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 Concept-Based teacher

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