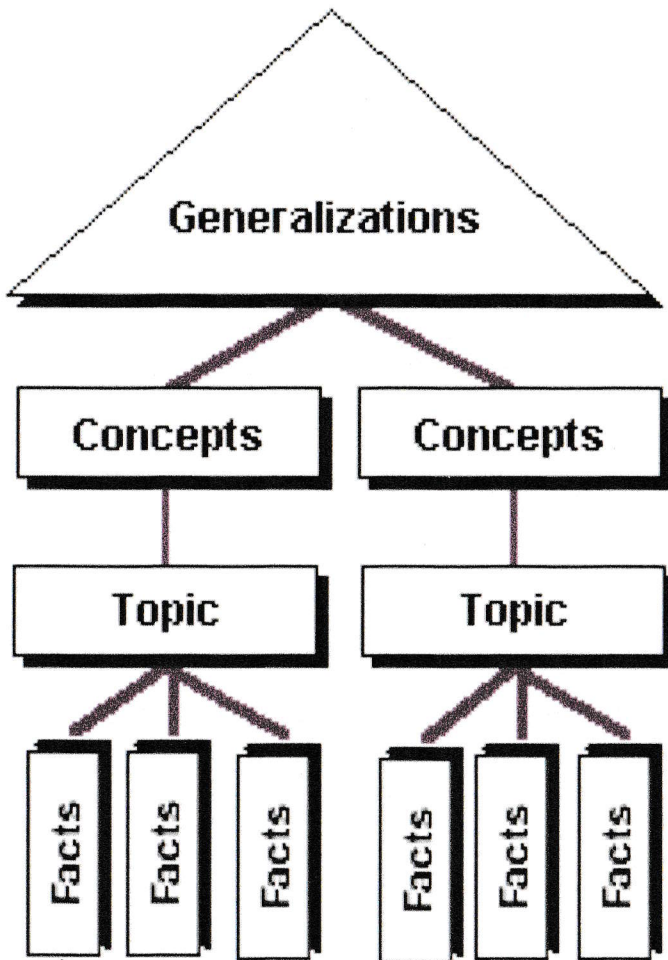


MAKING CONNECTIONS: FROM TOPICS TO CONCEPTS TO GENERALIZATION

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



- 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.
- Teachers develop questions about their topic using the key concepts and record them on their map.
- Once one question per key concept has been recorded, teachers use the annex in Making the PYP Happen to identify related concepts within the subject areas. (This usually works best when concentrating on Science, Social studies and PSPE first.)
- 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?
- Choose two to three related concepts to craft a central idea. (Use MPYPH for criteria for a good central idea.)
- Choose three key concept questions that best address the central idea and provide in-depth inquiry opportunities. Match related concepts to each line of inquiry. (I ask teachers to limit the related concepts to not more than 4 and to represent at least two subject areas (i.e. a social studies based concept and a science concept or a social studies based concept and a PSPE concept etc.) Change the questions to complete the sentence stem: An inquiry into... and you have your lines of inquiry.
- For further unit development and integration of the key concepts in the other subjects areas use the Making Transdisciplinary Connections Graphic Organizer.

- Develop the summative assessment, identify facts that will provide examples of the conceptual understandings, create learning engagements and formative assessments, using the planner. Identify transdisciplinary skills 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?