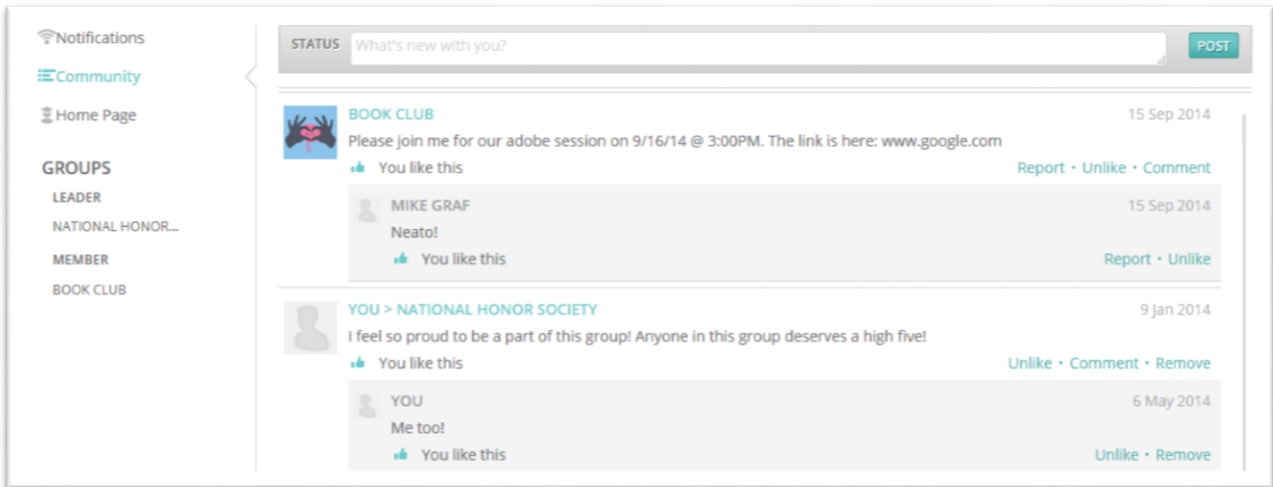


At the bottom of the screen, there are several privacy settings to help the scholar feel comfortable in the online environment. However, parents have the ability to override the scholar's Community settings including the ability to lock the scholar out of the Community. School administrators have the ability to remove scholars from *The Community* as well.



## Groups

To search for more friends, interests, or groups, scholars can use the search field at the top of the screen. If the interest is not yet an option in the PSP, the scholar is given the option to suggest it as a new interest. New interests must be approved by the school before becoming an option.



## Progress

Selecting *Progress* on the side navigation panel of the PSP displays information regarding a scholar's graduation progress.

The left column displays current GPA and class rank, as well as progress graphs showing progress toward graduation based on completion of core credits, total credits, and standardized tests.

The right column displays graduation progress, schedule, testing, and transcript information based upon the menu option selected.

## Graduation Progress

The *Graduation Progress* section lists credits required to graduate. Check marks indicate the successful completion of a course.

GRADUATION PROGRESS					
ACADEMIC PATH	REQUIREMENTS				CREDITS
High School Diploma	4/10				12/20
^ CAREER & TECHNICAL EDUCATION AND FINE ART <span style="float: right;">0.50 of 1.00 CREDIT(S)</span>					
Computer Basics					
Computer Basics	StrongMind Client Demo School	12/01/2012	B+	0.50	
Career Exploration					
^ ENGLISH <span style="float: right;">2 of 4 REQUIREMENT(S)</span>					
v 9TH GRADE ENGLISH 1ST SEM <span style="float: right;">0.50 of 0.50 CREDIT(S) ✓</span>					
v 9TH GRADE ENGLISH 2ND SEM <span style="float: right;">0.50 of 0.50 CREDIT(S) ✓</span>					
^ 10TH GRADE ENGLISH 1ST SEM <span style="float: right;">0.0 of 0.50 CREDIT(S)</span>					
English 10A					
English 10A Honors					
^ 10TH GRADE ENGLISH 2ND SEM <span style="float: right;">0.0 of 0.50 CREDIT(S)</span>					
English 10B					
English 10B Honors					
^ 11TH GRADE ENGLISH 1ST SEM <span style="float: right;">0.0 of 0.50 CREDIT(S)</span>					
English 11A					
English 11A Honors					

## My Schedule

The *My Schedule* section lists current and upcoming courses, as well as those that have been completed. This view can be sorted by grade level, discipline, or courses completed.

MY SCHEDULE		SORT BY: <span>GRADE LEVEL</span> <span>DISCIPLINE</span> <span>COMPLETED</span>	
✓ COMPLETED COURSES: 6	● CURRENT COURSES: 4	○ UPCOMING COURSES: 0	
<b>ELECTIVES</b>		<b>MATHEMATICS</b>	
7 Habits	07/22/15 - 07/22/15 ✓	Algebra 1A	10/11/16 - 06/30/17 ●
<b>LANGUAGE ARTS</b>		Geometry A	10/11/16 - 10/12/16 ✓
English 10A	07/22/15 - 07/22/15 ✓	<b>SCIENCE</b>	
English 10B World Literature	10/11/16 - 06/30/17 ●	Physical Science A	10/11/16 - 06/30/17 ●
English 8A	10/11/16 - 10/12/16 ✓	Physical Science B	09/06/16 - 09/30/16 ✓
		<b>SOCIAL STUDIES</b>	
		Civics and Government	10/11/16 - 10/12/16 ✓
		World History A	10/11/16 - 06/30/17 ●

## Testing

The *Testing* section lists results for standardized tests. Schools can also opt to use the *Registration* feature for upcoming standardized tests.

TESTING				REGISTRATION
^ REQUIRED TESTS				
TEST	TEST TYPE		STATUS	
^ AZMERIT EOC A...				
	Must Pass		Incomplete	
DATE TAKEN	SCORE	RESULT	PASSING SCORE	
▼ 04/16/2013	320	Approaches	No	
^ AZMERIT EOC R...				
	Must Pass		Complete	
DATE TAKEN	SCORE	RESULT	PASSING SCORE	
▼ 04/10/2013	390	Meets	Yes	
^ AZMERIT EOC W...				
	Must Pass		Complete	
DATE TAKEN	SCORE	RESULT	PASSING SCORE	
▼ 04/09/2013	415	Meets	Yes	
^ OTHER TESTS				
TEST			STATUS	
▼ ACT - ENGLISH			Incomplete	



## Unofficial Transcript

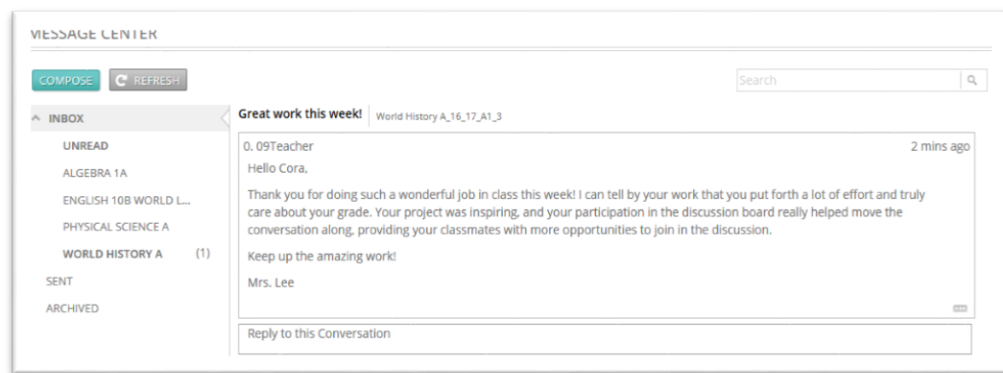
An unofficial transcript can be viewed and printed within this option. Information can be sorted and displayed by discipline, school or date completed.

UNOFFICIAL TRANSCRIPT		PRINT		SORT BY:		DISCIPLINE	SCHOOL	DATE COMPLETED		
TRANSFERRED CREDITS: 0		STRONGMIND CLIENT DEMO SCHOOL CREDITS: 17.00			TOTAL CREDITS: 17.00					
^ 07/01/2015										
COURSE NAME	STATE CODE	SCHOOL	TC	CR	GR	GL	CA	GP	DATE	
7 Habits		StrongMind Client Demo School	5.00	5.00	A+	9	✓	4.00	07/2015	
English 10A		StrongMind Client Demo School	5.00	5.00	A+	10	✓	4.00	07/2015	
^ 09/01/2016										
COURSE NAME	STATE CODE	SCHOOL	TC	CR	GR	GL	CA	GP	DATE	
Physical Science B		StrongMind Client Demo School	0.50	0.50	B	9	✓	3.00	09/2016	
^ 10/01/2016										
COURSE NAME	STATE CODE	SCHOOL	TC	CR	GR	GL	CA	GP	DATE	
Civics and Government		StrongMind Client Demo School	0.50	0.50	C+	12	✓	2.30	10/2016	
English 8A		StrongMind Client Demo School	5.00	5.00	B+	8	✓	3.30	10/2016	

## Message Center

The *Message Center* allows seamless communication with instructors and other school staff. Messaging is different than email. Communication sent from the *Message Center* will be delivered to the recipient's inbox within the PSP as opposed to email. The envelope in the header of the PSP indicates the number of unread messages in the inbox

The *Message Center* does not allow communication to be deleted; all messages are archived. Parents and other authorized users can view a scholar's messages, while having access to their own *Message Center* in order to communicate with instructors and staff.



## Attendance

StrongMind's student information system allows for five different collection models for attendance. They include:

- Scholar Submitted – The scholar submits attendance via the PSP either in hours and minutes or as present or absent.
- Parent/Guardian Submitted – The parent/guardian submits the scholar's attendance through their login to the PSP, either in hours and minutes or as present or absent.
- Course Instructor Collected – Each teacher reports attendance for scholars in assigned courses.
- Faculty Collected – Staff members, other than a teacher of record, are responsible for submitting attendance for scholars in an assigned case load.
- Custom Report – School administrators may also work with the StrongMind reporting team to create a custom report to track scholar attendance.

Depending upon on how the school choses to configure the attendance modules in the student information system, this section will return different display results.



*Learning Management System*

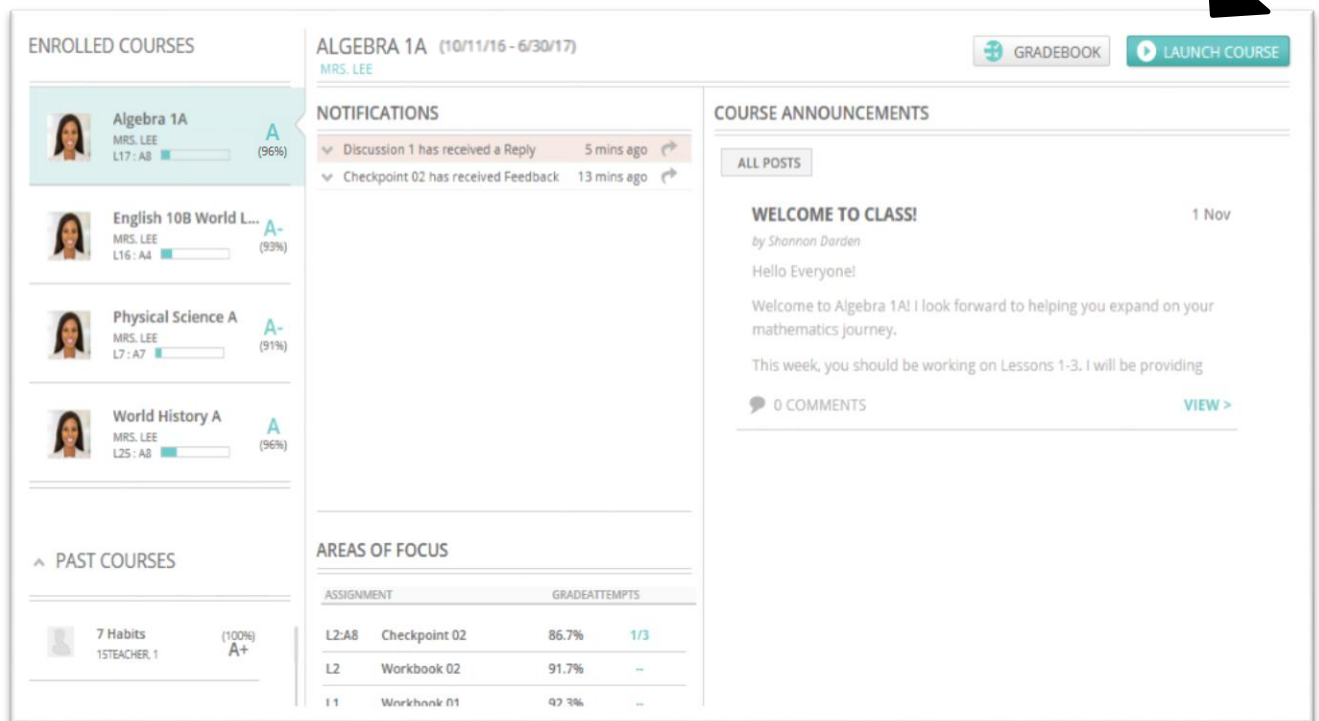


## Learning Management System

Our Learning Management System (LMS) leads the industry in interactive design and collaborative learning. The LMS was created specifically with middle school and high school scholars in mind. The interface is simple and uncluttered, designed to eliminate distractions and put the content of the course at the center of learning. Our LMS provides schools choice in how to set-up and administer systems configuration and flow of course content.

## Launching a Course

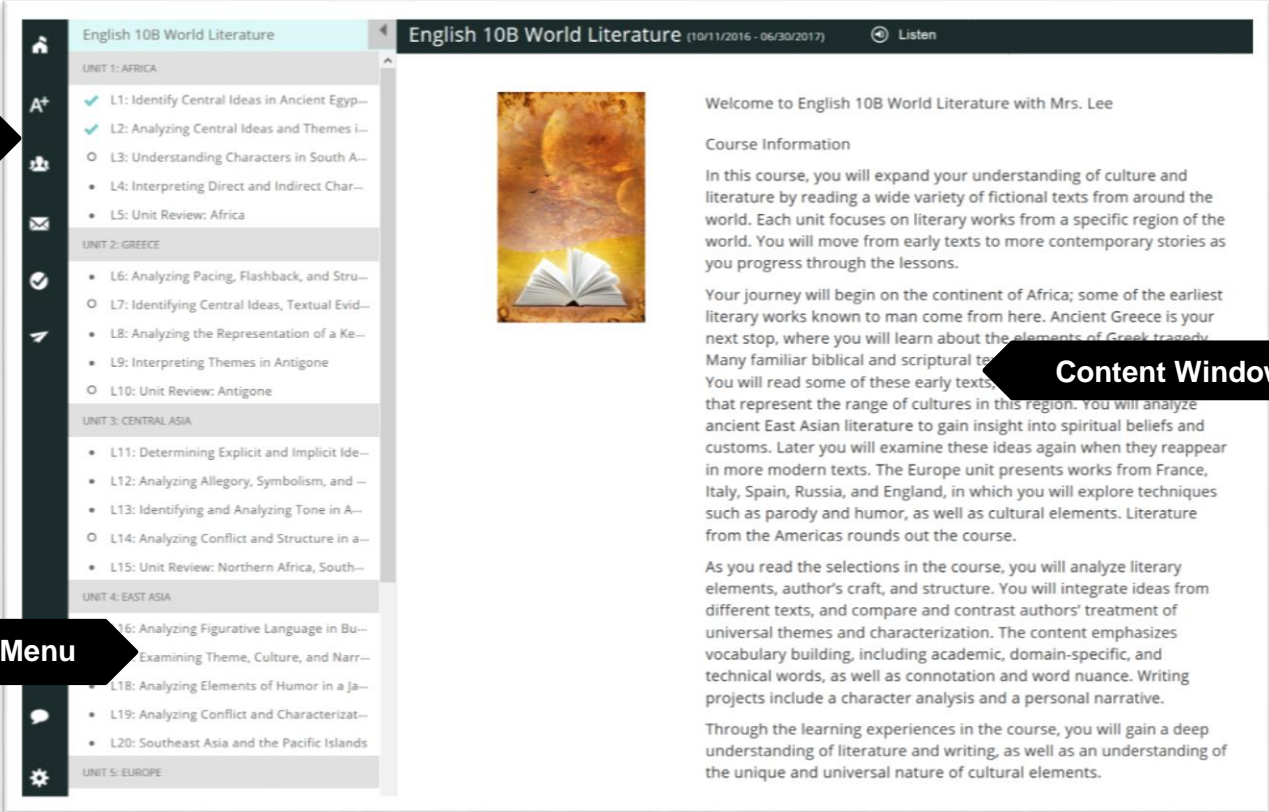
To launch a course, select the course from the *Enrolled Courses* section of the PSP and click *Launch Course* from the *Course Dashboard*.



The screenshot displays the LMS interface for a user named MRS. LEE. On the left, the 'ENROLLED COURSES' section lists four courses: Algebra 1A (96%), English 10B World L... (93%), Physical Science A (91%), and World History A (96%). Below this is a 'PAST COURSES' section with '7 Habits' (100%, A+). The main content area is for 'ALGEBRA 1A (10/11/16 - 6/30/17)'. It features a 'GRADEBOOK' button and a 'LAUNCH COURSE' button, which is highlighted by a large black arrow. The 'NOTIFICATIONS' section shows two items: 'Discussion 1 has received a Reply' (5 mins ago) and 'Checkpoint 02 has received Feedback' (13 mins ago). The 'COURSE ANNOUNCEMENTS' section has a post titled 'WELCOME TO CLASS!' by Shannon Darden, dated 1 Nov, with 0 comments. At the bottom, the 'AREAS OF FOCUS' table shows assignment performance:

ASSIGNMENT	GRADE	ATTEMPTS
L2:A8 Checkpoint 02	86.7%	1/3
L2 Workbook 02	91.7%	--
L1 Workbook 01	92.3%	--

Once a course has been launched, the LMS will load. The LMS consists of three sections: the *Toolbar*, *Course Menu*, and *Content Window*.



**Toolbar**

English 10B World Literature (10/11/2016 - 06/30/2017) Listen

UNIT 1: AFRICA

- ✓ L1: Identify Central Ideas in Ancient Egypt
- ✓ L2: Analyzing Central Ideas and Themes in Ancient Egypt
- L3: Understanding Characters in South African Literature
- L4: Interpreting Direct and Indirect Characterization
- L5: Unit Review: Africa

UNIT 2: GREECE

- L6: Analyzing Pacing, Flashback, and Structure in Greek Tragedy
- L7: Identifying Central Ideas, Textual Evidence, and Symbolism in Greek Tragedy
- L8: Analyzing the Representation of a Character in Greek Tragedy
- L9: Interpreting Themes in Antigone
- L10: Unit Review: Antigone

UNIT 3: CENTRAL ASIA

- L11: Determining Explicit and Implicit Ideas in Central Asian Literature
- L12: Analyzing Allegory, Symbolism, and Theme in Central Asian Literature
- L13: Identifying and Analyzing Tone in Central Asian Literature
- L14: Analyzing Conflict and Structure in Central Asian Literature
- L15: Unit Review: Northern Africa, South Asia, and Central Asia

UNIT 4: EAST ASIA


- L16: Analyzing Figurative Language in Buddhist and Confucian Texts
- L17: Examining Theme, Culture, and Narrative in Buddhist and Confucian Texts
- L18: Analyzing Elements of Humor in Japanese Literature
- L19: Analyzing Conflict and Characterization in Japanese Literature
- L20: Southeast Asia and the Pacific Islands

UNIT 5: EUROPE

Welcome to English 10B World Literature with Mrs. Lee

Course Information

In this course, you will expand your understanding of culture and literature by reading a wide variety of fictional texts from around the world. Each unit focuses on literary works from a specific region of the world. You will move from early texts to more contemporary stories as you progress through the lessons.



Your journey will begin on the continent of Africa; some of the earliest literary works known to man come from here. Ancient Greece is your next stop, where you will learn about the elements of Greek tragedy. Many familiar biblical and scriptural texts are rooted in the culture of ancient Greece. You will read some of these early texts that represent the range of cultures in this region. You will analyze ancient East Asian literature to gain insight into spiritual beliefs and customs. Later you will examine these ideas again when they reappear in more modern texts. The Europe unit presents works from France, Italy, Spain, Russia, and England, in which you will explore techniques such as parody and humor, as well as cultural elements. Literature from the Americas rounds out the course.

As you read the selections in the course, you will analyze literary elements, author's craft, and structure. You will integrate ideas from different texts, and compare and contrast authors' treatment of universal themes and characterization. The content emphasizes vocabulary building, including academic, domain-specific, and technical words, as well as connotation and word nuance. Writing projects include a character analysis and a personal narrative.

Through the learning experiences in the course, you will gain a deep understanding of literature and writing, as well as an understanding of the unique and universal nature of cultural elements.

**Content Window**

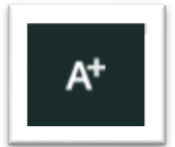
**Course Menu**

## Toolbar

The toolbar contains icons that allow a scholar to easily navigate to the PSP and other courses as well as provides access to many pieces of information. The following pages provide additional details about these tools.



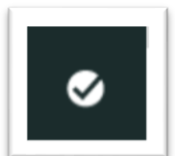
**Courses**



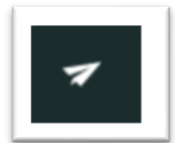
**Gradebook**



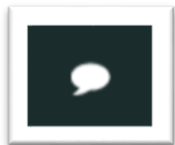
**Message Center**



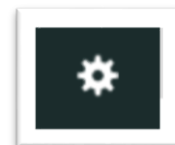
**Notifications**



**Feedback**



**Chat**



**Settings**

## Courses

The *Courses* icon is used to close the course and return to the PSP. It can also be used to navigate between courses.

[Go Back to PSP](#)

**Enrolled Courses**

Course Name	Teacher	Level	Grade	Percentage
English 10B Worl...	Mrs. Lee	L16 : A4	A	(94%)
Physical Science A	Mrs. Lee	L7 : A7	A+	(100%)
World History A	Mrs. Lee	L25 : A8	A	(96%)

## Gradebook

The *Gradebook* icon launches the gradebook for the course selected, providing the same view of the gradebook that is contained in the PSP.

**Gradebook**

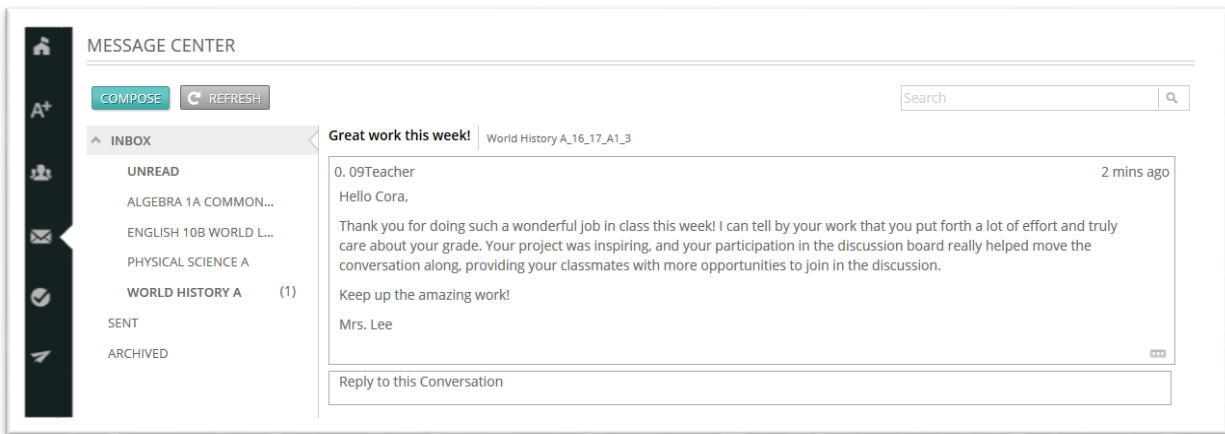
Progress: 88%      Start Date: 10/11/2016      End Date: 06/30/2017      [Print Gradebook](#)

Select Category

Item	Category	Est. Due Date	Submitted	Grade	Attempts
Pretest	Pretest	10/12/2016	10/11/2016	96.67%	1/1
Checkpoint 01	Checkpoint	10/20/2016	10/11/2016	100%	1/3
Workbook 01	Workbook	10/20/2016	10/11/2016	92.31%	--
Checkpoint 02	Checkpoint	10/28/2016	11/01/2016	86.67%	1/3
Workbook 02	Workbook	10/28/2016	11/01/2016	91.67%	--
Checkpoint 03	Checkpoint	11/07/2016	<span style="color: red;">!</span>	--	--

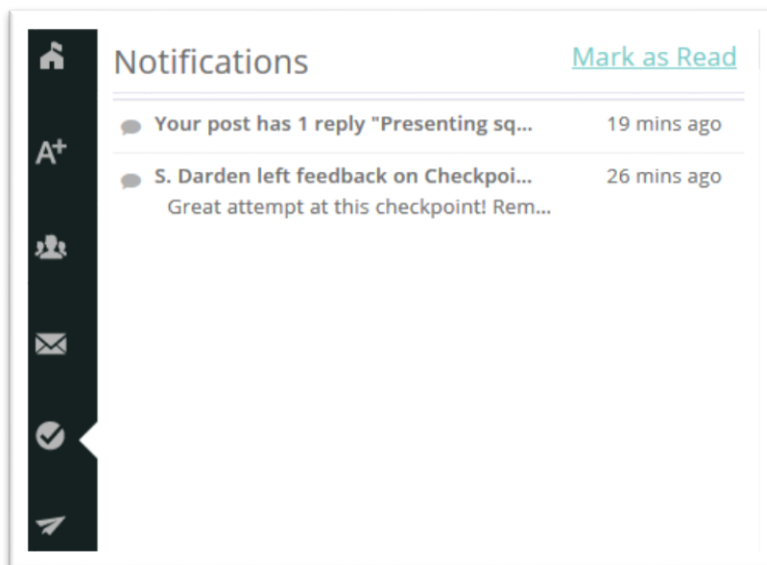
## Message Center

The *Message Center* icon launches the same view of the *Message Center* that is accessible from the PSP. Messages displayed here are specific to the course the scholar selected.



## Notifications

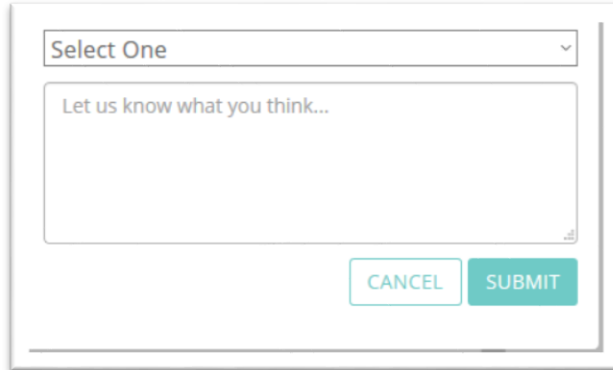
The *Notifications* icon displays the same information that is accessible in the *Notifications* section in the PSP, however, the information contained here is specific to the course the scholar has selected.





## Feedback

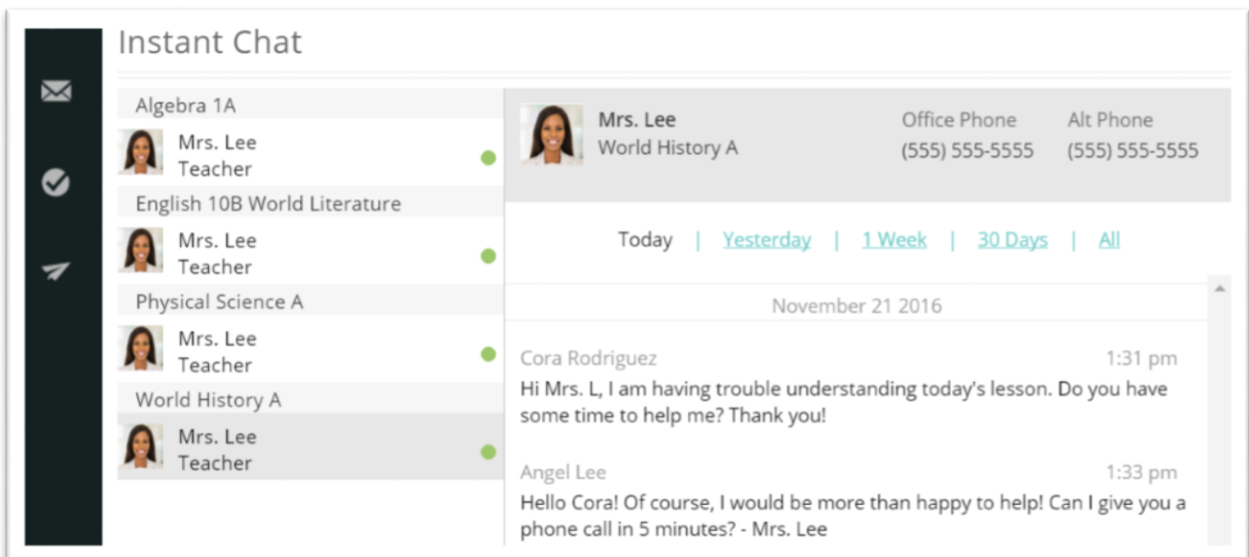
The *Feedback* icon provides scholars the opportunity to share feedback on their experience in the classroom or with the curriculum.



A feedback form with a dropdown menu labeled "Select One", a text input field with the placeholder "Let us know what you think...", and two buttons: "CANCEL" and "SUBMIT".

## Chat

The *Chat* icon provides access to the chat feature, which is available when logged into a course within the online classroom. The scholar can send a message to teachers, whether or not they are currently online. A green light next to the teacher's name indicates they are currently logged in to the system. If a teacher is offline at the time a message is sent, it will be accessible the next time they login. The instructor's information is listed to the right of their name should it become necessary to use another method of contact. *Chat* messages are archived, should there be a need to refer back to a prior chat message.



**Instant Chat**

Algebra 1A

Mrs. Lee Teacher ●

English 10B World Literature

Mrs. Lee Teacher ●

Physical Science A

Mrs. Lee Teacher ●

World History A

Mrs. Lee Teacher ●

Mrs. Lee  
World History A

Office Phone (555) 555-5555  
Alt Phone (555) 555-5555

Today | [Yesterday](#) | [1 Week](#) | [30 Days](#) | [All](#)

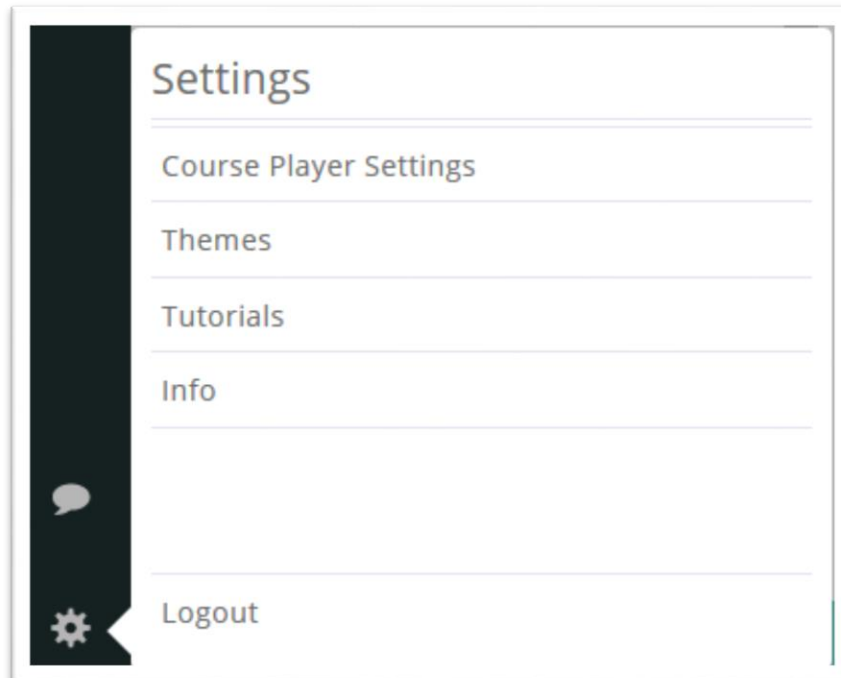
November 21 2016

Cora Rodriguez 1:31 pm  
Hi Mrs. L, I am having trouble understanding today's lesson. Do you have some time to help me? Thank you!

Angel Lee 1:33 pm  
Hello Cora! Of course, I would be more than happy to help! Can I give you a phone call in 5 minutes? - Mrs. Lee

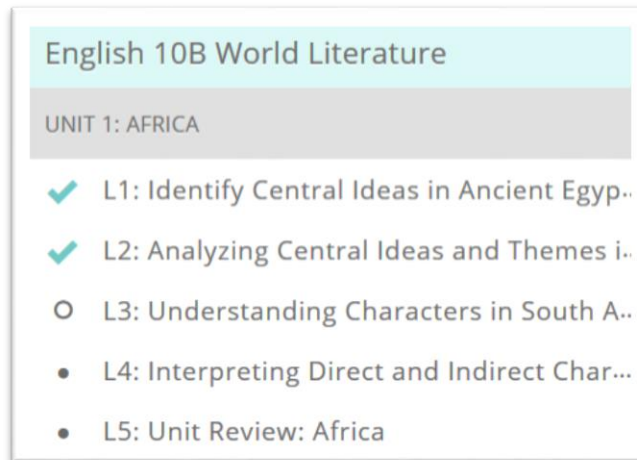
## Settings

The *Settings* icon provides scholars choice in the navigation and display of their classroom. The *Themes* settings provide options to personalize the color schemes for the classroom. The *Tutorials* provide scholars a walk-through of the classroom. The *Info* section provides course revision numbers for the course the scholar has accessed. Last, the *Logout* option logs the scholar out of the LMS and PSP.

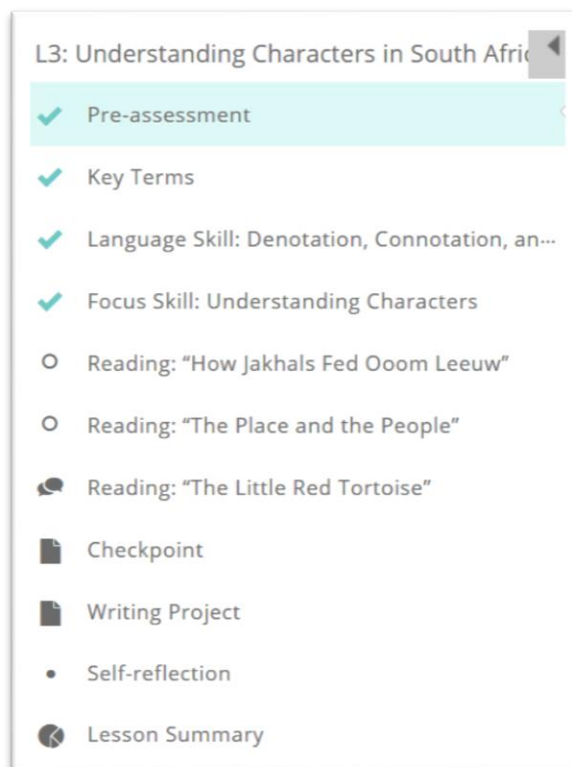


## Course Menu

The *Course Menu* displays course-level units and lessons. Courses are designed for consistency, each containing six units - with five lessons per unit. Once scholars becomes familiar with the navigation in the first course, they easily adapt to subsequent courses.



Upon selecting a lesson, a list of the activities within that lesson will appear. As activities are completed, a checkmark will appear to the left of the activity name.



## Content Window

Course content is presented in the Content Window. Courses are designed around four levels of access: *Course, Unit, Lesson and Activities*.

## Course Level

Scholars can access the syllabus (course information and learning objectives) and an outline of course units at this level.



Welcome to World History A! Have you ever considered how history has shaped today's world? In this course you'll learn about important events of the past and—arguably more important—how these events impact our existence today.

You'll begin with an analysis of early prehistoric people from the Paleolithic era to the Agricultural Revolution. Next, you'll follow the rise and fall of early empires, including the fall of the Rome Empire and its aftermath. Continuing through the Middle Ages, you'll analyze the Crusades, feudalism, the plague, and Asian empires. From there you'll explore the impact and effects of the Renaissance and the Protestant Reformation on human culture and analyze conflicts between the Roman Catholic Church and Protestant reformers. You will examine the Age of Discovery: European explorers who sought new trade routes to Asia, the discovery of the Americas, the rise of joint-stock companies, the slave trade, and emergence of the American colonies. Lastly, you'll explore important revolutions in history, including the Scientific Revolution and Enlightenment, the American and French Revolutions, South American Revolutions, and the Industrial Revolution.

## LEARNING OBJECTIVES

What are learning objectives? They are the skills, knowledge, and attitudes you will gain from your schoolwork. Upon completing this lesson, you will be able to

- Analyze the Agricultural Revolution by examining how it influenced the development of human settlements, society, religion, and culture.
- Analyze ancient empires and their impact on later civilizations by examining their contributions to government, citizenship, religion, and culture.
- Assess the impact of the Roman Catholic Church by examining patterns of change in European society in the 12th to 16th centuries.
- Evaluate the effects of the Renaissance by analyzing how it led to scientific and artistic innovations.
- Identify conflicts between the Roman Catholic Church and Protestant and Catholic reformers by examining key religious issues of the Reformation era.
- Analyze the Age of Discovery by examining how trade and religion motivated European nations to expand and colonize.
- Examine the historical developments of the Scientific Revolution and Enlightenment by evaluating its lasting effect on religious, political, and cultural institutions.
- Explain the American, French, and Latin American Revolutions by analyzing their impact on democracy.
- Identify how the Industrial Revolution impacted society by examining significant inventors, inventions, and working and living conditions of workers.

[Click here to view the course syllabus.](#)

## Unit Level

Unit-level objectives and a list of lesson topics are displayed at this level.

### Unit 1: Early Civilizations Listen



Human history begins with the first individuals on the planet. Even though writing and record-keeping only evolved a few thousand years ago, fossils and artifacts provide a glimpse into the earlier eras of human history. But once humans began to record aspects of their lives, historical records blossom. Discovered artifacts ranging from prayers and poems to tax records all allow scholars to examine early human history.

This unit explores the early, ancient, and classical eras of human history. Some may already be familiar to you, like the Egyptians, Greeks, and Romans. Others have a role in human history that is just as vital, even if they are not as well-known. Mesopotamians, Assyrians, and other human civilizations and societies have left their own unique impressions on the modern world.


While navigating this unit, pay close attention to the impact left by each of these remarkable civilizations. The influence of each of these past civilizations has made the modern world a diverse and dynamic place.


#### UNIT OBJECTIVES

- Explain the theorized development and migration of early humankind by examining how science has pieced together fossil and artifact evidence.
- Evaluate the significance of the Agricultural Revolution by detailing its causes and effects on human society.
- Analyze the development of early civilizations by examining the cultures of Mesopotamia and the Mediterranean; classical Rome and Greece; ancient Asia, India, and Oceania; and ancient Europe, Africa, and the Americas.
- Create an informative project by interpreting historical data and writing a clear and well-developed account that is appropriate to the task, purpose, and audience, including proper citation of primary and secondary sources used for research.

## Lesson Level

Lesson objectives are presented next, along with an outline of required lesson activities.

**Lesson 1: Early Migration and Settlement**  Listen



The history of humans and civilization reaches back into the Earth's past. The planet formed through geological forces, but after humans appeared, they began to shape the planet as well—and have been shaped by the planet in turn. This is evident in human cultures and societies.

As you venture through this lesson, pay close attention to the interaction between early humans and their environment. Many of the changes and advancements made throughout history either were inspired by or were a reaction to the environment. People changed how or where they lived in order to survive or live better.

Think about where you live, work, play, and go to school. How have human society and culture adapted to the demands of the environment and geography? How do these factors impact your own life? See if you can identify parallels between your own experiences and the events of early human history.

**LEARNING OBJECTIVES**

What are learning objectives? They are the skills, knowledge, and attitudes you will gain from your schoolwork. Upon completing this lesson, you will be able to

- Identify the prevalent theory of human genesis and migration by defining prehistorical people and their activities.
- Describe the causes and effects of changes in human civilization by analyzing the first Agricultural Revolution and locations of early settlements.
- Trace the development of human societies by examining evidence of early civilizations.
- Discuss the milestones of human development by analyzing historical evidence.

Scholars may be required to complete activities in the order in which they appear or they may have the ability to choose the order in which they complete activities. School administrators will configure courses in a manner that best supports the academic needs of the school.

## Early Migration and Settlement

✓ A1: Video: Growing Human Civilization	15 minutes
✓ A2: Early Hominids and Migration	15 minutes
✓ A3: From Hunter-Gatherers to Settled Existence	15 minutes
✓ A4: Rise of Human Civilization	15 minutes
✓ A5: Cause and Effect in the Development of Human Civilization	15 minutes
✓ A6: Video: Agricultural Revolution	10 minutes
✓ A7: Agricultural Basis of Modern Civilization	10 minutes
✓ A8: Discussion	20 minutes
✓ A9: Checkpoint 1	30 minutes
✓ A10: Introduction to Projects	30 minutes
✓ A11: End of Lesson	5 minutes
🕒 Lesson Summary	0 minutes
	3 hours



## Activity Level


Upon reviewing *Course*, *Unit* and *Lesson*-level information, scholars begin lesson activities. Course content is presented in small segments or “chunks”, immediately followed by an assessment of learning. Activities contain a set of instructions, followed by instructional content. Teachers can add supplemental instruction and resources via the Teacher Notes.

### L6 A2: Key Terms

**Instruction**

This activity gives you a chance to learn about important terms from the reading selections in this lesson. Take the time to review the definition, part of speech, and usage of each word, so that when you encounter these words in a text, you can better comprehend what you are reading. Additionally, you are going to work with these important terms in different contexts to demonstrate your understanding of the words so you can incorporate them into your speaking and writing.

**From Your Teacher Mrs. Lee**



Hello Class,

It is important that you take the time to memorize these terms and their definitions. Not only will they help you understand the material as you work through the lesson but there will also be questions related to these key terms in your workbook questions, checkpoints, and exams. If you need any help, don't hesitate to give me a call or send me a message via the message center, chat, or email.

Thank you,  
Mrs. Lee

---

External Link Pop Out Window ➔

Listen

arrogant	<b>arrogant</b> <span>PRINT</span> <i>(adjective)</i> having an attitude of superiority or self-importance  After he won the big race, Dan became <i>arrogant</i> about his victory, showing off his medal everywhere he went.
expressly	
rash	
rite	

## Text-to-Speech Feature

There is a text-to-speech feature embedded within activities called *ReadSpeaker*. Scholars can utilize this feature by highlighting a selection of text and selecting the *Listen* button. Scholars can listen to activity-level material while reading along.

### L20 A12: Timeline Project: Rough Draft

Instruction

You're almost finished with your timeline project. You've already completed recording 15 significant events from the Renaissance and Protestant Reformation. Now it is time to put everything together.

- Add your list of sources consulted (minimum of five) at the end of your timeline events.
- Review your work one more time and make any needed corrections. [Listen](#)
- When you're finished, turn in your work to your teacher for grading and feedback.

--

**Assessment Rules:**

- Your best score will be used.
- If your teacher overrides the grade, that score will be used instead.

[RESUME ATTEMPT](#)

Attempt	Started	Submitted	Grade	Review
Attempt 1	11/21	--	--	



## *Curriculum*



## Curriculum

StrongMind is redefining online learning with a rigorous, aligned and award-winning 6-12<sup>th</sup> grade digital curriculum delivered through a state-of-the-art online classroom/Learning Management System (LMS). Its curriculum engages scholars with relevant content delivered through interactive formats and immersive multimedia that resonate with today's digital native learners. StrongMind curriculum continues to receive numerous awards for its innovative coursework.

## Content

StrongMind content is developed using backward design. State and national standards are deconstructed to identify relevant objectives and necessary scaffolding. Assessments are then developed, and finally content is written. Crucial and/or potentially difficult concepts are addressed by utilizing our in-house Creative Team to ensure scholars are engaged and therefore persevere in learning.

Instructional content can be delivered through:

- Text
- Interactives
- Video
- Illustration
- Animation
- Graphics

Please visit our website to view a selection of our award winning multimedia-rich curriculum. (<https://www.strongmind.com/>)

## Assessments

There are several points in each lesson where scholar learning is assessed, including *Workbooks*, *Checkpoints*, *Exams*, *Projects* and *Discussions*.

### Workbooks

Workbooks are intended to focus scholar's learning on the objectives of the course content and serve as a study guide to prepare them for checkpoints and exams. Scholars are provided unlimited attempts on Workbooks, as the goal is mastery of content.

- Workbooks may be presented as multiple choice, fill-in-the-blank, matching, or true/false.
- Workbooks are computer-graded; the scholar receives immediate feedback.
- Answer options are randomized with each attempt.

### Multiple Choice

Workbook (8 Questions)

Correct Answer: Great job!

Question 1 (multiple choice)

Exponents tell us to \_\_\_\_\_ a certain number of times.

Select the answer choice that correctly fills in the blank in the statement.

multiply the base by itself

subtract the base from itself

add the base to itself

divide the base by itself

### Fill-in-the-blank

Workbook (4 Questions)

Correct Answer: Great job!

Question 1 (short fill-in)

Evaluate the expression:  $\frac{4 \cdot 9 + 6}{-3}$

Enter your answer as a number, like this: 42

-14

## Matching

Workbook (1 Question)

Question 1 (matching)

Match the terms to the definition.

<b>canonical</b>	currency unit in parts of Europe
<b>dissenter</b>	extreme right-wing; authoritarian
<b>fascism</b>	pertaining to church law
<b>lira</b>	objector; protester

## True/False

Question 3 (true/false)

Most Native American tales are no longer told because their people were conquered and their culture assimilated by white settlers.

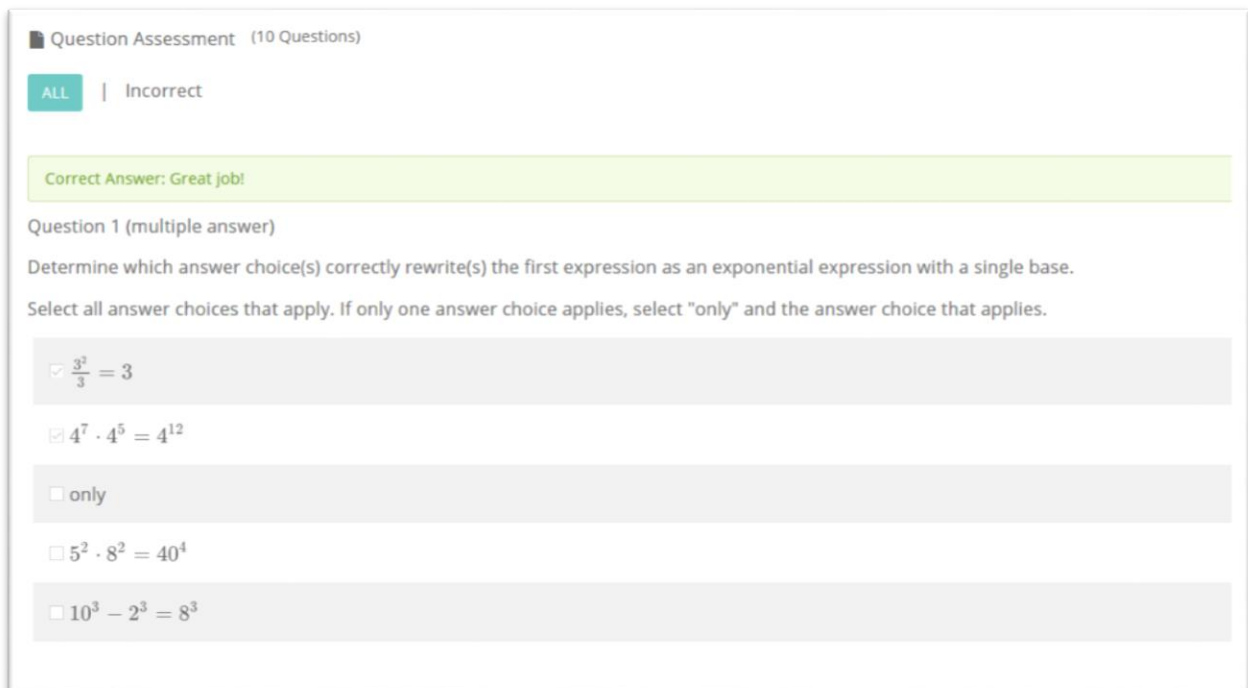
False

True

## Checkpoints

Checkpoints are quizzes that cover the instructional content in a lesson.

- Checkpoints may be presented as multiple choice, fill-in-the-blank, matching, or true/false questions.
- Checkpoints are computer-graded; the scholar receives immediate feedback.
- Questions and answer options are randomized with each attempt.
- Scholars receive three attempts on each Checkpoint; teachers can provide additional attempts, as needed.
- Checkpoints are located at the end of Lessons 1-4 in each unit.



Question Assessment (10 Questions)

ALL | Incorrect

Correct Answer: Great job!

Question 1 (multiple answer)

Determine which answer choice(s) correctly rewrite(s) the first expression as an exponential expression with a single base.

Select all answer choices that apply. If only one answer choice applies, select "only" and the answer choice that applies.

$\frac{3^2}{3} = 3$

$4^7 \cdot 4^5 = 4^{12}$

only

$5^2 \cdot 8^2 = 40^4$

$10^3 - 2^3 = 8^3$

## Exams

Exams are similar to checkpoints, but they contain questions across all lessons in a unit rather than all activities within a lesson.

- Exams may be presented as multiple choice, fill-in-the-blank, matching, or true/false questions.
- Exams are computer-graded, immediately providing scholars with their score.
- Questions and answer options are randomized with each attempt.
- Scholars receive one attempt on an Exam; teachers can provide additional attempts, as needed.
- Exams are located at the end of Lesson 5 in each unit.

## Projects

Projects are assigned throughout a course, allowing scholars to complete the assignment in sections that align to instructional chunks. Completed projects are submitted at the end of each unit.

- Projects are intended to assess higher depth of knowledge (DOK) level objectives and may be in the form of essays, presentations, question assessments, and labs.
- They are graded by the teacher.
- Scholars have one attempt to complete a project; the teacher may provide additional attempts, if needed.
- Scholars submit projects at the end of a unit.

### L20 A12: Timeline Project: Rough Draft

#### Instruction

You're almost finished with your timeline project. You've already completed recording 15 significant events from the Renaissance and Protestant Reformation. Now it is time to put everything together.

- Add your list of sources consulted (minimum of five) at the end of your timeline events.
- Review your work one more time and make any needed corrections or changes.
- When you're finished, turn in your work to your teacher for grading and feedback.

#### Assessment Rules:

- Your best score will be used.
- If your teacher overrides the grade, that score will be used instead.

BEGIN NEW ATTEMPT

1 Attempt Left



## Projects (continued)

### Project 2: Rough Draft (20 min)

#### Instructions

The purpose of this project is to present a timeline that identifies significant events of the Renaissance and Protestant Reformation.

#### Learning Objectives:

- Analyze how events of the Protestant Revolution and Renaissance led to the Age of Exploration.
- Analyze historical data from a variety of media representing both primary and secondary sources in order to generate a historical timeline.

This project requires you to research a minimum of **15** noteworthy events from the Renaissance and Protestant Reformation and do the following:

1. Identify and notate the date (or a span of time) that each event occurred.
2. Write down a brief summary of each event.
  - a. What occurred? Why is the event significant?
3. Using the events/dates you generated, plot all 15 events on your timeline.

Your timeline needs to include the following information (a minimum of 15 total events):

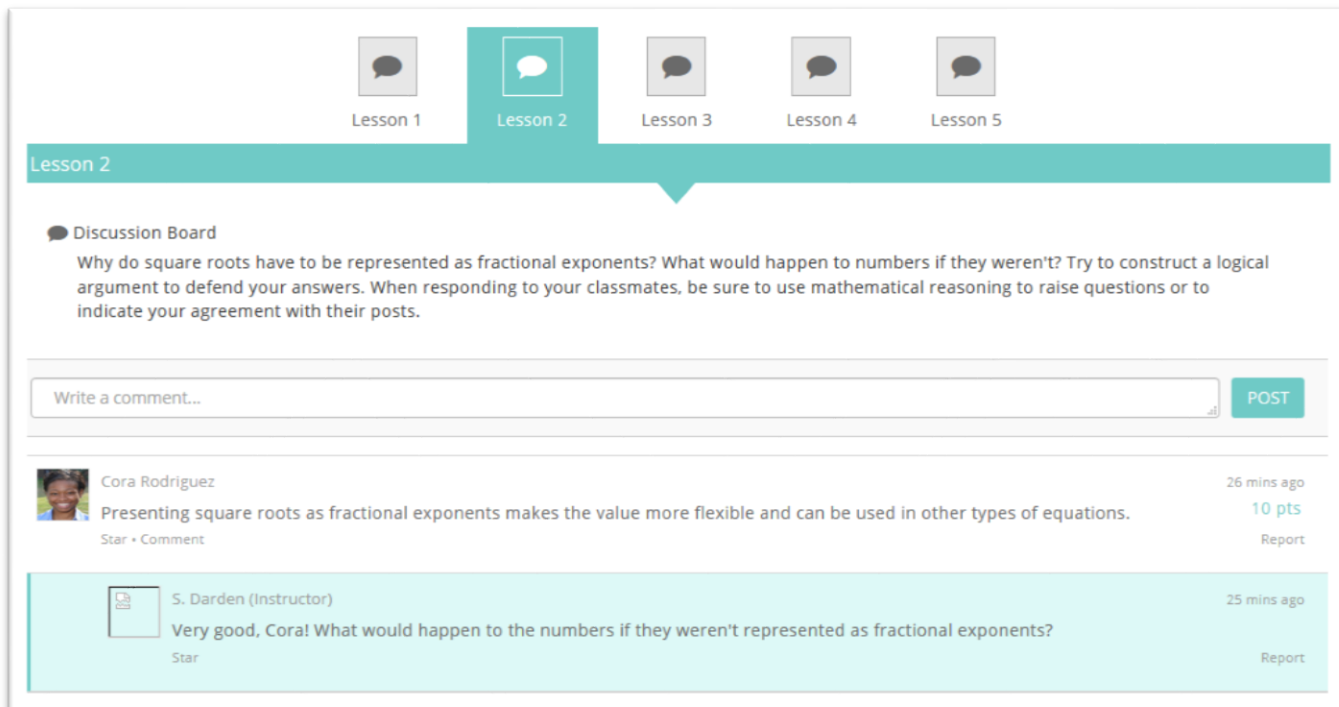
- Innovations in art
  - Include artworks by famous Renaissance artists (e.g., Leonardo, Raphael, Michelangelo).
- Innovations in science
  - Include discoveries by famous scientists (e.g., Copernicus, Galileo, Kepler).
- Innovations in literacy
  - Include the invention of the printing press and translations of the Bible.
- Events of the Protestant Reformation
  - Include events of notable Protestant Reformers (e.g., Martin Luther, John Calvin, King Henry VIII)
- Counter-reformation (e.g., Council of Trent)
- Discovery of the Americas

A list of five sources must be included with your project.

## Discussions

Discussion boards provide scholars the opportunity to share theoretical knowledge they have gained from the instruction, while developing critical thinking skills. Discussion posts are visible to classmates, providing for collaborative discussions and furthering of exploratory learning.

- Discussions are written practical application of theoretical knowledge gained throughout unit.
- Discussions are graded by teachers.
- Scholars are provided an unlimited number of attempts on discussion posts.
- Scholars respond to the discussion prompt at the each lesson.

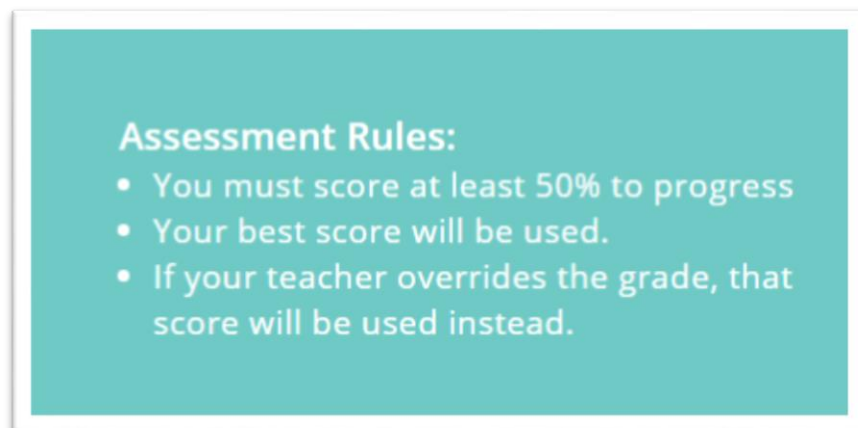
**Discussions (continued)**

The screenshot shows a navigation bar with five lesson icons labeled Lesson 1 through Lesson 5. Lesson 2 is highlighted in teal. Below the navigation bar is a teal header for Lesson 2. The main content area is titled "Discussion Board" and contains a paragraph of text: "Why do square roots have to be represented as fractional exponents? What would happen to numbers if they weren't? Try to construct a logical argument to defend your answers. When responding to your classmates, be sure to use mathematical reasoning to raise questions or to indicate your agreement with their posts." Below the text is a comment input field with the placeholder "Write a comment..." and a teal "POST" button. Two comments are visible: one from Cora Rodriguez, dated 26 mins ago, with a score of 10 pts and a "Report" link; and one from S. Darden (Instructor), dated 25 mins ago, with a "Star" icon and a "Report" link.

**Minimum Grade**

Some schools may require a minimum grade to be earned on assessments before the scholar can move to the next activity or lesson. This is called Mastery Gating. The default minimum score is set at the school-level, however, teachers may unlock scores for individual assignments.

The minimum score is outlined in the *Assessment Rules* section of the instructions.



**Assessment Rules:**

- You must score at least 50% to progress
- Your best score will be used.
- If your teacher overrides the grade, that score will be used instead.

## Thank You!

We hope you found this outline of the AAS Scholar Experience helpful and informative. Through our interactive formats and immersive multimedia, StrongMind will deliver a personalized, rigorous learning experience in an easy-to-use, intuitive platform to help your teachers continue the love of learning in your scholars.

We look forward to our ongoing partnership!

## 2016 CURRICULUM AWARDS



A SINGLE  
LIGHT  
CAN IGNITE  
HOPE  
IN ALL OF US.

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