



## Writing and Planning to Teach Conceptual Units Mathematics and English Language Arts

### Pre-requisites for Writing Units:

- Investigations of Math and ELA Standards
- What does it mean to understand?
- Why Teach Conceptually? (two and three dimensional classrooms)
- Structure of Knowledge (differentiating facts/topics from concepts)
- Writing and Scaffolding Generalizations
- Essential Questions
- Performance Tasks

### Four-day Sessions for Collaboratively Developing Units

- Days 1 & 2--Determine units aligned to Iowa Core for the year, selecting one unit and developing desired results
- Day 3--Aligning assessments to the previously developed desired results for the unit
- Day 4--Developing the learning plan for teaching the unit (instructional sequence to achieve desired results)

The goal is to implement this unit during the 2013-2014 school year. A plan will be in place to support the teaching of this unit in partnership with the teacher, PLAEA staff and building leadership.

### Dates of Work Sessions for Grade Levels at Pocahontas AEA One math team and one ELA team of 6-10 for each grade

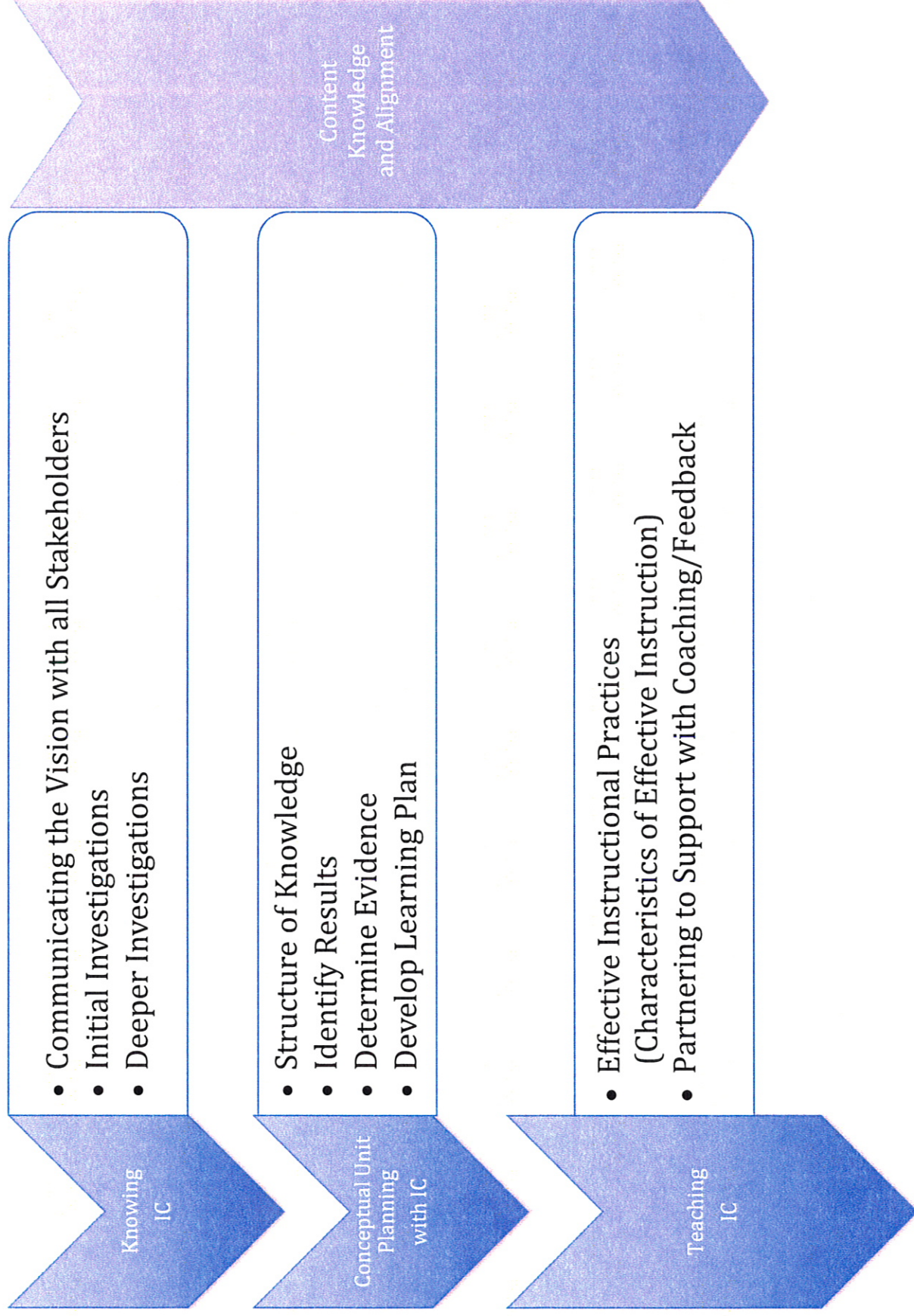
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|-------------------------|---|
| • June 3, 4, 10 & 11    | Kindergarten, First and Second grade teachers     |
| • June 12, 13, 19 & 20  | Third, Fourth and Fifth grade teachers            |
| • June 17, 18, 4, & 25  | Sixth, Seventh and Eighth grade teachers          |
| • July 15, 16, 17, & 18 | Ninth, Tenth, Eleventh and Twelfth grade teachers |

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# Implementing the Iowa Core

(Integrating Conceptual Teaching & Learning)





# Conceptual Unit Planning WITH IOWA CORE

revised Jan. 2012



- Factual Teaching vs. Conceptual Teaching
- Facts, Topics, Concepts, Generalizations
- Breath & Depth of Concepts
- Conceptual Lens
- Writing & Scaffolding Generalizations

## Structure of Knowledge

### Identify Results

- Knowledge, Concepts & Skills
- Essential /Enduring Understanding /Big Ideas
- Guiding Questions (factual, provocative, conceptual, metacognitive)
- Transfer & Apply Learning

### Determine Evidence

- Performance Tasks
- Skills/ Behavioral Objectives
- Criterion-Based Rubrics
- Self & Peer Assessments
- Formative Assessments

### Develop Learning Plan

- Plan key Learning Experiences aligned with Results and Evidence\*
- Sequence Learning Experiences
- Differentiate Learning Experiences
- Organize Learning Experience Resources

\*Lynn Erickson's Concept Based Teaching & Learning, Jim Knight's Instructional Coaching, McTighe/Wiggins Understanding By Design, Universal Design For Learning, all Content Area Initiatives, Fred Neumann's Authentic Intellectual Work, etc.



# Road Map to Implementation

