




CREATING DYNAMIC LEARNING EXPERIENCES
in school • at home • at work
Engage • Educate • Inspire!


CONCEPTUAL ORGANIZERS for a YEAR LONG THEME

<ul style="list-style-type: none"> • adaptation • communication • cycles • development • economics • foundation • identity • independence • perspective • stewardship 	<ul style="list-style-type: none"> • balance • conflict • dependence • diversity • exploration • freedom • interdependence • justice • principle • survival 	<ul style="list-style-type: none"> • cause/effect • change • democracy • duty • family • function • institution • legacies • progress • symbolism 	<ul style="list-style-type: none"> • citizenship • courage • discovery • ecology • form/func. • habitat • judgment • power • relationship • universality
---	---	---	--


www.theCenter4Learning.com



CREATING DYNAMIC LEARNING EXPERIENCES
in school • at home • at work
Engage • Educate • Inspire!


CONCEPTUAL KEY POINT

RELATIONSHIPS are special types of connections that are seen between people and in places. They may remain constant over time, or they may change and grow. Since we will be in relationships and live in a world where they exist, we need to understand them and be a supportive partner in the process.

www.theCenter4Learning.com


CREATING DYNAMIC LEARNING EXPERIENCES
in school • at home • at work
Engage • Educate • Inspire!


CONCEPTUAL KEY POINT

INTERDEPENDENCE is the mutual dependency of two or more items upon each other. A change in one part of this system leads or results to changes in other parts. Animals and plants depend upon one another to survive. People depend upon one another and their contributions for the advancement of their civilizations. When we understand and value the interdependence within a community we are more likely to thrive.

www.theCenter4Learning.com

Sailing on a New Adventure
4th Grade Yearlong Theme Organizer

Time of Year	1 st Nine Weeks	2 nd Nine Weeks	3 rd Nine Weeks	4 th Nine Weeks
Component	Mapping Our Way	Through All Kinds of Weather	On Course	Final Destination
Concept	Commonality and Diversity	Continuity and Change	Individualism and Interdependence	Conflict and Cooperation
Being There Experiences	Clemson Extension Center Dr. Welch	Share in Our Schools Rin-A-Kin State Museum	Camden Revolutionary War Park Ear/Nose/Throat and/or Eye Doctor	Electric Company Charleston (Ft. Sumter/ Patriot's Point)
Reading Skills	Glossary, dictionary, skim, summarize, scan, classify, categorize, analyze, outline, research, presentations, author's purpose, main idea, genres, fiction/non-fiction	Cause & Effect, networks, suffixes, prefixes, setting, characterization, figurative language, details, inference, theme, thousands, simile, metaphor, point of view	Plot, context clues, analogies, predict, draw conclusions, paraphrase, forms of poetry, stanzas and rhyme, hyperbole, onomatopoeia, personification	Conflict/resolution, multiple meanings, realism/fantasy, fact/opinion, compare texts
Literature	Pedro's Journal, Non-Fiction Habitat book, The Sign of the Beaver, Paul Goble books, Native American (non-fiction)	Night of the Twisters, Sister Sky, Brother Moon, Shaker From Space, Sky Pattern books, Weather books	The Keeping Room, Poetry, Sarah, Plain and Tall, Dear Levi, Shh... We're Writing the Constitution, Bound For Oregon	Ben and Me, Pink and Say, Shades of Gray, Jericho's Journey, Dear Austin
Writing Skills	Auto-biography, Narrative, Informational, Journals	Biography, Descriptive Paragraphs, Letter writing.	Expository, Poetry	Multi-paragraph
Math	Mapping Skills Numbers & Operations Organizing Data, Grigling Time	Multiplication/Division Facts Long Multiplication Long Division	Geometry Fractions and Decimals	Measurement/Technology Probability Algebra
Science	(1)The Brain (2)Organisms and their Environment	(5)Weather and Climate (6)Sky Patterns	(11)Light and Sound	(12)Electricity and Magnetism
Social Studies	(3)Ancient Americas (4)Explorations & Discoveries	(7)Our Colonial Heritage (8)Economics	(9)The American Revolution (10)The New Nation	(13)Our Nation Grows (14)War Divides the Nation (15)Americans, Then and Now
Music/PE/Art	Native American art (Totem, poles, buffalo skin)	Calligraphy		

www.theCenter4Learning.com

I. Mapping Our Way


How Are You Smart? (LL&LS, brain, MI)
Have to Have a Habitat! (organisms and environments)
From Tepees to Totem Poles (early America)
Exploring We Will Go (early explorers)

Being There: Sand Hills Research Center, SC Wildlife Federation
 Concept: Commonality and Diversity
 Service Project: Pinnacles for Peace

II. Through All Kinds of Weather

Cloudy With a Chance of... (sky patterns, weather and climate)
Lost In Space (changes in earth and sky, patterns of movement)
Colonial Heritages (Colonial History)
Money, Money, Money! (economics)

Being There: Sale-A-Bration, Colonial Day, Meteorologist Speaker
 Concept: Continuity and Change
 Service Project: Sale-A-Bration Donation, Winter Days



Sailing on a New Adventure

IV. Final Destination

Westward Ho! (Westward Expansion)
Stuck on You (magnetism)
It's Electrical! (electricity)
United We Stand! (Civil War)

Being There: Ft. Sumter
 Concepts: Conflict and Cooperation

III. On Course

The British Are Coming! (American Revolution)
Good Vibrations (sound)
Do You See What I See? (light)
Shhh! We're Writing the Constitution! (Foundations of American Democracy)

Being There: Camden Revolutionary Park, State Museum
 Concepts: Individualism and Interdependence
 Service Project: St. Jude's

Organizing Concept: Exploration
 Rationale: While exploring life we need to weigh the consequences of our actions by modeling wise and thoughtful choices.

An ITI Yearlong Theme developed by Bookman Road Elementary Grade Four Team 2003

Third Grade Yearlong Theme Organizer: Navigating Through South Carolina

Component	Looking Back to Find Ourselves	Finding Our Place in SC	Discovering Our Foundations	Our Powerful Beginnings	Our Changing World
Time	August - September	October - November	December - January	February - March	April - May
Concepts	Community	Location/Habitat	Interdependence	Power	Change
Being there	School Community, State Museum	Congaree Swamp, Sandhills Visitor Center	Diamond Dale, Sandhills Extension, Catawba Indians, Sale-A-Bration	State House, Changing Gears Day	Chemistry Student, SC Day, Charleston
Reading Skills	Story Elements - Main Character, Plot, Setting, Sequence	Glossary, Dictionary, Summarize, Inference, Compare/Contrast	Theorem, Similes, Metaphors, Onomatopoeia, Hyperbole	Cause/Effect, Fact/Opinion, Author's purpose	Main Idea, Details, Predict, Classify
Literature	Autobiography, Polacco, Rylant, Kevin Henkes, All About Charleston, Soccer, Sweet Basket, Pink House	Non-Fiction, Susan True Nature Series	Poetry	Biographies <i>Ghost in the Capital, Sweet Clara, Follow The Drinking Gourd</i>	Fiction
Writing Skills	Autobiography, Descriptive	Friendly Letters, Clarive	Poetry	Biographies	Expository, Research
Math Area Units	U.1 Numbers/Operations U.1 Multiplication	U.2 Time & Money U.4 Division	U.6 Geometry U.7 Measurement	U.8 Fractions/Decimals U.5 Data/Graphing/Probability	U.9 Multiplication & Division by 1 digit
Social Studies Topics	U.7 Family, Community, State Heritages, Map Skills	U.2 The Land	Economics U.6 Water, Land, and Human Resources U. 3 Early History	U. 4 Young State, Making a state, Life in the Young State The Civil War	U.5 Later History Good Hard Time World Wars Growth and Change
Science	The Brain Multiple Intelligences	Habitats and Adaptations	Earth Materials	Machines and Motion	Heat Changes in Matter

www.theCenter4Learning.com

I. Looking Back to Find Ourselves
 The Briny Bunch (L.G.1.5, L.5, L.6, M, D)
 We Are Family! (Identity, community, state)
 Mapping Our Way (map skills)
 Being There: School, Community, State Museum
 Concept: Community

II. Finding Our Place in SC
 Home, Sweet Home (habitat and adaptation)
 From the Mountains to the Sea (SC regions)
 Being There: Riverbanks on the Road Congaree Swamp
 Concept: Location/Habitat

III. Discovering Our Foundations
 First South Carolinians (Native Americans)
 Use it Wisely! (land, water, human resources)
 Don't Take it for Granite (earth materials)
 Being There: Catawba Indians, Diamond Del
 Concept: Interdependence

IV. Our Powerful Beginnings
 Why Have a Government? (reasons, early SC history)
 Revolutionary War
 War in SC (Civil War)
 Being There: State House
 Concept: Power

Organizing Concept: Community is a population or body of living things occupying and interacting together in the same area.
Rationale: Our learning community works together to effect positive change as we explore our past, live in and interact with the present and work for the betterment of our future.
 All 111 Learning Themes developed by Bookman Road Elementary Grade Three Team 2003-revised 2008

1. Nature's System
 • Learning the System (L.G.1.5, M, D)
 • Balancing the System (US ecosystems, Native Americans)
 • Navigating Nature's Systems (European exploration)

2. All Systems Go!
 • The ABHA Moment (Scientific Method, Colonization)
 • Breaking the System (Time, Revolution)
 • When Forces Collide (force and motion)

Concept: Cause and Effect
Being There Locations: Children's Museum of Indianapolis, Huntington Airport, Science Central
Social Action Project: To educate the community about the importance of safety issues related to force and motion, helping to create a more balanced and safe community.

A System of Checks and Balances

4. Systems, Systems, Everywhere
 • All Aboard! (space and international travel)
 • Powerful Systems (impact of technology)

Organizing Concept: A system is a group of interacting, interrelated or interdependent elements forming or regarded as forming a collective entity.
Rationale: A system runs because of the interaction of all of its parts, each playing a specific role in the operation of the system. Our day-to-day living depends on the successful operation of countless systems. Understanding these systems leads to a better understanding of the world around us.
Being There Locations: Huntington Reservoir, Planetarium, Huntington Airport
Social Action Project: To promote an awareness of the impact technology and its need for balance in the community and environment.
 Susan Kovals & Associates
 Kati George and Adam Drummond:2006
 Grade 4, 5

3. Human Systems
 • Knee Bone's Connected to the... (human body sys.)
 • We the People (US gov't, systems)
 • Money, Money, Money! (economics, Exchange City)
Concept: Systems
Being There Locations: Exchange City, McMillen Health Center
Social Action Project: To promote healthy and balanced living through a school health fair.

1. Blazing Our Path
 • Hang Your Hat at the OK Corral (L.G.1.5, M, D, Procedures)
 • Gather 'Round the Campfire (Self, Family, Community)

2. Dig In Your Spurs
 • Prospecting for Gold (Natural Resources, Conservation)
 • And the Skies are Not Cloudy All Day (Weather, Measurement, Data)
 • Happy Hoedown (Traditions, Culture, Celebrations)

Home on the Range
Organizing Concept: Relationships are the special types of connections that define how two or more things are associated and interact with each other. The relationships between things may have a positive or negative effect on one another.
Rationale: By identifying relationships and understanding how they are connected, we are able to recognize our place in our world.

4. Giddy-up Partner
 • The Tumbling Tumbleweeds (Movement, Force, Matter, Forms of Energy, Transportation)
 • Where the Deer and the Antelope Play (Living & Non-Living, Plants, Habitats, Ecosystems)

3. Our American Tale
 • Rise and Shine (Day/Night, Time, Observation, Estimation)
 • How the West Was Won (Technology, Simple Machines, Problem-Solving)
 • The Pony Express to UPS (Communication, Economics)

Concept: Progress
Being There Locations: Planetarium, Farm, Simpson's Grain Mill
Social Action Project: Identify issues in our school that need solved.
 www.theCenter4Learning.com

3 Kinds of Key Points

Conceptual
 • Focuses on big ideas that allow students to transfer their understanding to other locations or situations and make it possible to make reasonable predictions. Generalizable, Understandable, Transferable, Succinct
 a.) Define the concept.
 b.) Explain why this is important. So What?

Significant Knowledge
 • Provides specific information vital for a full understanding of the patterns embedded within the conceptual key point.

Skill Key Points
 • Ensure student mastery of requisite skills for applying the concepts.
 • Generally arise from state and local curriculum documents and from the curriculum writing process, e.g., students need a particular skill in order to complete an inquiry.

www.theCenter4Learning.com

Grounding the Conceptual Key Point

Inquiries for the Conceptual Key Point:

- Need to come from students' previous experiences, not tied to new content (can be from the "Being There" experience)
- Have Guided Practice (whole class with teacher support) and Choice Inquiries (independent, whole or small group)

www.theCenter4Learning.com

Learning is a 2-Step Process

- All learning is a 2-step process
 - Pattern detection
 - Building mental programs
- Application of this principle
 - Know what you are learning
 - You have to do it
- Key Points [Step One]
 - Identify what you want your learners to understand and able to apply
 - Provides focus for teachers and students
 - Ensure mastery of information
 - Written from the standards and benchmarks

www.theCenter4Learning.com

Writing Key Points

- What do you want your students to understand and be able to apply? Identify the goal.
- Ask yourself if your key point clearly identifies the objective(s) for your lessons.





Program Building

- Programs are built through activities or inquiries that provide experience for the key point.
- Categories for inquiries/activities
 - Opening Activities
 - Guided Practice
 - Application/Independent
 - Reflection/Assessment
- There are three keys to building mental programs: seek to provide variety, make the activities rich, and make them challenging

Key Point “Check List”

- What is the focus?
- Using complete sentences, write what YOU want your students to understand and be able to apply about the topic and why it is important.
- Give it to the students.
 - Post it, have them take notes, give it as hand-outs, use it as a “fill in the blank”, etc..
- Ask yourself, “does the key point contain all of the information that I am going to assess?”
- Write key points as your “lesson plan” (do it as you go).
- KEEP THIS KEY POINT for next year.

The “ABC” GUIDELINES for Writing Inquiries

-  **A**lways start with the action in mind — What students are to do in order to practice applying what they understand to real-world situations
-  **B**e specific with your directions so that students can see the outcome or finished product in their mind’s eye — What the inquiry is asking them to do
-  **C**onnect to the key point — Will doing this inquiry help students to understand and be able to apply the concept or skill in the key point?
-  **D**evelop a product — What product will students develop to help them learn about and understand the content?

Inquiry Checklist

- Remember, inquiries are activities that HAVE A PRODUCT
- Bullet list all of the possible inquiries to provide students with experiences with the information in the key point.
- Use the categories:
 - Opening
 - Guided Practice
 - Application/Independent
 - Reflection/Assessment
- Check for variety using *Inquiry Builder Chart, Rigor Relevance Quadrants, etc...*
- KEEP THIS KEY POINT for next year.

Bloom’s Levels (knowledge)	6	C Decide which multiplication method works best	D Analyze and design a plan for profitability for the Detroit Lions based on costs of seats, sections, and sales
	5		
	4		
	3		
	2	A Practice a variety of tools for multiplication	B Use multiplication skills to calculate the number of seats
	1		
	1	Application	