

Creating Depth and Complexity OAGC Patty Clary October 2017

Session KUDoFs The participants will:

Know (K): Vocabulary

- Depth, complexity, icons, language of the discipline, details, patterns, unanswered questions, rules, trends, ethics, big ideas, across the disciplines, changed over time, different perspectives, point of view, Sandra Kaplan

Concepts/Skills –

1. Kaplan's depth and complexity tools assist in enhancing thinking.
2. Kaplan's depth and complexity icons are visual representations of categories that allow learners to investigate ideas more deeply and at more complex levels.
3. we are not just teaching the icons, but the underlying thinking that the icons represent.
4. the questions/directions/statements within each thinking tool category can be tiered for differentiated levels.
5. the thinking tool categories can stand alone, or be interrelated for more combinations of thinking.
6. Kaplan's depth and complexity tools can be applied in any grade level, subjects; real-life.
7. Kaplan's depth and complexity tools can be effective when connected to student choice, or teacher selection of questions and tasks.
8. Kaplan's depth and complexity tools can coordinate with standards, other models, and what you and your district want students to learn.
9. Can be used for, stations, centers, homework, with other models; in large, small groups, or individually; varied formats (task cards, cubes, choice boards, etc.)

Understand (U):

1. how the individual icon designs represent the concept behind the related thinking tool.
2. in what ways Kaplan's depth and complexity tools allow learners to make connections among concepts, skills, and real life.
3. how application of Kaplan's depth and complexity tools can be built upon to differentiate instruction.
4. that Kaplan's depth and complexity tools relate to developing and understanding varied perspectives on a topic.

Able to Do (D):

1. Determine relationships among Kaplan's depth and complexity tools, standards, and what you and your district want students to learn.
2. Develop lesson plans/units that apply Kaplan's depth and complexity tools – at least one activity/set of questions for each icon.
3. Evaluate the questions/statements/directions they have created for each icon for levels of thinking.
4. Generate at least one tiered set of questions/activities/directions for a tool area.

Feel About Their Learning (F):

1. more confident to incorporate Kaplan's depth and complexity tools into their lessons and lives.
2. inspired to further explore Kaplan's depth and complexity.
3. more confident to share Kaplan's depth and complexity tools with others.

- The KUDoFs above are a sample of what might be created for our session today. There could be more ideas added at any time, as you work through the development process.
- When creating curriculum ideas with Kaplan's depth and complexity tools, you need to apply varied question starters and directions/statements that relate to different levels of Bloom's Taxonomy -or any other you may work with in your planning – applying the verbs that relate to more cognitive tasks is crucial. Be sure your objective that follows the verb actually represents the level of thinking required. "Create a list of..." is not a high level, nor what you want the students to learn. Even though you used the verb 'create', the task is still just a list, and unless creating a list is your learning objective, you are describing the product.