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Summer Institute

June 14-16, 2009

A User's Guide for
Highly Effective Teaching
Curriculum

Development Terms, Definitions, & Explanations

2009 Summer Institute – Granlibakken, Lake Tahoe, California

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A Users Guide for Highly Effective Teaching (HET) Curriculum Development Terms, Definitions and Explanations

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Yearlong Map: written in mind map format



Organizing Concept for an HET Yearlong Map:

1. The organizing concept for a yearlong map is a developmentally appropriate concept. E.g., avoid systems at the primary level because this concept requires multi-layered scaffolding of complex information. Also avoid discovery at the intermediate and secondary levels because students at this level are capable of thinking at a complex level.
2. The yearlong map organizing concept should be one that is referred to throughout the year; it is an important driver of the theme and should “agree” with all concepts used throughout the theme.
3. The organizing concept is briefly defined and located with the Rationale (see below) on the yearlong map.

Rationale for an HET Yearlong Map:

1. The rationale for an HET yearlong map is typically placed below the organizing concept.
2. It includes the “essence” of what is important to the developers of the yearlong map; it connects to the organizing concept, what they are about to learn this year, and reminds the learner that our major goal is learning to become responsible citizens of the world.
3. Some think of the rationale as a motto for their classroom.

Concept Use in an HET Map:

1. Each component will have a concept. Concepts are BIG ideas that have **GUTS- Generalizable, Understandable, Transferable, and Succinct**. Because they are generalizable, they fit across the board into ALL areas-not just to humans or just to animals or just to deserts-everywhere!
2. The concept for the first component should be the same as the organizing concept for the year. This will allow for some introduction to this BIG idea and provide time to learn the patterns that make this concept what it is. It will also allow the students to have a firm foundation for the rest of the year for making connections. A concept may be used more than once in a yearlong map.
3. The concept can come from the SKA list or be one of your own choosing.
4. These concepts for each component become Conceptual Key Points-a concentrated focus of a BIG idea for several topics in that component.

Component:

When creating a yearlong map, curriculum is “chunked” into related topics revolving around science and social studies for elementary grades and general content for secondary grades. Each of these chunks becomes a component based on at least one Being There experience. There can be 3-5 components in a yearlong map, depending on grade level and number of topics. Each chunk, or component, is given a “Kid-grabber Title” related to the curriculum being



taught. After the “kid grabber” title, place the social studies or science standards addressed within the component. E.g.; What Comes Around, Goes Around (matter, sound, social political issues)

Conceptual Key Points (CKP)



1. Define or explains the concept. The definition may be from the dictionary, or ask an associate if you can download on a thumb drive. Teachers can help develop this in their own words if they wish. The definition is followed by the “so what” (why it is important to understand this BIG idea). The “so what” can begin with some transitional words such as (because, so, when, then)
2. For BIG concepts, think big picture. It’s not just about Americans or humans; the concept applies to and affects the whole world and steers curriculum toward responsible citizenship.
3. Conceptual Key Points are **Generalizable, Understandable, Transferable, and Succinct.**

All key points (CKP, SKKP, SKP) are followed by inquiries



1. There are three kinds of key points: Conceptual, Significant, and Skill. : inquiries are teacher-led and provide experience(s) for the whole group/class.
2. All inquiries provide experiences to help students understand the key point. Include activities using movement, demonstration examples, songs, chants, acting out, role playing, storytelling, and drawing in these inquiries.
3. Inquiries can include strategies - such as Madeline Hunter’s anticipatory set – where students are involved in the learning.
4. Start with inquiries close to students’ personal experience – take students on a being there experience, if possible. This can be as simple as finding a connection in the school building, on the playground, in the neighborhood, or even going off campus.
5. Identify intelligences for each inquiry to ensure that you are using a variety Example: (VL, S, LM)
6. Write as many inquiries as you think necessary for students to take the information you are teaching from the pattern to the program level.

Topics:

1. “Kid grabber” title for topic allows children to anticipate what they will be studying
2. Beside the “kid grabber” title for topic, list the standard(s) addressed. For example, Reel Me In (magnets)
3. Work with all grade levels to see that students are taught to a deep level of understanding so you do not have to teach the same content repeatedly.

Significant Knowledge Key Point: (SKKP)

Significant Knowledge Key Points are written for content of the topics. List the essence of the standard, the meat, the actual information the students are to know and understand.



1. Chunk the standards that can easily be taught together. Be sure there is enough information to make the SKKP worthy of study. Note that some standards may be taught through inquiries/ activities and may not need their own SKKP.
2. When writing a Significant Knowledge Key Point, it often works to “define” the content to be taught. Example: Soil is..., then describe the “so what,” explaining the importance of learning this content.
3. Note: It may take several lessons/days to teach the information in a SKKP.

4. List multiple intelligences in parenthesis at the end of each inquiry. Check to see that you are meeting all student's intelligence needs and challenging them to use other intelligences.

Inquiries for SKKPs:



1. As you plan these, look at possible skills, such as classify, compare / contrast, and graphic organizers to complete assigned inquiries. As you write inquiries, be aware that some language arts, math, social studies, and science skills will be needed to complete an inquiry. If it is a new skill, write a Skill Key Point and teach (in isolation) before the students use the skill in the context of the current topic of study.
2. List multiple intelligences in parenthesis at the end of each inquiry.

Skill Key Point (SKP)



1. When students need to use new skills to complete an inquiry (whether CKP or SKKP), develop a Skill Key Point (SKP). For example: one of the inquiries requires students compare and contrast the weather (temperature, humidity, cloud cover, precipitation) for 5 days. If students have never compared or contrasted anything, develop a SKP related to "compare and contrast." Be mindful of the importance of whole group/independent/small group inquires to develop *mental patterns and programs* for comparing and contrasting or any other skill.
2. When writing a Skill Key Point, it often helps to *define* the skill (what?); then follow with real life application (so what?) of the skill.

Social/Political Action Projects

1. Usually one or more per component
2. Grow out of a *being there* experience
3. Ask students to do something real and meaningful with the content being studied
4. Impact the school or community at the elementary level, state, country, world for older students
5. Provide opportunities to practice responsible citizenship

Concept Statements

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Generalizable, Understandable, Transferable, Succinct

ADAPTATION is anything that changes to become suitable to a new use or situation.

BALANCE is when two or more sides of an item or issue are equal in power, strength, weight or value.

CAUSE/EFFECT Cause is an initial action that brings about an effect, which could be a single consequence or a chain of events. Effect is a consequence or result of an action. Every cause has an effect.

CHANGE is the process by which something becomes different or replaces something.

CITIZENSHIP implies working towards the betterment of the community one lives in through participation, volunteer work and efforts to improve life for all citizens.

COMMUNICATION is the art and technique of using images, words, sounds or movement to impart information or ideas.

COMMUNITY is a population or body of living things occupying and interacting together in the same area.

CONFLICT is the internal or external struggle for power or control between two entities.

COURAGE means to act towards one's beliefs despite fear of adverse consequences.

CULTURE is defined by humans through customs, arts, government, religion, and daily habits.

CYCLES are the patterns that constantly repeat themselves in a timely way.

DIVERSITY is the quality or condition of being different or not alike.

ECONOMICS: Economics is the science that studies and explains facts about the making, selling, and using of goods and services.

ECOSYSTEMS are ecological relationships between or among living and non-living things in a local environment.

FORM AND FUNCTION- Form is one of the ways things exist or take shape. Function is a special purpose or action contributing to a larger action.

FOUNDATION is a base upon which other parts rest for support.

HABITAT is the place or region where living things exist to meet their basic needs.

IMPACT is a force that creates change.

INTERDEPENDENCE means that a change to one part of a system leads to or results from changes to one or more other parts.

LEGACY consists of practices that are handed down from the past or by tradition.

NATURE is the totality of ecological systems, environmental quality factors, and natural resources available for human use or susceptible to human impacts on planet Earth.

PERSPECTIVE is the relationship between one thing and another- relative to size or importance.

POWER is the possession of qualities required to do something or get something done.

PROGRESS is represented by forward movement or development toward a goal.

RELATIONSHIPS are the special types of properties or connections that define how two or more objects are associated with each other.

RESPONSIBILITY: To respond when appropriate; to be accountable for our actions.

SIMILARITIES/DIFFERENCES- Similarities identify points of resemblance while differences identify points or characteristics that are not alike.

STRUCTURE- A structure is something that has been constructed or built of many parts and held or put together in a particular way.

STRUCTURE- is an organization of materials arranged in a definite pattern. The structure of an object, whether it is natural or manufactured, dictates whether or not it will function properly.

SYSTEMS- A system is a group of interacting, interrelated or interdependent elements forming or regarded as forming a collective entity.

Systems- A system is a complex unit formed of many diverse parts subject to a common plan or serving a common purpose. (EB)

WISDOM is knowledge and good judgment based on experience