

MAKING CONNECTIONS: FROM TOPICS TO CONCEPTS TO GENERALIZATION

TOPIC:

FORM: What is it like?	FUNCTION: How does it work?	CAUSATION: Why is it like it is?	CHANGE: How is it changing?
CONNECTION: How is it connected to other things?	PERSPECTIVE: What are the points of view?	RESPONSIBILITY: What is our responsibility?	What are the possible actions students might take?

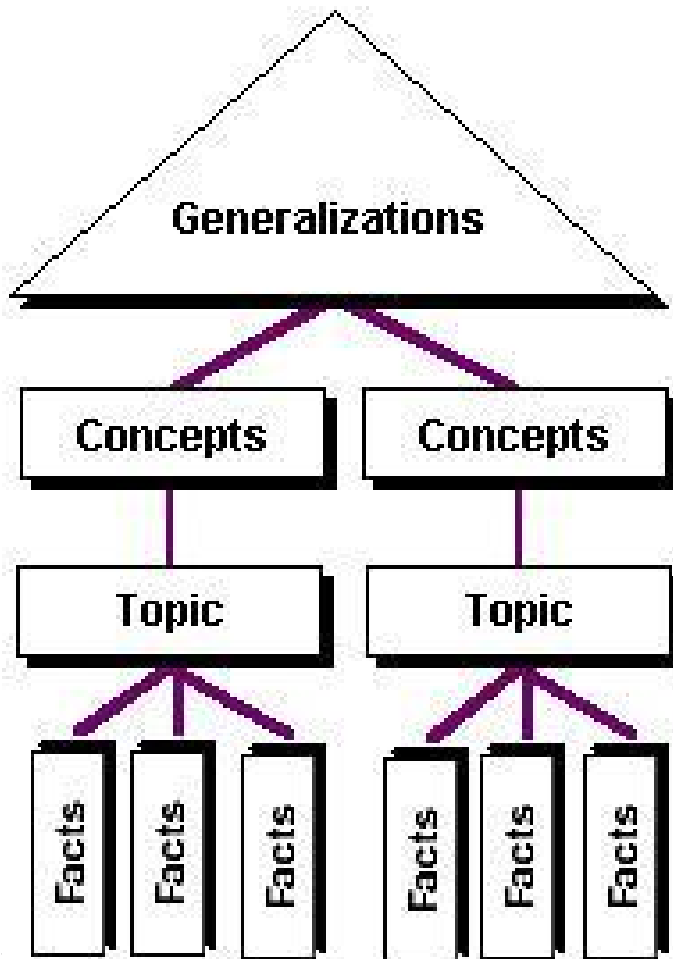
Related Concepts from the Subject Areas			Transdisciplinary Theme:
SCIENCE	SOCIAL STUDIES	PSPE	WHO WE ARE
erosion, tides light, shadow, reflection, connection perspective energy environment physical health	peace connection perspective family support	peace mental health, spiritual health, reflection connection perspective joy ART profile aesthetics	Relevant Descriptors: PHYSICAL, SPIRITUAL, MENTAL HEALTH. WHAT IT MEANS TO BE HUMAN Central Idea: Environment can impact mental and physical health. An inquiry into: The impact of environmental factors on physical health. (CAUSATION) the connection between environment and mental health (CONNECTION) our responsibility when designing and maintaining environments (RESPONSIBILITY)

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TOPIC:

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This organizer was developed to guide teachers as they craft concept-based units of inquiry by integrating Lynn Erickson's structure of knowledge and the essential elements of the PYP.



1. State and provincial standards are often topic heavy and fact based rather than concept based. This organizer allows teachers to begin with a topic in mind and move on to concepts.
2. Teachers develop questions about their topic using the key concepts and record them on their map.
3. Consider the relevance of the topic. Why is this important? How might students take action on their learning?
4. Once one question per key concept has been recorded, teachers identify related concepts within the subject areas. (This usually works best when concentrating on Science, Social studies and PSPE first.)
5. At this point, teachers should read the descriptors for the transdisciplinary themes. Choose the theme that best addresses the topic and identified concepts. Which parts of the descriptor best connect?
6. Narrow the related concepts to not more than four that are distinct yet connected. These related concepts must represent at least two subject areas (i.e. a social studies concept and a science concept or a social studies concept and a PSPE concept etc.) Use these concepts to craft a central idea.
7. Choose three key concept questions that best address the central idea and provide in-depth inquiry opportunities. How are your related concepts connected to the key concept questions?

by H. Lynn Erickson

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Change the questions to complete the sentence stem: An inquiry into... and you have your lines of inquiry.

8. Develop the summative assessment, identify facts that will provide examples of the conceptual understandings, create learning engagements and formative assessments, using the planner. Identify approaches to learning that students must be able to utilize in order to successfully inquire and construct knowledge. (What will they need to be successful with the learning engagements, and assessments?) What opportunities will students have to further develop attributes of the learner profile and attitudes?