



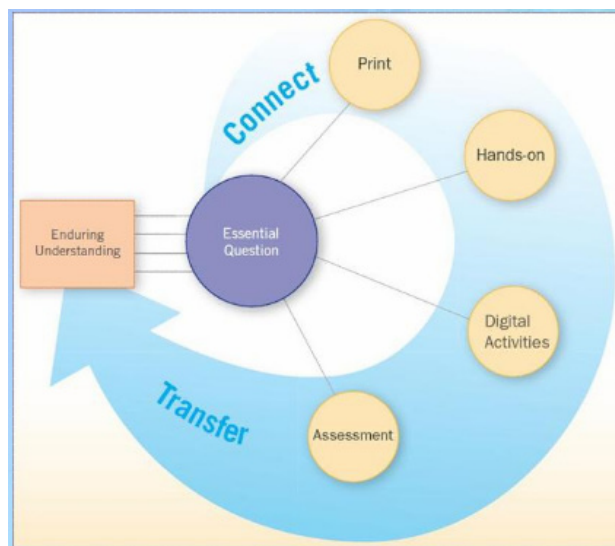
Connect: Essential Questions

Introduction This guide explains how Understanding by Design (UbD) provides the instructional foundation for myWorld Geography.

Learn how students use the Essential Questions to connect to, experience, and understand the program's content in order to transfer their knowledge to the real world. This guide will also cover how the Essential Questions provide the framework for myWorld Geography and look at examples in the Unit ProGuide, the student edition, the Student Journal, and on myworldgeography.com.

Enduring Understanding myWorld Geography incorporates UbD principles developed by program consultant Grant Wiggins. The goal of the program is enduring understanding and transfer of learning. The program uses the UbD backward design process to help students explore concepts, build knowledge, and transfer their learning throughout their lessons and beyond.

What is backward design? Backward design is a process to develop instruction. This process involves identifying the enduring understandings or desired results first and working backward to figure out how to get there. In the UbD framework, the ability to transfer means that students are able to take the big ideas, facts, and examples that they have learned and adapt them to fit many different settings and problems. The knowledge and skills that students learn should help lead them to this enduring understanding. Every print, hands-on, digital activity and assessment in myWorld Geography is planned with this goal in mind.



Essential Questions

The Essential Questions provide a larger framework to guide planning and help students understand the big idea of their lessons. Essential Questions also connect students to the content by providing deep thought and critical thinking. These carefully constructed Essential Questions guide learning through all of the print, hands-on, and digital activities as well as the assessments in the program and beyond. The assessment leads students in transferring knowledge to their world.

Assessment for Enduring Understanding

Assessments help determine if students can transfer their knowledge from the activities and lessons to real-world activities. Once students can transfer their knowledge to a new situation, they have achieved understanding. In this example, teachers assess students' enduring understandings through their completion of a myWorld Activity on Changing China.

The screenshot shows a digital activity page with a green header and a white main area. The title is "A Changing China: Who Benefits the Most?". Below the title are sections for "OBJECTIVES", "LEARNING STYLES", "ESSENTIALS", "Activity Steps", and "Cross Support". The "Activity Steps" section includes instructions for setting expectations, conducting field research, charting data, and writing a report. The page also features a sidebar on the right with a vertical title "China and Its Neighbors" and a "Chapter Resource Guide" link. At the bottom, there are icons for "Time", "Individual", "Pairs", "Small Group", and "Whole Class".

Application of Essential Questions

The Essential Questions provide the framework in myWorld Geography. Here are examples from the Unit ProGuide, the student edition, the Student Journal, and myworldgeography.com

Unit ProGuides


The Unit ProGuides apply the backward design principles in planning. Each chapter starts with Plan With Understanding by Design. This section of the Unit ProGuide introduces the big ideas and questions for the chapter with Connect to the Essential Question. Follow the step-by-step lesson plans to help students make learning meaningful, acquire knowledge and skills, and demonstrate understanding. The myWorld Chapter Activities allow teachers to assess enduring understandings and help students transfer these skills to their world. The myWorld Activity Rubrics provide a foundation to set clear expectations and provide an accurate assessment of student understanding.

Student Edition

The journey in myWorld begins with the chapter opener in the student edition. Here's another example of an Essential Question: How can you measure success? The Essential Question begins the dialogue around the big idea of each chapter and provides the framework for students

to learn and transfer information. For example in one chapter, the question gives students the opportunity to travel throughout China; meet their myStory teen ambassador, Xiao; and connect to the chapter content.

The Key Ideas in the student edition help guide student learning. Each Section Assessment checks students' understanding of these Key Ideas and the Essential Question.

Key Ideas	• Most people live on the plains and in the coastal areas of this region.	• Climate, especially rainfall, influences the economic activities in this region.	• Cities have grown rapidly in China in recent years.
	Key Terms • loess • staple crop • nomadic herder • arable land • one-child policy		
			

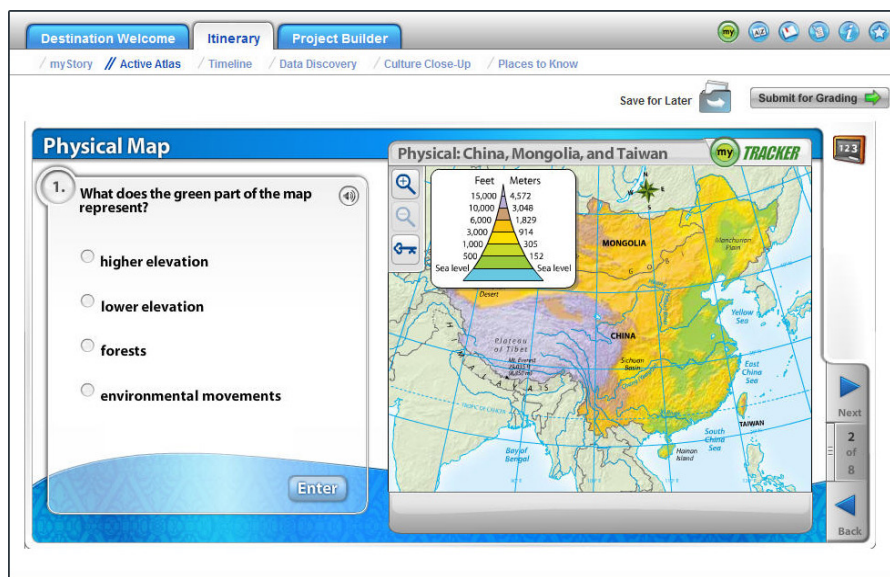
The Chapter Assessment also offers opportunities to transfer knowledge and skills from each section to a new format and context.

Student Journal

The Student Journal helps students as they travel through worksheets and writing exercises that focus on the Essential Question. Students uncover the relevance of each chapter to their lives. The Essential Question Preview prepares students to discover the meaning of the Essential Question. The myStory pages in the Student Journal help students make important connections from the curriculum to their world. Finally, the Essential Question Writer's Workshop provides assessment of students' long-term understanding and writing skills.

Online

myworldgeography.com allows students to explore the Essential Question and discover meaning through viewing the myStory Videos online. Students are also able to acquire and practice knowledge with Data Discovery, Active Atlas, and with other On Assignment features. The students' completion of the On Assignment project gives teachers the opportunity to assess their ability to transfer information.



The screenshot shows the 'Active Atlas' interface. At the top, there are navigation tabs: 'Destination Welcome', 'Itinerary', and 'Project Builder'. Below these are links for 'myStory', 'Active Atlas', 'Timeline', 'Data Discovery', 'Culture Close-Up', and 'Places to Know'. A 'Save for Later' button and a 'Submit for Grading' button are also visible.

The main content area is titled 'Physical Map' and 'Physical: China, Mongolia, and Taiwan'. On the left, a quiz question asks: '1. What does the green part of the map represent?' with four radio button options: 'higher elevation', 'lower elevation', 'forests', and 'environmental movements'. An 'Enter' button is at the bottom of the question area.

The map on the right shows China, Mongolia, and Taiwan with a color-coded elevation scale. The legend indicates:

- 15,000 Feet / 4,572 Meters (Dark Yellow)
- 10,000 Feet / 3,048 Meters (Light Yellow)
- 6,000 Feet / 1,829 Meters (Orange)
- 3,000 Feet / 914 Meters (Light Green)
- 1,000 Feet / 305 Meters (Green)
- 500 Feet / 152 Meters (Light Green)
- Sea level (Blue)

 The map also labels 'MONGOLIA', 'CHINA', and 'TAIWAN', along with various geographical features like 'Mt. Everest', 'Gobi Desert', 'Yellow Sea', and 'East China Sea'.

Review

In this tutorial, we discovered how Understanding by Design (UbD) provides the instructional foundation for myWorld Geography.

We also learned how students use the Essential Questions to connect to, experience, and understand the program's content in order to transfer their knowledge to the real world. Next, we saw how the Essential Questions provide the framework for myWorld Geography and looked at examples in the Unit ProGuide, the student edition, the Student Journal, and on myworldgeography.com.

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