

Concept-based Curriculum and Instruction for the Thinking Classroom

Presenters: Lynn Erickson and Lois Lanning

AGENDA

Day 1:

9:00- 10:00 Our changing world: New paradigms for education

- 21st century skills and knowledge
- Coverage centered (2 dimensional)) vs. idea-centered (3 dimensional) curriculum/instruction
- The Structures of Knowledge and Process: Teaching for deep understanding and the transfer of understanding
--Where should we ultimately target our teaching?
- Concepts – Macro (Key)/Micro (Discipline specific) for breadth and depth of understanding
- Writing clear and powerful Conceptual Understandings (Generalizations) to guide instruction. Conceptual Understandings may be macro (Essential Understandings)) and micro (discipline-specific)- *Table task*

10:00-10:15 Break

10:15-11:00 Scaffolding thinking from lower to higher levels –
Table task and feedback

11:00-11:15 The power of a Conceptual Lens

- Focusing the topic
- Stimulating “synergistic thinking” (factual/conceptual interaction)
- Supporting transdisciplinary/interdisciplinary understanding
- Creating transfer through time and across cultures and situations
- Engaging student interest and deeper personal thinking

11:15-11:45 DVD grade 3 clip: [What does a Concept-Based Classroom Look Like?](#)
[Sound Like?](#)

Table task: Looking for attributes of [Concept-Based](#) teaching and learning

11:45-12:00 Questions and Answers

12:00-1:00 Lunch

Steps of an **Instructional** Unit Design aligned to the required curriculum

1:00-2:30 Overview of the Design Steps and a Concept-Based Unit Template

Step 1: There is more to a Unit Title than Meets the Eye: How to select an appropriate Unit Title

Step 2: The Conceptual Lens: The power of a conceptual lens (generally a key concept)

Steps 3 and 4: The Unit Web

- Identifying the Web Strands
- Building the web with sub-topics and micro-concepts related to each strand aligned to the required curriculum

Step 5: Writing clear and powerful generalizations

2:30-3:00 DVD clip: A high school economics **C**oncept-**B**ased teacher

Table task: Looking for attributes of Concept-Based teaching and learning using rubrics for the Developing Concept-**B**ased Teacher:

Instruction and Student Understanding.

3:00-3:05 Create groups of 5 people. Choose one chapter (1-5) to read for homework.

Be ready to share the Key Points from each chapter in a modified jigsaw with your group tomorrow morning. You will each have 10 minutes to share **the highlights of** your chapter and will get a 2 minute warning to switch to the next chapter.

3:05 Close

Day 2:

9:00-9:50 Modified Jigsaw- share Key Points from your chapter with your group.

If you finish before the time is up, discuss questions brought up by the group on chapter points and/or discuss end of chapter questions.

9:50-10:05 Break

10:05-10:45 Write/improve additional conceptual understandings--1 Essential Understanding for the Conceptual Lens and 1 or 2 generalizations for each Strand on the web using the micro-concepts within the strand. The Understandings for the unit reflect both “breadth” (transferability) and “depth” (deep content understanding).

10:45- 11:15 **Step 6:** Writing 3 kinds of *Guiding Questions* to help students bridge between the factual knowledge and conceptual understanding – Factual, Conceptual and Debatable Questions.

11:15- 11:40 **Steps 7-8:** Critical Content Knowledge (KNOW) and Skills (able to DO)

11:40- 12:00 Questions and Answers

12:00-1:00 Lunch

1:00-1:45 Unit writing continued...

Step 9: Performance Assessment

- Performances of Deep Understanding vs. Activities
- The What/Why/How Formula
- The Scoring Guide

1:45-2:00 Break

2:00-3:00 **Step 10:** Designing Learning Experiences aligned to KNOW UNDERSTAND, and able to DO
Adapting a traditional 2 dimensional activity into a concept-based, 3 dimensional learning experience of deeper understanding.

3:00-3:15 Questions and Answers

3:15-3:30 Wrap up and Close