Template for Concept-Based Curriculum and Instruction Unit Design	
Subject: ……	Level: Sec. 1 / 2 / 3 / 4
Duration: Weeks: …… Hours: ……	Authors: ……
Unit Title: Can be engaging but must clearly indicate the focus of the unit's content.	
Conceptual Lens / Lenses: Provides focus and depth to the study. Ensures *synergistic thinking* (connecting factual and conceptual thinking).	
Unit Overview: The unit overview is written for the teacher to read to the students as a hook to grab their interest and attention and to introduce them to the unit of study. This is usually written last, once the entire unit has been planned.	
Integration with Information Communication Technology: • Enhancement: Substitution: Technology acts as a direct substitute, with no functional change. Augmentation: Technology acts as a direct substitute, with some functional change. • Transformation: Modification: Technology allows for significant task redesign. Redefinition: Technology allows for the creation of new tasks, previously inconceivable.	
Integration with the 5E Instructional Model: • Engage: Engage the students with an event or a question. • Explore: Students explore ideas through hands-on activities. Students clarify ideas of major concepts and skills. • Explain: Students construct explanations of the concepts and processes. • Elaborate: Students are challenged to apply / transfer what they have learned to new situations. Students build on their understanding of concepts to develop their knowledge and skills. • Evaluate: Students evaluate their own knowledge, skills and abilities.	
Unit Strands: For intradisciplinary studies, these are broad areas or headings within a unit of study which organise the unit into manageable parts (microconcepts). For interdisciplinary studies, the strands represent the different subjects to be included.	

Continued…

Unit Web (add or delete strands as necessary)
Conceptual Lens: ……

Strand 1: ……

Arrange the different strands around the unit's title.

Web-out unit topics and concepts under the strands.

Strand 2: ……

This is a brainstorming activity that results in a visual representation of how the unit's content *could* be organised.

Unit Title:

……

……

……

Strand 3: ……

The unit web shows which concepts in particular could be used to structure / organise the unit.

Strand 4: ……

Write one-or-two generalisations using the conceptual lens, and one-or-two generalisations for each one of the strands.

Sometimes, a generalisation will address more than one strand.

A unit of study may have between five and nine generalisations.

Continued…

Generalisations	Guiding Questions **F** = Factual, **C** = Conceptual, **D** = Debatable
Write one-or-two generalisations using the conceptual lens, and one-or-two generalisations for each one of the strands.	Sometimes, a generalisation will address more than one strand.
A unit of study may have between five and nine generalisations.	See Appendix 1 for the guide and template for writing generalisations.
Guiding questions facilitate student thinking towards the generalisation.	Each generalisation needs a mixed set of three to five factual and conceptual questions, and two to three debatable questions for the unit as a whole.

Continued…

Critical Content and Key Skills

Critical Content by Strand Students will know…	Key Skills Students will be able to…
Strand 1. The critical content is the factual knowledge required for grounding the generalisations, deepening knowledge of the unit topic, and defining what students may need to know about processes or skills.	The key skills are drawn verbatim from the syllabus. Key skills transfer across applications and are not tied to specific topics until they appear in learning experiences.
Strand 2. Some key skills may be correlated one-to-one to the “knows” in process driven subjects; but they are less likely to be correlated one-to-one in content subjects such as History and Science.	
Strand 3.	
Strand 4.	

Continued…

Suggested Learning Experiences

Learning experiences ensure students are prepared for the expectations of the culminating unit assessment, and reflect what students should understand, know, and be able to do by the end of the unit. Learning experiences are meaningful and authentic.

Suggested Time Line	Suggested Learning Experience	Formative Assessment	Differentiation	Resources

Continued…

Culminating Unit Assessment – Authentic Transfer Task

The culminating unit assessment reveals student understanding of one or two important generalisations, their knowledge of critical content, and their ability to apply key skills. Develop a scoring guide, or rubric, with specific criteria for evaluating student work.

<table>
<tr><td colspan="2">What?
The unit focus.</td></tr>
<tr><td colspan="2">Why?
The generalisation or generalisations.</td></tr>
<tr><td rowspan="6">How?
Engaging scenario for the students.</td><td>Goal
Provide a statement of the task. Establish the goal, problem, challenge or obstacle in the task. “Your task is… Your goal is to… The problem or challenge is… The obstacle to overcome is…”</td></tr>
<tr><td>Role
Define the role of the students in the task. State the job of the students for the task. “You are… You have been asked to… Your job is…”</td></tr>
<tr><td>Audience
Identify the target audience within the context of the scenario. Example audiences might include a client or a committee. “Your clients are… The target audience is… You need to convince…”</td></tr>
<tr><td>Situation
Explain the context of the scenario. Explain the situation. “The context you find yourself in is… The challenge involves dealing with…”</td></tr>
<tr><td>Product or Performance
Clarify what the students will create and why they will create it.
“You will create a… …in order to…”
“You need to develop… …so that…”</td></tr>
<tr><td>Standards
Provide students with a clear picture of success. Identify specific standards for success. Issue rubrics to the students or develop the rubrics with the students. “Your performance needs to… Your work will be judged by… A successful result will…”</td></tr>
</table>

Continued…

Appendix 1.
Generalisations Developer
For Concept Based Teaching and Learning

Level Three Generalisation: "So what?"
• Level Three *i)* avoid passive voice, *ii)* avoid proper nouns which lock the statement in space, time situation, *iii)* avoid pronouns such as us, our, we, they, she, *iv)* avoid past tense, *v)* avoid weak verbs, *vi)* generalisations should contain (at least) two macroconcepts, *vii)* generalisations must be unambiguous and true.

↑ ↑ ↑

Level Two Generalisation: "Why?" "How?"

↑ ↑ ↑

Level One Generalisation

↑ ↑ ↑

Macroconcepts (Conceptual Lens)	**Microconcepts**

↑ ↑ ↑

Factual Questions	**Conceptual Questions**	**Debatable / Provocative Questions**

• Erickson, H. L., & Lanning, L. A. (2014). *Transitioning to concept-based curriculum and instruction: how to bring content and process together*. Thousand Oaks, CA: Corwin Press, Inc.

• Erickson, H. L., Lanning, L. A., & French, R. (2017). *Concept-based curriculum and instruction for the thinking classroom*. Thousand Oaks, CA: Corwin Press, Inc.

• Stern, J. H., Mohnkern, J., & Ferraro, K. F. (2017). *Tools for teaching conceptual understanding, secondary: designing lessons and assessments for deep learning*. Thousand Oaks, CA: Corwin Press, Inc.

• Wiggins, G., & McTighe, J. (2004). *Understanding by design professional development workbook*. Association for Supervision and Curriculum Development, Alexandria, VA.