

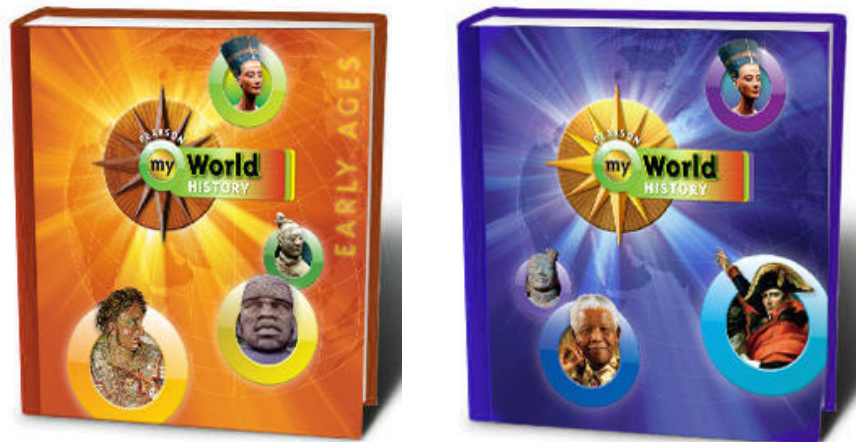


Program Overview

Introduction This guide examines the foundations and instructional model of the myWorld History program. It explores resources available to help students connect, experience, and understand their world as they transfer their learning beyond the classroom.

Program Foundations The goal of myWorld History is to help students become engaged 21st century citizens and skilled 21st century learners. myWorld History gives teachers comprehensive support that aligns to the way they like to teach. Teach myWorld History from a narrative, digital, activity-based, or blended approach.

Student Editions The program provides a choice of two different curriculums to fit the academic needs of each classroom. These curriculums, Survey and Early Ages, help students expand their understanding of the world and its history.



The student edition, Student Journal, hands-on activities, and virtual travel assignments are all tied together through the Understanding by Design® framework's (the UbD™ framework) Essential Questions. All of these resources help students connect to, experience, and understand their world.

Teacher ProGuide Teachers are provided with a ProGuide, which uses a unique unit-by-unit approach. It combines the Teacher's Edition with a program overview, professional development, UbD™ framework lesson plans, teaching resources for every lesson, differentiated instruction, and standards correlations. For more information about the ProGuide, please watch the tutorial on this Web site.

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Instructional Model

myWorld History is designed to provide students with historical experiences they will remember for a lifetime. The instructional model of myWorld History incorporates the UbD™ methodology, developed by program consultant Grant Wiggins. The goal of the UbD™ framework is enduring understanding and transfer of learning. In myWorld History, the carefully constructed Essential Questions guide learning through all of the print, hands-on, and digital learning experiences. Experiencing lessons built using the backward design process, students explore concepts, build knowledge, and transfer ideas throughout their lessons and beyond into the real world.



The UbD™ framework begins with this goal: enduring understandings. Every activity is planned with this goal in mind. The discrete knowledge and skills students learn should help lead them to this enduring understanding. The Essential Question provides a larger framework to guide and help students understand the Big Ideas in each chapter. The Essential Questions also guide learning through reading, hands-on activities, digital learning experiences, and assessments. Through their journey, students will connect, experience, and understand the content in the program so they can transfer their knowledge to the real world.

Connect

By making personal connections to the people, places, and events they learn about in myWorld History, students develop a deeper understanding of the content. myWorld videos, Essential Questions, and myWorld Connections help students connect to their world.

myStory Videos

The myStory video collection provides engaging stories from some of the most compelling and eventful times in the history of our world. Each story helps students develop an awareness of and connect to a historical figure. For each myStory, there is a corresponding activity in the Student Journal.

Essential Questions

Each chapter begins with an Essential Question that frames the lesson and helps students unlock the answer using the stories, digital activities, interactive games, Student Journal, and hands-on projects. The Essential Questions help students connect to and experience the content and gain transferable knowledge that they can use in their world.

Name _____ Class _____ Date _____

Essential Question
What are the consequences of technology?

Preview Before you begin this chapter, think about the Essential Question. Understanding from the Essential Question connects to your life will help you understand the chapter you are about to read.

Connect to Your Life

1 Think of ways in which technology affects your life. Name the technology and then decide whether the effect is positive or negative.

Technology Affects My Life	Its Effect	Positive or Negative?

2 Look at the table. Compare the effects of technology on your life. Are they always positive? Explain.

Connect to the Chapter

3 Preview the chapter by skimming the chapter's headings, photographs, and graphics. Look for references to technology. Use the information to identify one Chinese technological advance for each category. Then predict how that technology played a role in China's development.

	Technology	Prediction
Education		
Agriculture		
Navigation		
Military		

4 Read the chapter. Then review the predictions you listed in the chart. Which ones were correct? Explain why.

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myWorld Connections

Another way that myWorld History connects with students is through myWorld Connections. This feature makes learning relevant by connecting the main ideas of the chapter to something similar in their own region of the world. For customized curriculum, myWorld Connections will connect information to a specific state.

Closer Look

Closer Look is another feature that connects students with content. This feature offers a lens through which students view content in greater detail. Each Closer Look ends with a Think Critically question.

Closer Look

Trade

- **Express an Opinion** How well do you think silk worked as a currency? Explain. (Possible answer: not well, because it was bulky and easily damaged)
- **Build Cultural Awareness** Describe Song Dynasty paper money in comparison with American paper money today. (It has more writing, but no pictures; it is black and white instead of multi-colored.)

Trade Fuels Prosperity

- **Cause and Effect** How did the building of canals contribute to the economy? (Canals cut transportation costs and promoted business.)
- **Sequence** Which type of economy developed during the Song dynasty? (a money economy)
- **Compare and Contrast** How did the type of currency change during the Song dynasty? (Paper currency was used for the first time.)

Experience

myWorld History connects content for students, and they experience their world through myWorld History. Students will travel through time and across the globe using the core student components, online resources on myworldhistory.com, and project-based activities.

Online Digital Component

myworldhistory.com, the online digital component, provides students with interactive online support for the entire program. Such online features as the Timeline and the Simulation provide multiple modes for accessing information and learning.



Students also have the opportunity to complete a project based on the Essential Question using a feature called On Assignment. On Assignment allows students to take a virtual and interactive trip through history as they gather information to complete the project. They watch animated graphic novels and work through simulations. They also analyze maps, data, timelines, and primary sources.

The 21st Century Skills Tutor is a stand-alone, thirty-six-lesson course designed for use with middle school programs. Each lesson corresponds with a specific skill that students can connect with, experience, and understand.

Activity-Based Learning

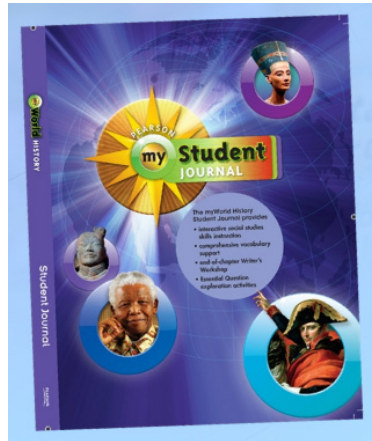
Activity-based learning inspires students to experience the content they are studying. It helps them develop confidence and self-direction. Students demonstrate their enduring understandings at the chapter level by completing the myWorld Chapter Activity that is detailed in the ProGuide, and using the Activity Cards. The Student Journal, myworldhistory.com, the Essential Question Posters, and myWorld History Wall Maps also allow students to take an active role in their own learning.

Understand

Students connect and experience through myWorld History. myWorld History provides opportunities throughout the program for students to understand what they are learning. Students transfer their knowledge to new learning situations both inside and outside of the classroom.

The Student Journal, the Online Project Builder, TakingITGlobal, and SuccessTracker allow teachers to assess students' understanding of their world.

Student Journal



The Student Journal helps students document their journey through myWorld History.

The Essential Questions from the chapter set up the Student Journal to help students reflect, interact, and write about their experiences as they explore the Essential Question. The Student Journal provides prereading exercises using the Essential Question. It also provides graphic organizers, chapter support, and a writing exercise to help students demonstrate enduring understanding and transfer their learning to their world.

Online Project Builder

At the end of the students' virtual travel on myworldhistory.com, they will arrive at the Project Builder page. This is a storage area for the information students collected in their travels. It allows students to reflect and organize their thoughts about the Essential Questions. Then, they can decide whether to develop their own online article or slideshow.

The students travel through history and the world to learn the content, and acquire and reinforce history skills they will need. They transfer the knowledge they have gained by delivering personalized presentations on their travels. These activities provide 21st century learning experiences for students.



TakingITGlobal The myWorld programs are partnering with TakingITGlobal. This online community connects students and classrooms to find inspiration, access information, get involved, and take action in their local and global communities. This tool provides yet another opportunity for students to transfer their learning through real-world experiences.

SuccessTracker SuccessTracker is an online, formative assessment and remediation management system. Students complete myWorld History online assessments and are provided with instant feedback and remediation in areas of weakness. Teachers also receive feedback on test results that will help them evaluate the progress students are making in their classes.



Review This guide examined the program foundations and instructional model of myWorld History, as well as the UbD™ framework. It explored some of the resources available in myWorld History that will help students connect, experience, and understand their world as they transfer their learning beyond the classroom.

For more information, please watch the other myWorld History tutorials on this Web site.