Concept-based Curriculum & Instruction for the Thinking Classroom
By Dr. Lynn Erickson & Dr. Lois Lanning
20th - 21st September 2013, Singapore

Overview:
Lynn Erickson and Lois Lanning expand our understanding of the conceptual level of knowledge, thinking, and understanding. In this highly interactive session, Dr. Erickson and Dr. Lanning will challenge your mind as they contrast a three-dimensional concept-based curriculum and instruction model with the worn out two-dimensional coverage model. You will be introduced to Dr. Lanning's cutting edge work with the Structure of Process which complements Erickson's Structure of Knowledge. You will draft units of instruction for your classroom using Erickson's Structure for content/concept-driven subjects like science, mathematics and social studies; and Lanning's Structure for process-driven subjects like English Language Arts, the Visual and Performing Arts, and World Languages. You will learn practical design strategies for engaging the hearts and minds of students.

Objectives:
And you will learn answers to questions like these:

- How is knowledge structured and how can we utilize the structure to deepen understanding and develop the intellect?
- How is process structured and how can we utilize that structure to deepen understanding and develop the intellect?
- How can we move to a three-dimensional curriculum and instruction model that allows us to compact the overloaded curriculum, and teach factual knowledge, processes/skills, and conceptual understanding with greater depth and rigor?
- What is a conceptual lens and how can we use it to develop higher levels of thinking and increased motivation for learning?
- How can we design instruction to achieve synergistic thinking between the factual and conceptual levels of knowledge and understanding?
- How do we scaffold thinking to deeper levels?
- How do we develop different kinds of guiding questions to path student thinking from the factual to the conceptual level of understanding?
- What is the difference between an Activity and a Performance of Deep Understanding?
- How do we design quality concept-based units of instruction for the classroom? What are the critical components?

Concept-based curriculum and instruction is not a program. It leaves the design of curriculum and instruction to teachers, but informs and reinforces quality curriculum design and pedagogy.

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 Structure of Knowledge: Teaching for deep understanding and the transfer of knowledge - Where should we ultimately target our teaching?
- The Structure of Process: How does the Structure of Process meet and reflect the unique needs of process-driven subjects, and how does it relate to the Structure of Knowledge.

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
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<tbody>
<tr>
<td>10:00 - 10:30</td>
<td>Writing clear and powerful understandings to guide instruction Table Task</td>
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<td>10:30 - 10:45</td>
<td>Break</td>
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<tr>
<td>10:45 - 11:30</td>
<td>Scaffolding thinking from lower to higher levels – Table Task and Feedback</td>
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<td>11:30 - 12:00</td>
<td>The power of a conceptual lens</td>
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<td>Focusing the topic</td>
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<td>Stimulating “synergistic thinking” (factual/conceptual interaction)</td>
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<td>Transferring to global, timeless contexts</td>
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<td>12:00 - 12:45</td>
<td>Lunch</td>
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<td>12:45 - 1:30</td>
<td>Designing a concept-based unit of instruction: The integration of thinking in interdisciplinary and intra-disciplinary units of instruction.</td>
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Steps 1 - 7

Note: Dr. Lanning will share her expertise on process-driven unit design with participants working with English Language Arts, World Languages, and the Visual and Performing Arts. They will pull into a breakout group and work under Dr. Lanning’s guidance for Unit Design Steps 1, 2, 3 and 4. The content/concept-driven subject areas will work with Lynn for these unit design steps. At all other times the entire group will be together with Lynn and Lois co-facilitating.

- Step 1: Designing a Unit Web for Content/Concept-driven subjects; and for Process-driven subjects
  - The Unit Title
  - The Conceptual Lens
  - The Strands which identify the major areas of study included in the unit
  - The micro-concepts (and in some cases, specific topics) related to each strand

1:30 - 2:15 Step 2: Writing clear and powerful generalizations/conceptual understandings (also known as Essential or Enduring Understandings, Central Ideas, Concept Statements.)

2:15 - 2:30 Break

2:30 - 3:00 DVD Clip – A high school Economics teacher – What specific teaching strategies indicate this is a concept-based teacher.

3:00 - 4:00 Participants in process-driven subject areas will read a chapter from Dr. Lanning’s new book on the Concept-based and the Structure of Process. The other participants will read a chapter from Lynn Erickson’s book on Concept-based Curriculum & Instruction. Participants will form jigsaw groups so each chapter is covered and will share Key Points in their jigsaw group the following morning. Participants may stay in the workshop to read the chapter during this time period, or read the chapter at home in the evening. It is critical that all participants be prepared to share in the morning.

Day 2

9:00 - 10:00 Chapter sharing and discussion from Concept-based Curriculum & Instruction for the Thinking Classroom

10:00 - 10:15 Questions and Answers from Lynn and Lois

10:15 - 10:30 Break

10:30 - 11:00 Continue the design of a concept-based unit of instruction Review generalizations (conceptual understandings) and add to if necessary. Each strand needs to have one or two generalizations.

11:00 - 11:40

- Step 3: Designing guiding questions to path student inquiry from the factual to the conceptual levels of understanding:
Factual, Conceptual, and Provocative (Debate) Questions.

11:40 - 12:00 Imagine that you are going to invite a well-known personality to your table for an interview. Design a set of factual, conceptual and provocative questions to ask your personality. Your model will be an interview of Santa Claus!

12:00 - 1:00 Lunch

1:00 - 1:30

- **Step 4**: Identifying critical content knowledge and key skills for a concept-based unit - Examples of KUD’s (Know, Understand, able to Do)

1:30 - 2:15

- **Step 5**: Writing a quality performance task - How to ensure a performance of deep understanding vs. a lower level "activity"

2:15 - 2:30 Break

2:30 - 2:45

- **Step 6**: Designing the Scoring Guide

2:45 - 3:00

- **Step 7**: Designing learning experiences (Backwards Design) that address Know, Understand, and able to Do (Design backwards, but teach forward)

3:00 – 3:15 Create a Visual depicting the relationships between the different components of a Concept-based Curriculum; Share out (Table Work).

3:15 – 3:30 Final Questions, wrap up and close.

**Potential Audience:**

K-12 teachers, principals and assistants, central office curriculum and instruction coordinators, university instructors for teacher training.

**Trainer's Profile**

**Dr. Lynn Erickson** is a private consultant assisting schools and districts nationally and internationally with curriculum design and instruction. During the past fifteen years Lynn has worked extensively with K-12 teachers and administrators on the design of classroom and district level curricula aligned to academic standards.


Lynn is a recognized international presenter in the areas of concept-based curriculum design, teaching for deep understanding, and standards alignment. She has worked as a teacher, principal, curriculum director, adjunct professor, and educational consultant over a 45 year career.

Lynn currently lives in Everett, Washington with her family. She and Ken have two children, and two grandsons, Trevor and Connor, who continually stir her heart and soul.

**Dr. Lois Lanning** is an independent consultant and adjunct professor. She was a classroom teacher, K-12 reading consultant, special education teacher, elementary school principal, district curriculum director and finally, an assistant superintendent of schools for the last 12 years other career in public schools.

Lois is a certified Concept-based Curriculum Specialist with Lynn Erickson. She presents and works with districts at the international, national and state levels in the areas of literacy and concept-based curriculum design. Lois is the recipient of

Lois' hobbies include reading, biking, hiking, and traveling. Lois currently lives in Avon, Connecticut with her husband. She has two children, and two young grandsons, Christopher and Ryan whom she absolutely adores.

**Investment:**

Investment includes the on Concept Based Curriculum for the Thinking Classroom By Dr. Lynn Erickson and *Designing a Concept-Based Curriculum for English Language Arts: Meeting the Common Core With Intellectual Integrity, K–12*, by Lois Lanning. Lunch, 2 coffee breaks and a certificate of Participation.

USD 800/- Closing date 25th August, 2013

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