

# When Standard-Based Meets Concept-Based

**Dr. Aggie Huang**  
Director of Chinese Programs

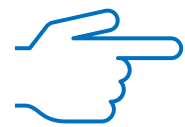
**YinNan Zhang**  
Head of Middle School Global Languages

**Shanghai American School**

| Components of                     | Knowledge  | Skill      | Transfer   |
|-----------------------------------|------------|------------|------------|
| Theory                            | 10%        | 5%         | 0%         |
| Demonstration                     | 30%        | 20%        | 0%         |
| Practice/Feedback                 | 60%        | 60%        | 5%         |
| <b>Coaching/Collegial Support</b> | <b>95%</b> | <b>95%</b> | <b>95%</b> |

Joyce, B and Showers, B. *Professional Development that Impacts Student Achievement*.

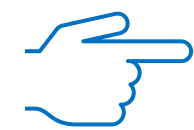
## Session Objectives



- **Understand Curriculum Models:** Participants will gain a clear understanding of the principles and frameworks of both standards-based and concept-based curriculum design.
- **Design and Implement CBCI:** Participants will explore CBCI theories and practices, and examine how these can positively impact student learning outcomes in a standard-based school.
- **Apply the learning:** Attendees will develop an action plan for applying CBCI within their own teaching contexts.

Keywords: standard-based, UDL, CRP, AI, CBI, Common Core, IB

# Session Agenda



- Who I am as a CBCI Educator- 5m
- A brief Intro of Shanghai American School Chinese Programs- 15m
- An example of Unit design- 45m
- An action plan for applying CBCI in your context- 20m
- Intentional Closing- 5m

# **The Seven Norms of Collaborative Work**

- 1. Pausing**
- 2. Paraphrasing**
- 3. Posing questions**
- 4. Putting ideas on the table**
- 5. Providing data**
- 6. Paying attention to self and others**
- 7. Presuming positive intentions**





# Grounding- 5m



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Where am I on the CBCI journey?

---

What is my goal for this session?

| Level               | Description                                                                                                                                                                                                     |
|---------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Beginner</b>     | I have heard of Concept-Based Learning but have not yet designed or taught lessons using CBI intentionally.                                                                                                     |
| <b>Intermediate</b> | I have designed and taught CBI units or lessons for about 1–2 years. I’m developing comfort with creating generalizations, guiding questions, and conceptual assessments.                                       |
| <b>Skillful</b>     | I have been intentionally designing and facilitating CBI experiences for 3+ years. I can confidently coach others, design across disciplines, and integrate conceptual thinking into assessment and reflection. |



# Grounding- 5m

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Where am I on the CBCI journey?

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What is my goal for this session?

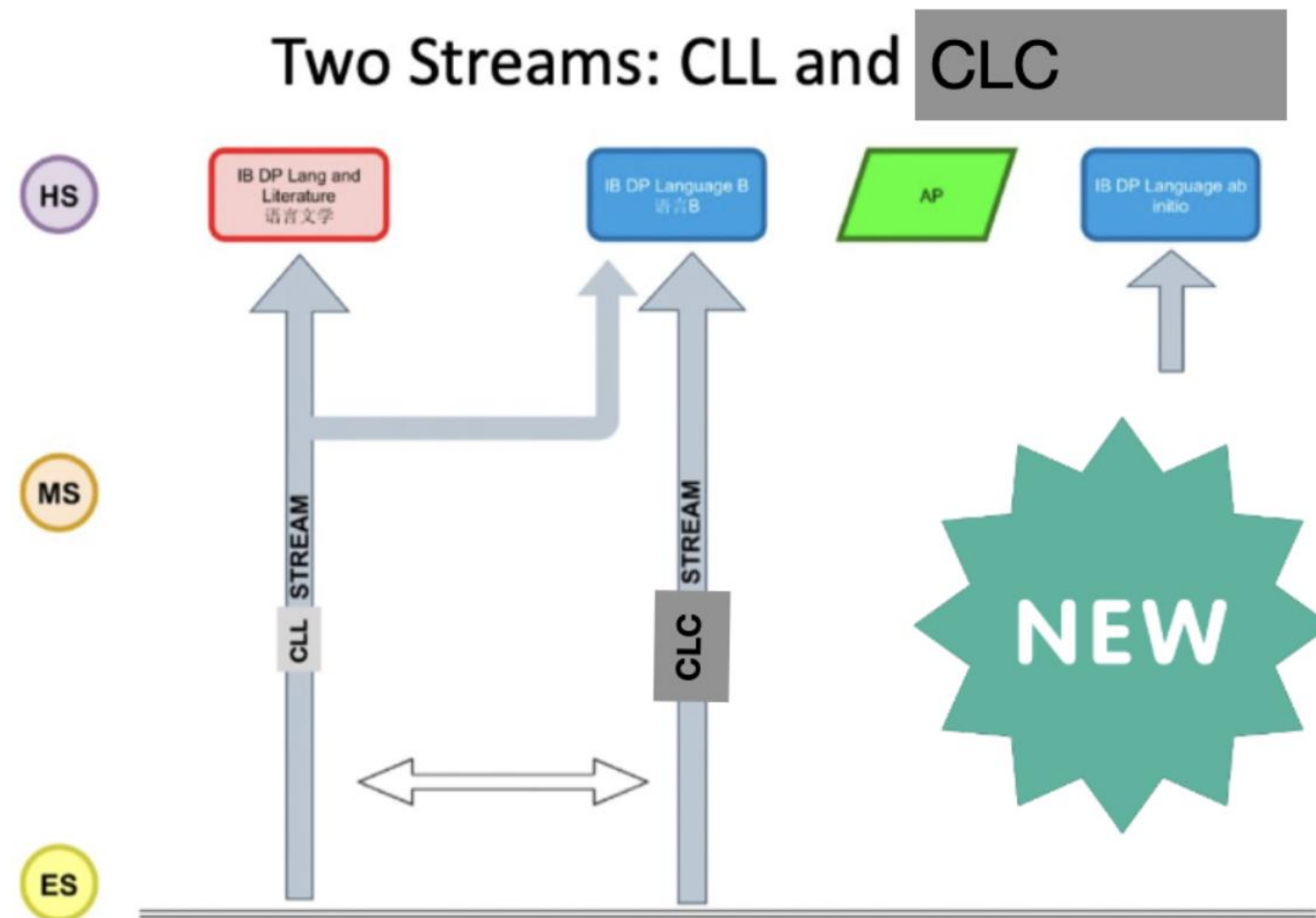
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## The SAS Chinese Programs



CLL- Chinese Language and Literature

- Common Core
- Chinese National Curriculum
- IB DP Language A

CLC- Chinese Language and Culture

- ACTFL
- IB DP Language B

The **Common Core State Standards** for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects (“the Standards”) are the culmination of an extended, broad-based effort to fulfill the charge issued by the states to create the next generation of **K–12 standards** in order to help ensure that all students are college and career ready in literacy no later than the end of high school.

《共同核心州立标准》之英语语言艺术与历史/社会研究、科学、技术学科中的读写能力标准（简称“本标准”），是各州为制定新一代**K-12教育标准**而开展长期广泛努力的成果，旨在确保所有学生在高中毕业前具备符合大学深造和职业发展所需的读写能力。

Common Core State Standards for English Language Arts and Literacy in  
History/Social Studies, Science, and Technical Subjects, 2010

The World-Readiness Standards for Learning Languages (National Standards Collaborative Board, 2015) describe what students need to **know** and **be able to do** as they learn another language. They define the “what” of language education in terms of five goal areas: Communication, Cultures, Connections, Comparisons, and Communities.

《语言学习世界准备标准》（美国国家标准协作委员会，2015年）阐述了学生在学习另一门语言时需要掌握的**知识与能力**。这些标准从五个目标维度界定了语言教育的“教学内容”：沟通、文化、贯连、比较与社区。

ACTFL Proficiency Guidelines, 2024



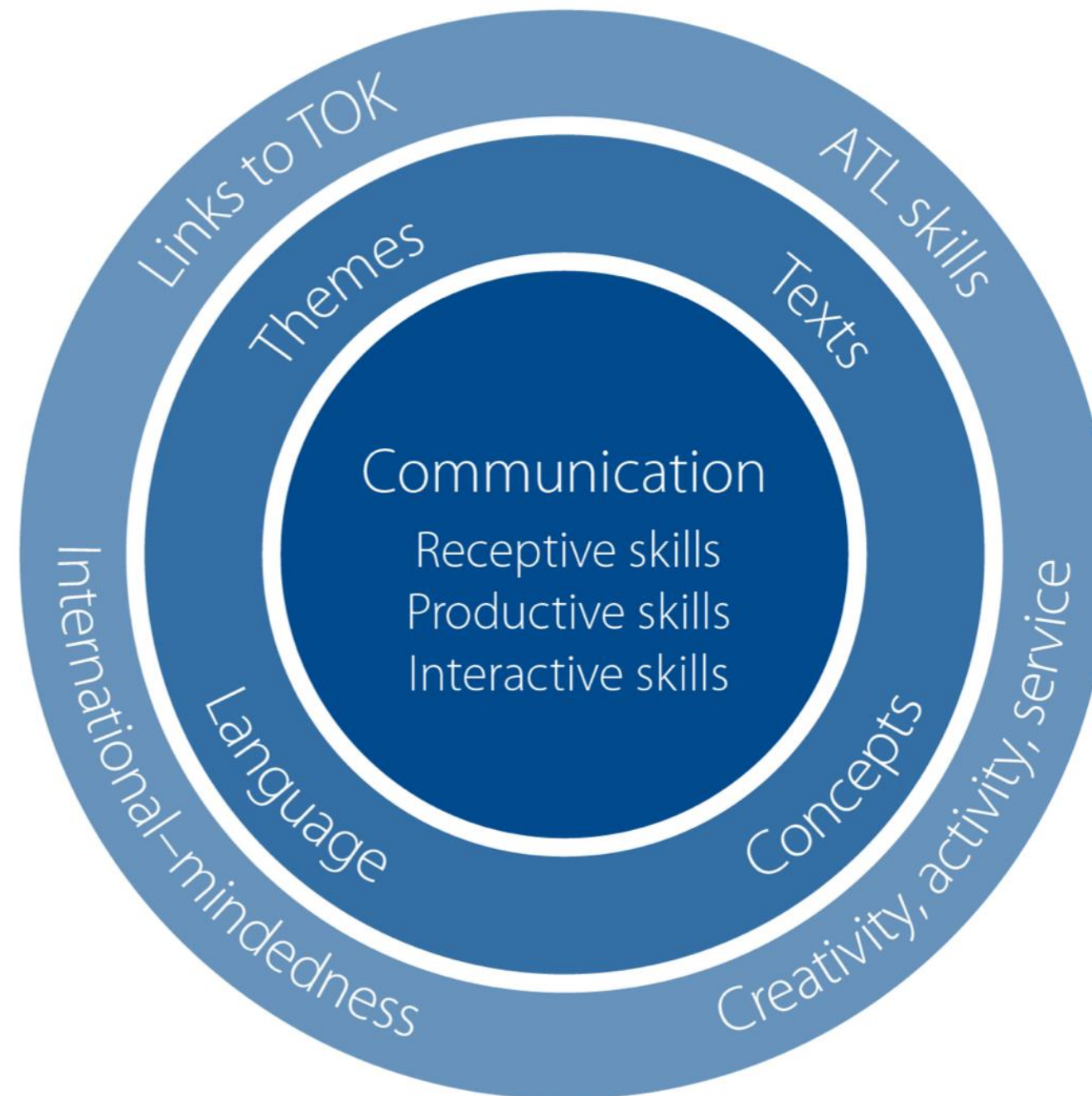


Figure 2

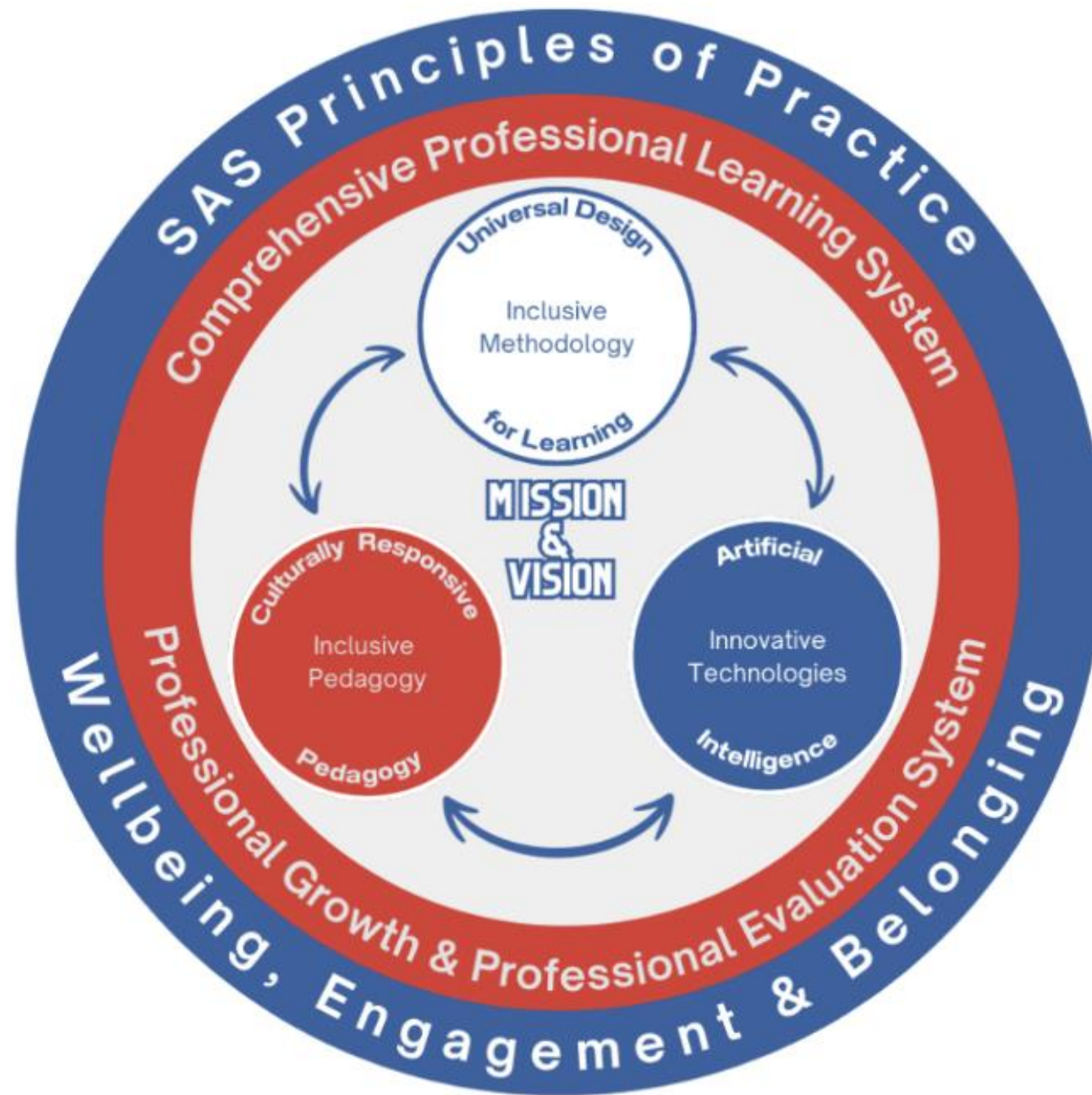
In the language B course, students develop the ability to communicate in the target language through the study of **language**, **themes** and **texts**. In doing so, they also develop **conceptual understandings** of how language works. Communication is evidenced through receptive, productive and interactive skills across a range of contexts and purposes that are appropriate to the level of the course.

DP Language B Guide  
First assessment  
2020

What resonates with you about SAS Chinese programs?  
上海美国学校中文项目引起了你什么样的共鸣?

What connections do you see to the Chinese programs  
at your school?  
你发现它与你们学校的中文项目有哪些联系?

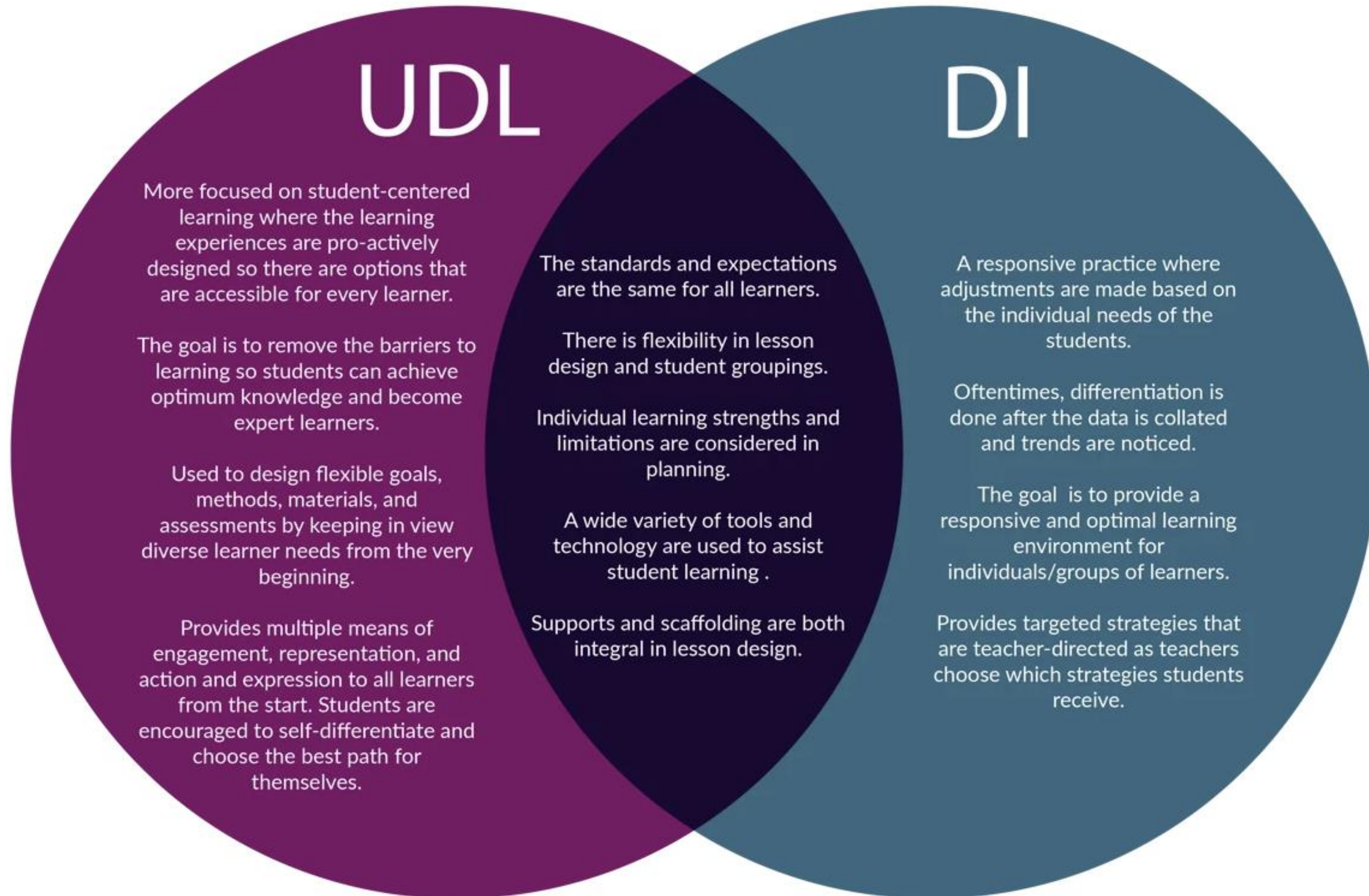




“The 2024-2027 Professional Learning Plan focuses on the development of skills in support of the Principles of Practice with a focus on the interrelationship between **Universal Design for Learning (UDL)**, **Culturally Responsive Pedagogy (CRP)**, and **Artificial Intelligence (AI)**”.

Shanghai American School  
Educational Programs





UDL is a **framework** to improve and optimize teaching and learning based on what we know about the human brain. Each brain is made of billions of interconnected neurons that form unique pathways. Like fingerprints, no two brains are alike.

The CAST UDL Guidelines help educators address the diversity in learning in three main categories:

**Engagement** (the why of learning): recruiting interest, sustaining effort and persistence, and self-regulation.

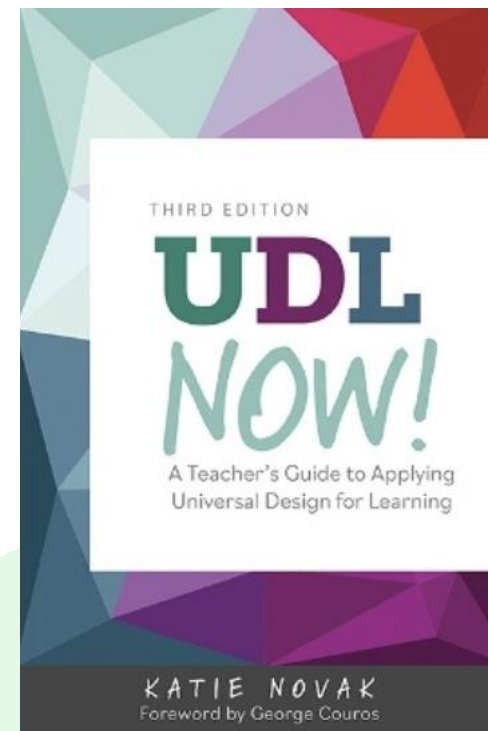
**Representation** (the what of learning): perception, language and symbols, and comprehension.

**Action & Expression** (the how of learning): physical action, expression and communication, and executive function.

Retrieved from: <https://www.cast.org/what-we-do/universal-design-for-learning/>

Since UDL is a **standards-based** curriculum design, we have to start with the standards...As you read your standards, you'll notice that some of them require students to have specific knowledge, while others require them to complete specific tasks. This is the difference between content standards and method standards, ...

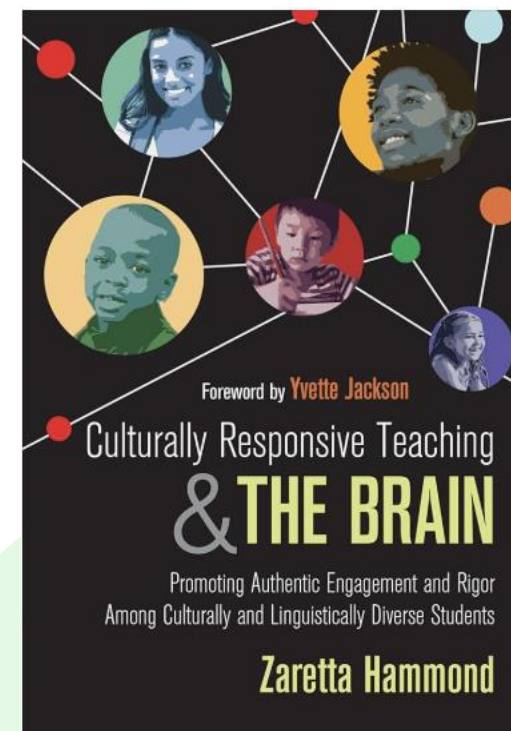
Katie Novak (2022)





The achievement gap remains a stubborn problem for educators of culturally and linguistically diverse students. With the introduction of the rigorous **Common Core State Standards**, diverse classrooms need a proven **framework** for optimizing student engagement and facilitating deeper learning.

Culturally responsive pedagogy has shown great promise in meeting this need, ...



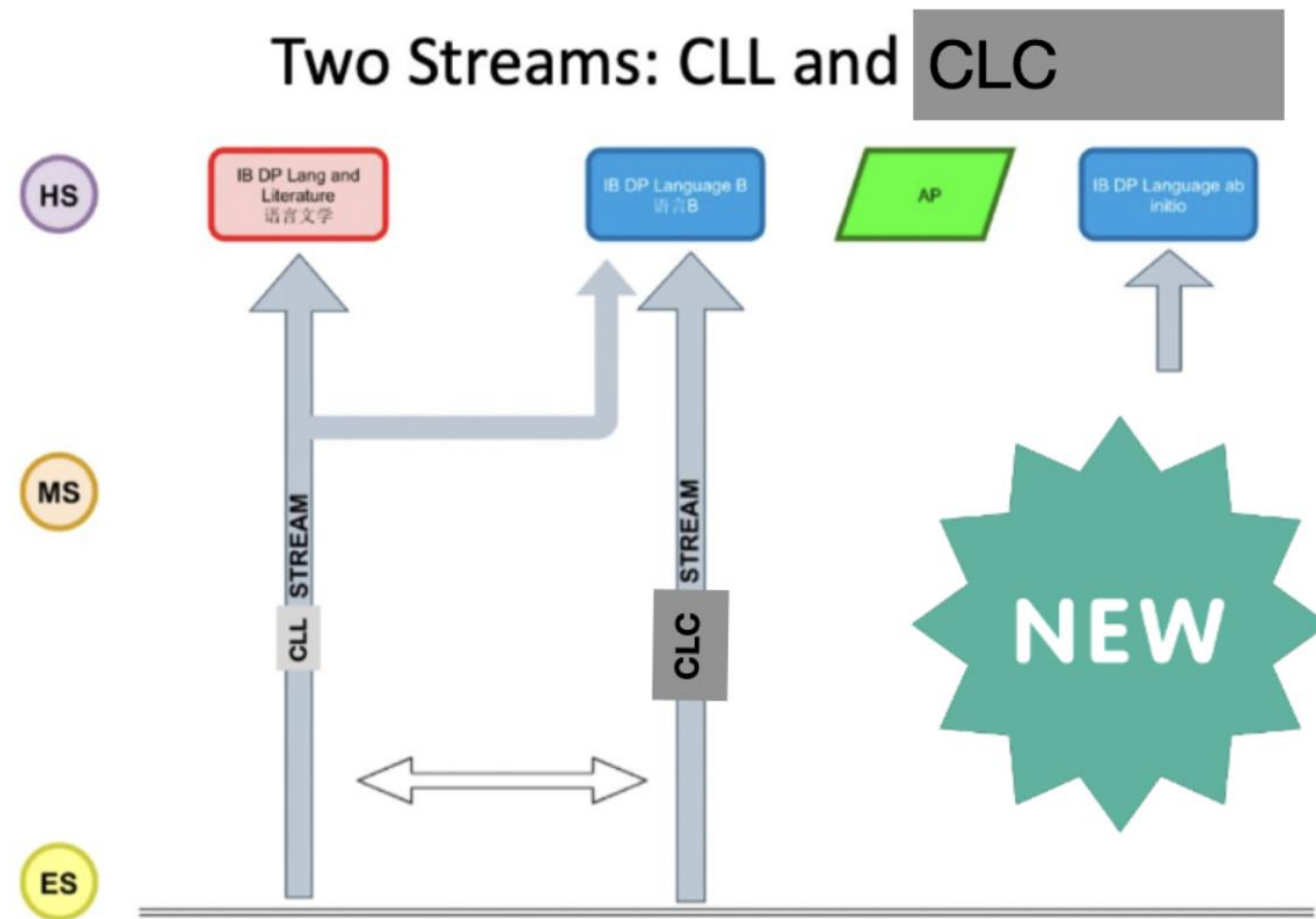
Yvette Jackson (2015)

## Concept-based vs Standard based curriculum

Both approaches are valuable. **Standards-Based** learning ensures essential skills and benchmarks are met, while **Concept-Based** learning deepens understanding and transfer across contexts.



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What connections do you see to the Chinese programs  
at your school?  
你发现它与你们学校的中文项目有哪些联系?

How does SAS do CBCI in their context?  
上海美国学校中文项目该如何开展CBCI?



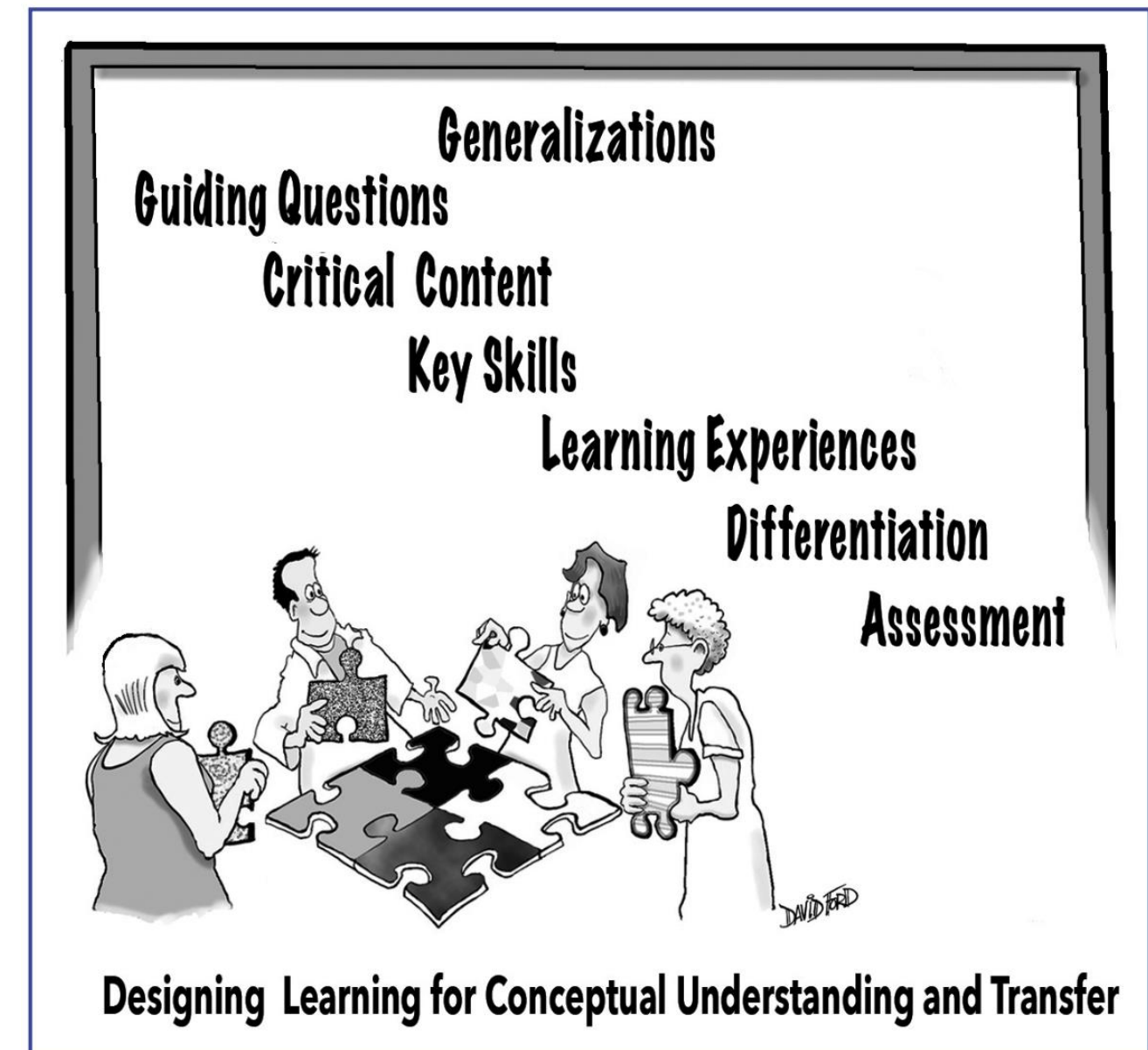
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## Learning Targets

- The key components of a concept-based unit
- The steps to incorporate CBIC<sup>1</sup> into a unit
- Strategies to assess students' conceptual understanding of a unit
- Ways to leverage UDL and CRP to support a concept-based unit (optional)

1. CBI – Concept-Based Curriculum and Instruction



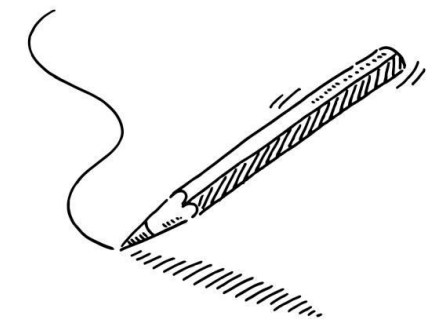
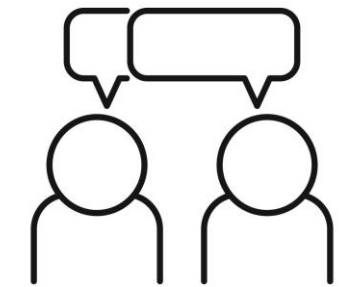
Lanning & Brown (2013), Concept-Based Literacy Lessons, Figure 2.1



## My Understanding of Concept-Based Curriculum and Instruction

**Page 1 in the booklet**

| What I know | What I want to know | What I have learned |
|-------------|---------------------|---------------------|
|             |                     |                     |

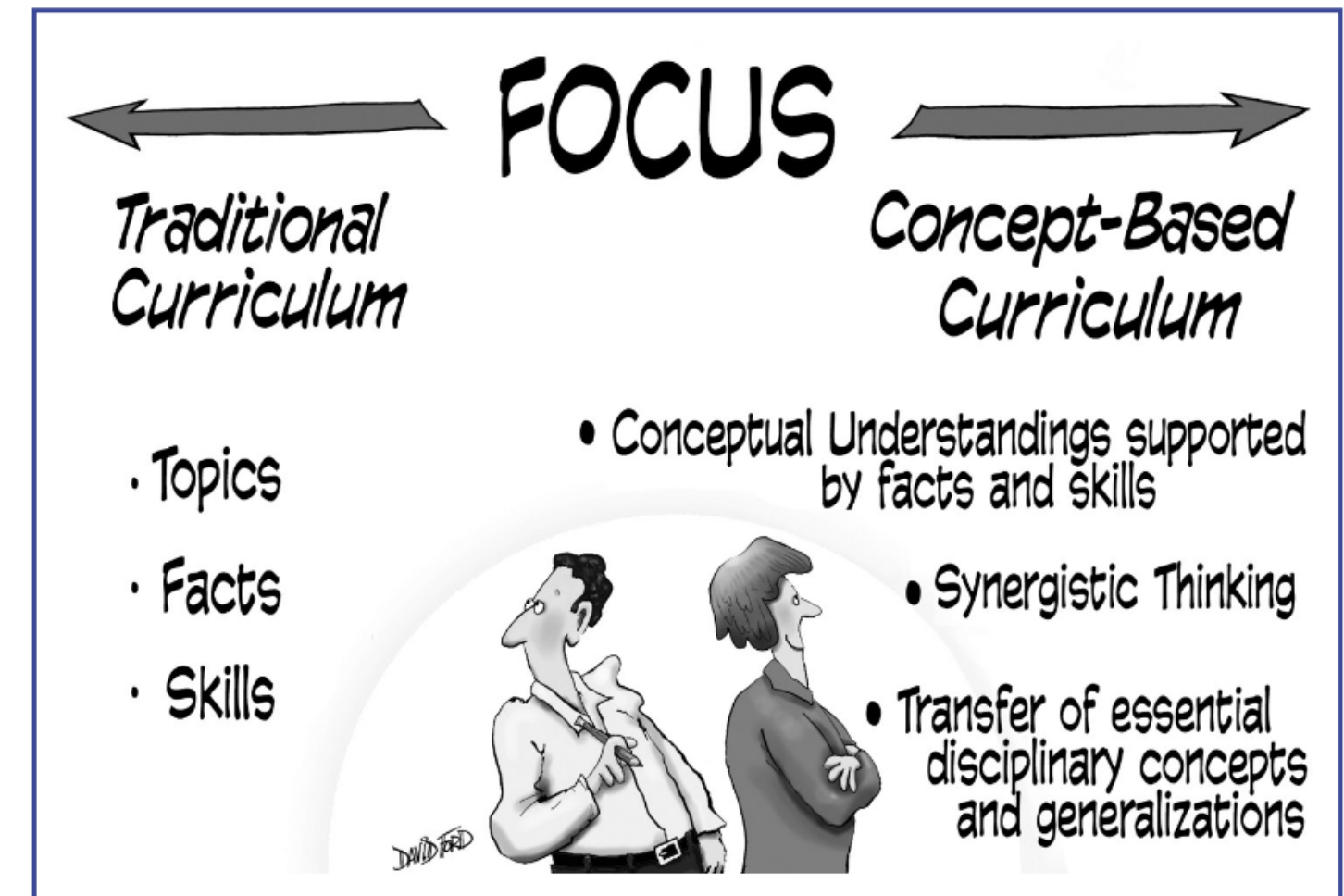


\* **UDL:** Optimize choice and autonomy

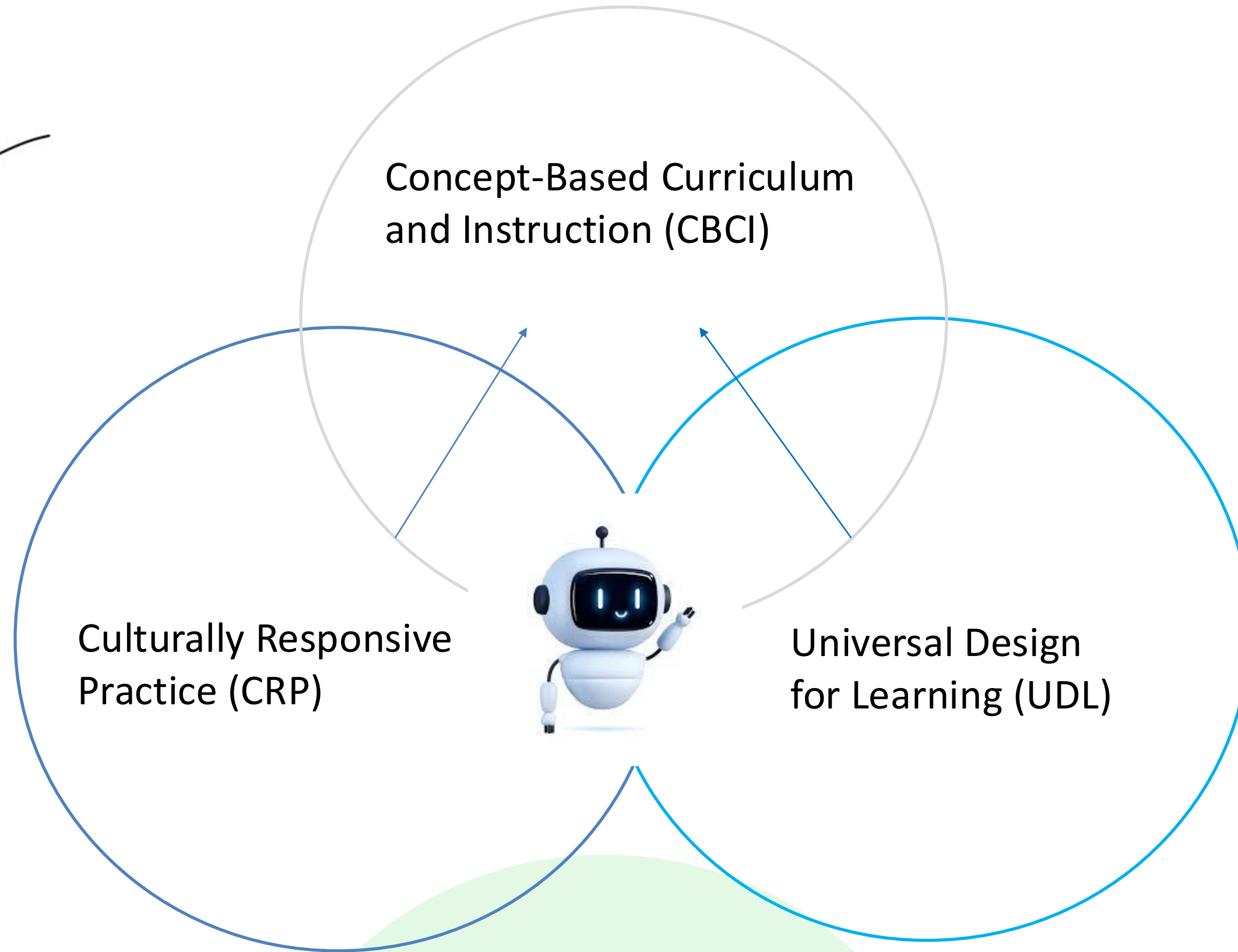


## 2D V.S. 3D curriculum

- Two Dimensions:  
Knowledge (topics and facts) + Skills
- Three Dimensions:  
Knowledge (topics and facts) + Skills +  
Conceptual Understanding
- Higher level thinking
- Transferrable concepts and understandings



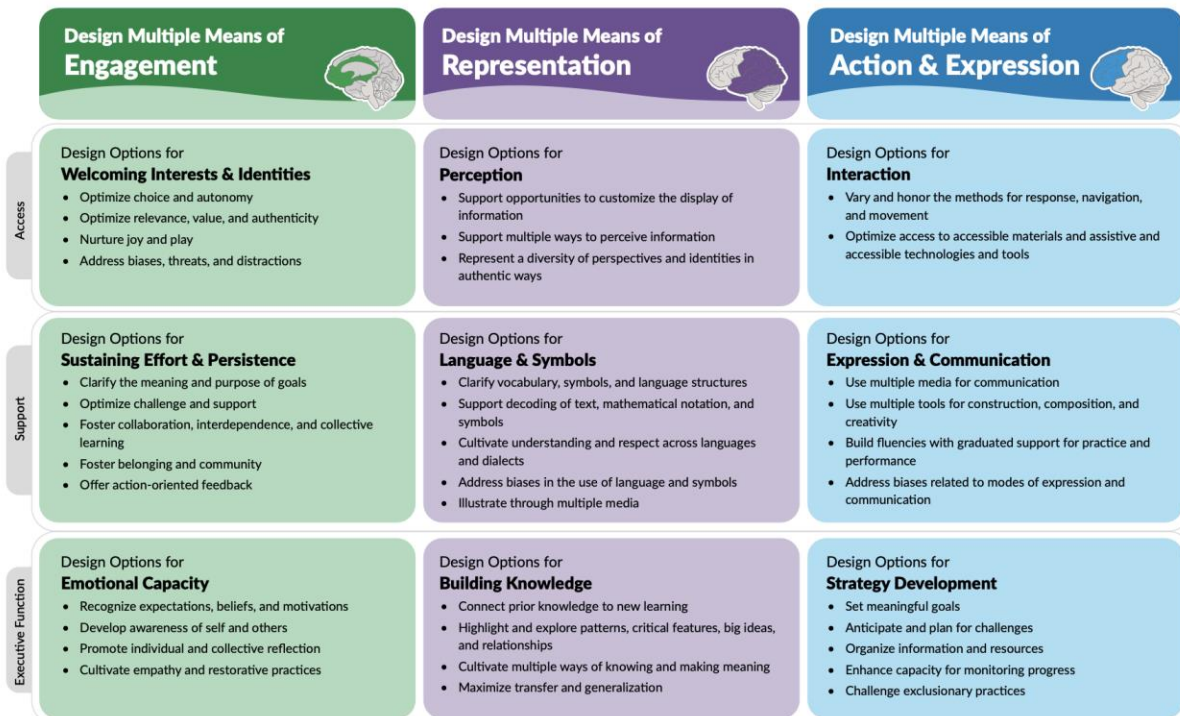
Lanning & Brown (2013), Concept-Based Literacy Lessons, Figure 1.1





### CAST Universal Design for Learning Guidelines

The goal of UDL is **learner agency** that is purposeful & reflective, resourceful & authentic, strategic & action-oriented.

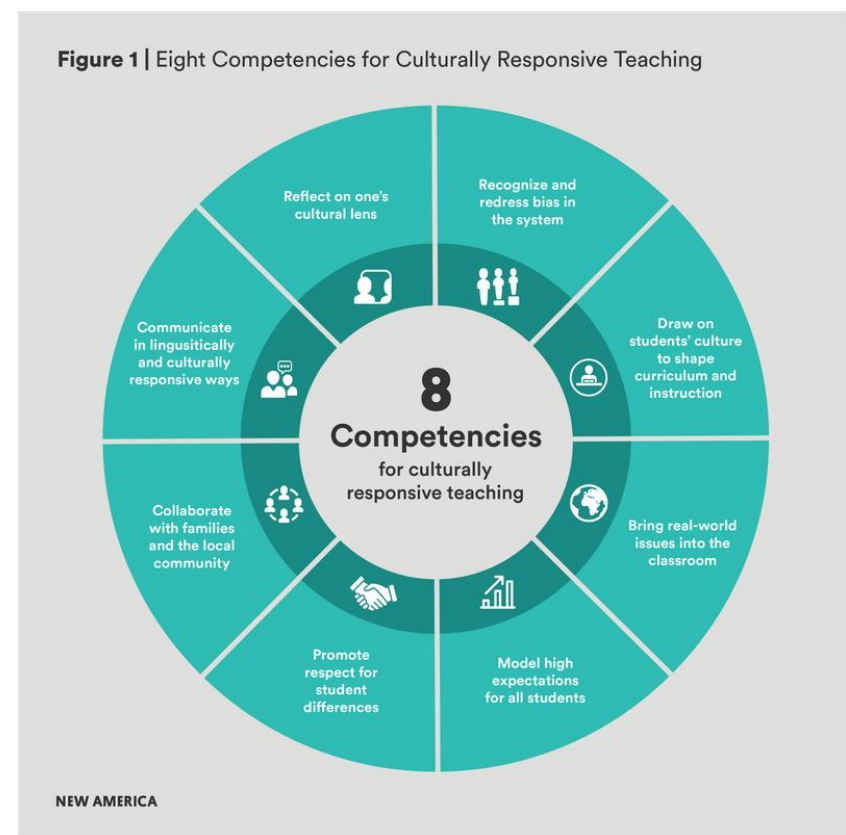


CAST | Until learning has no limits™

CAST UDL Guidelines™ | [udlguidelines.cast.org](http://udlguidelines.cast.org) | © CAST, Inc. 2024  
Suggested Citation: CAST (2024). Universal Design for Learning Guidelines version 3.0 [graphic organizer]. Lynnfield, MA: Author.



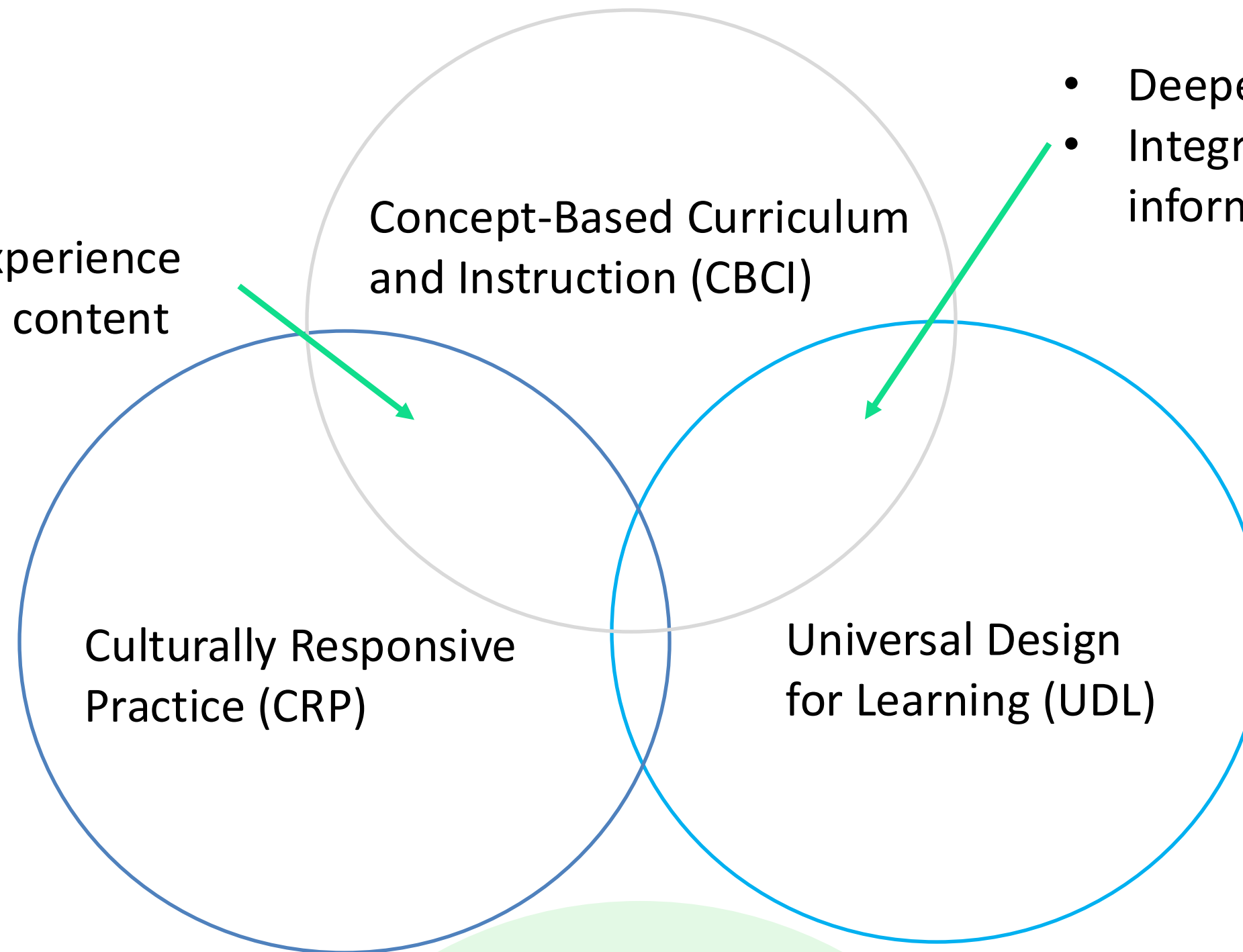
Lanning, Brown (2013), Concept-Based Literacy Lessons, page 21



<https://www.newamerica.org/education-policy/policy-papers/culturally-responsive-teaching-competencies/>



- Authentic learning experience
- Relevant, meaningful content



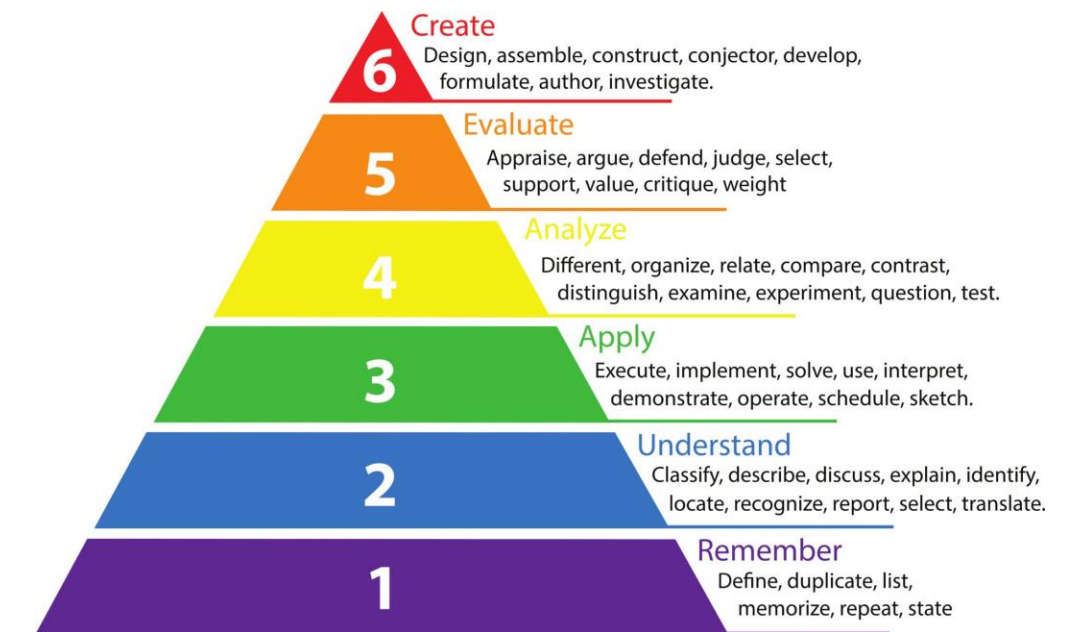
- Deepen understanding
- Integrate the most valuable information



- Focus of the key components of a concept-based curriculum unit:
  - ✓ Conceptual Lens
  - ✓ Guiding Questions
  - ✓ Generalizations
  - ✓ Assessment Tasks
  - ✓ Rubric - *How to assess Conceptual Understanding*

### CBCI Strands

- Producing Text
- Critiquing Text
- Responding to Text
- Understanding Text



Lanning & Brown (2013), Concept-Based Literacy Lessons

## Current practice of SAS MS Chinese Program



- Standard Based – Common Core
- UbD planner – Key components

| Stage 1 - Identify Desired Results                                                                                                                                                                                           |                                                                                                                                                                                                                                  |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Trans-disciplinary Transfer Goals                                                                                                                                                                                            |                                                                                                                                                                                                                                  |
| Critical thinker, Skillful communicator, Effective collaborator, Creative Learners, Ethical global citizens                                                                                                                  |                                                                                                                                                                                                                                  |
| Disciplinary Transfer Goals                                                                                                                                                                                                  |                                                                                                                                                                                                                                  |
|                                                                                                                                                                                                                              |                                                                                                                                                                                                                                  |
| Standards and Benchmarks                                                                                                                                                                                                     |                                                                                                                                                                                                                                  |
| <b>Enduring Understandings</b><br>What understandings about the big ideas are desired? (What you want students to understand & be able to use several years from now)<br>What misunderstandings are predictable?             | <b>Essential Questions</b><br>What provocative questions will foster inquiry into the content? (open-ended questions that stimulate thought and inquiry linked to the content of the enduring understanding)                     |
| <b>Knowledge:</b><br>What knowledge will student acquire as a result of this unit? This content knowledge may come from the indicators, or might also address pre-requisite knowledge that students will need for this unit. | <b>Skills</b><br>What skills will students acquire as a result of this unit? List the skills and/or behaviors that students will be able to exhibit as a result of their work in this unit. These will come from the indicators. |



## CBCI

1. Conceptual Lens
2. Guiding Questions
3. Generalizations
4. Assessment Tasks
5. Rubric - [How to access Conceptual Understanding](#)



**Page 2-3 in the booklet**

## Two options

- **The current practice of SAS MS Chinese Program**
- **The current unit that you are teaching**
  - Standard Based?
  - Concept Based?
  - Key components in your unit planner



## CBCI

1. Conceptual Lens
2. Guiding Questions
3. Generalizations
4. Assessment Tasks
5. Rubric - *How to assess Conceptual Understanding*



## 1. Conceptual Lens

### A Unit Example: Chinese Advanced High: Rewrite the Classics 再书经典

Table 1 lists the key concepts to be explored across the MYP. The key concepts contributed by the study of language and literature are **communication, connections, creativity** and **perspective**.

|                    |                     |                      |                       |
|--------------------|---------------------|----------------------|-----------------------|
| Aesthetics         | Change              | <b>Communication</b> | Communities           |
| <b>Connections</b> | <b>Creativity</b>   | Culture              | Development           |
| Form               | Global interactions | Identity             | Logic                 |
| <b>Perspective</b> | Relationships       | Systems              | Time, place and space |

Table 2 lists related concepts for the study of language and literature. Teachers are not limited to the related concepts listed in this chart and may choose others when planning units, including from other subject groups.

|                      |               |         |                 |
|----------------------|---------------|---------|-----------------|
| Audience imperatives | Character     | Context | Genre           |
| Intertextuality      | Point of view | Purpose | Self-expression |
| Setting              | Structure     | Style   | Theme           |

## A Unit Example: Chinese Advanced High: Rewrite the Classics 再书经典

| Stage 1 - Identify Desired Results                                                                                                                                                                                           |                                                                                                                                                                                                                                  |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Trans-disciplinary Transfer Goals</b>                                                                                                                                                                                     |                                                                                                                                                                                                                                  |
| Critical thinker, Skillful communicator, Effective collaborator, Creative Learners, Ethical global citizens                                                                                                                  |                                                                                                                                                                                                                                  |
| <b>Disciplinary Transfer Goals</b>                                                                                                                                                                                           |                                                                                                                                                                                                                                  |
|                                                                                                                                                                                                                              |                                                                                                                                                                                                                                  |
| <b>Standards and Benchmarks</b>                                                                                                                                                                                              |                                                                                                                                                                                                                                  |
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[CCSS.ELA-Literacy.RL.8.5](#)

Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.

[CCSS.ELA-Literacy.RL.8.3](#)

Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

[CCSS.ELA-Writing.RL.8.3](#)

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

**3. Generalizations**

**2. Guiding Questions**

### Essential Questions

What provocative questions will foster inquiry into the content?  
(open-ended questions that stimulate thought and inquiry linked to the content of the enduring understanding)

## 2. Guiding Questions

### Handout 1

Factual Questions

Conceptual Questions

Debatable Question



**Enduring Understandings**

What understandings about the big ideas are desired? (What you want students to understand & be able to use several years from now)  
What misunderstandings are predictable?

**3. Generalizations****Teacher Generated Handout 2**

- Understand and evaluate:
  - ☐ Adapted works reveal the themes of the text through key details, character development, and story structure, while also interacting with social changes.
- Write and create:
  - ☐ Effective narrative writing requires the author to convey themes using precise language and structure, while continuously improving their expression.

***\* We don't teach generalizations directly to the students; instead, we guide them to construct their own generalizations.***





## CBCI

- ✓ Conceptual Lens
- ✓ Guiding Questions
- ✓ Generalizations

4. Assessment Tasks

5. Rubric - *How to assess Conceptual Understanding*

## A Unit Example:

### Chinese Advanced High: Rewrite the Classics 再书经典

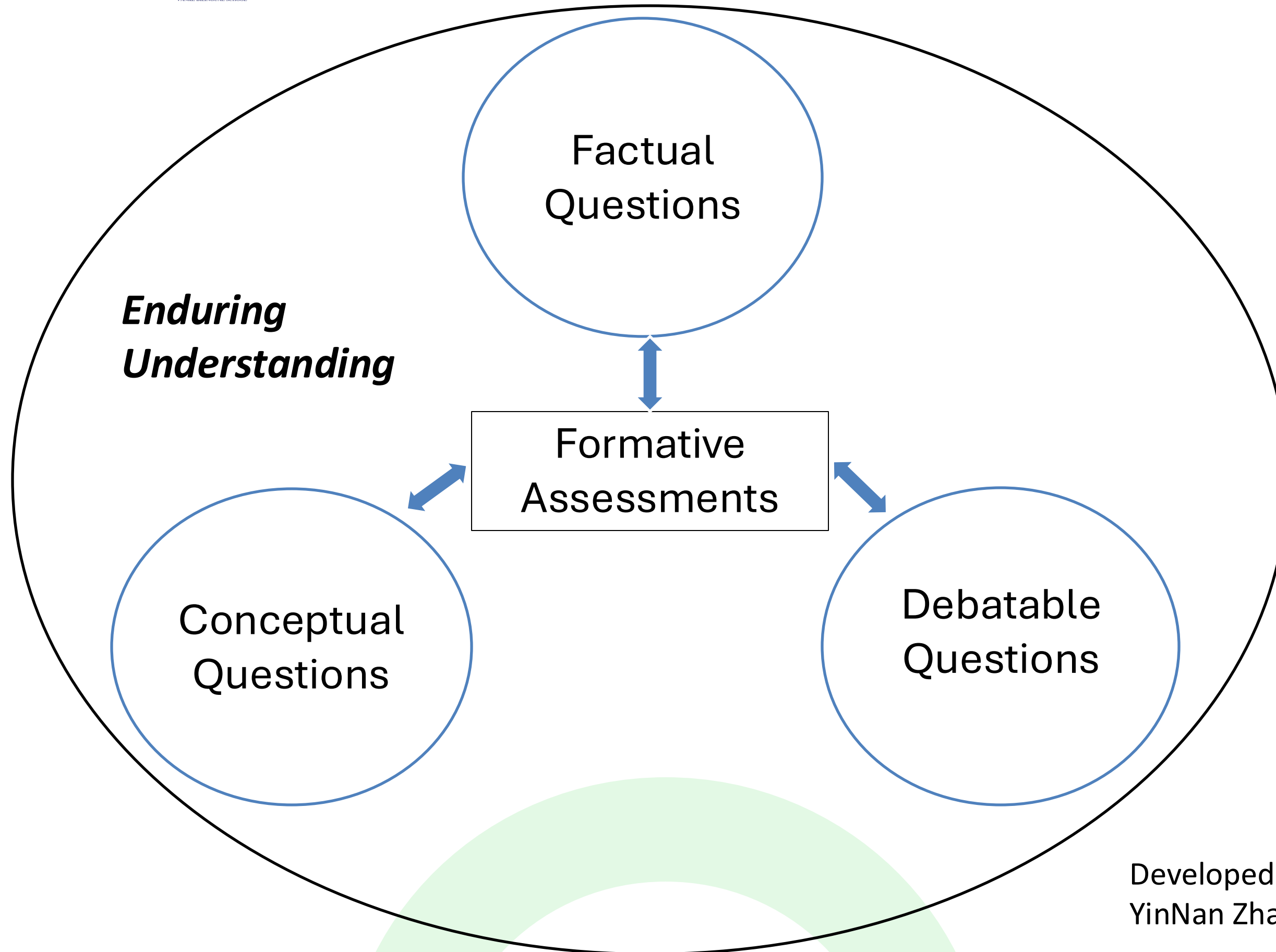
#### ■ Mentor Texts:

- 风俗通 *Customs and Traditions* (classical Chinese) vs 女娲造人 *Nüwa Creates Humans*
- 木兰诗 *The Ballad of Mulan* (classical Chinese) vs 迪士尼动画/真人电影 花木兰 *the Disney Mulan* (1998 cartoon film and 2020 film)

*\* There are other additional texts in this unit*

#### ■ Formative Assessments:

- Choose between 夸父追日 *Kua Fu Chasing the Sun* (classical Chinese) and 共工怒触不周山 *Gonggong's Anger and the Collision with Mount Buzhou* (classical Chinese). Write a mythological story based on your chosen story.
- Evaluate Disney's adaptation of the Mulan story and present your own thoughts on this creation.



## Formative Assessment 1 **Handout 3**

\* *UDL: Optimize choice and autonomy*

- What type(s) of questions does this assessment answer?
- What CBCI strand(s) does this assessment address?

**Factual Questions + Conceptual Questions**

**CBCI Strands**

- Producing Text



## Formative Assessment 1 Student Sample Work

### Handout 5

- First draft
- In class work
- No computer
- Paper dictionary provided

Personalized feedback

2nd draft, may choose to type out the essay

- **UDL:**
  - Optimize challenge and support
  - Offer action-oriented feedback

## Formative Assessment 2

### Handout 4

- What type(s) of questions does this assessment answer?
- What CBCI strand(s) does this assessment address?

### Conceptual Questions + Debatable Question

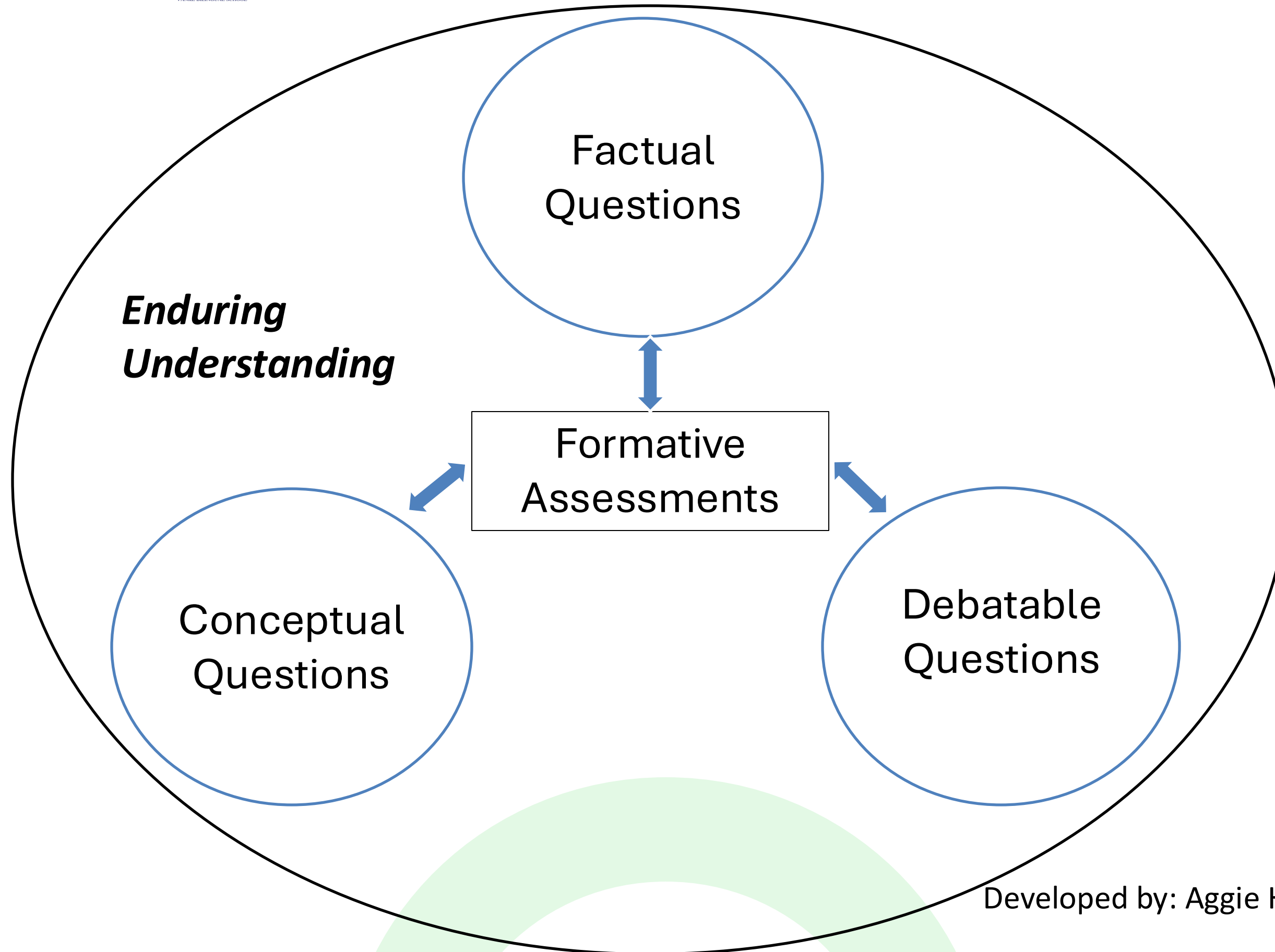
#### CBCI Strand

- Critiquing Text

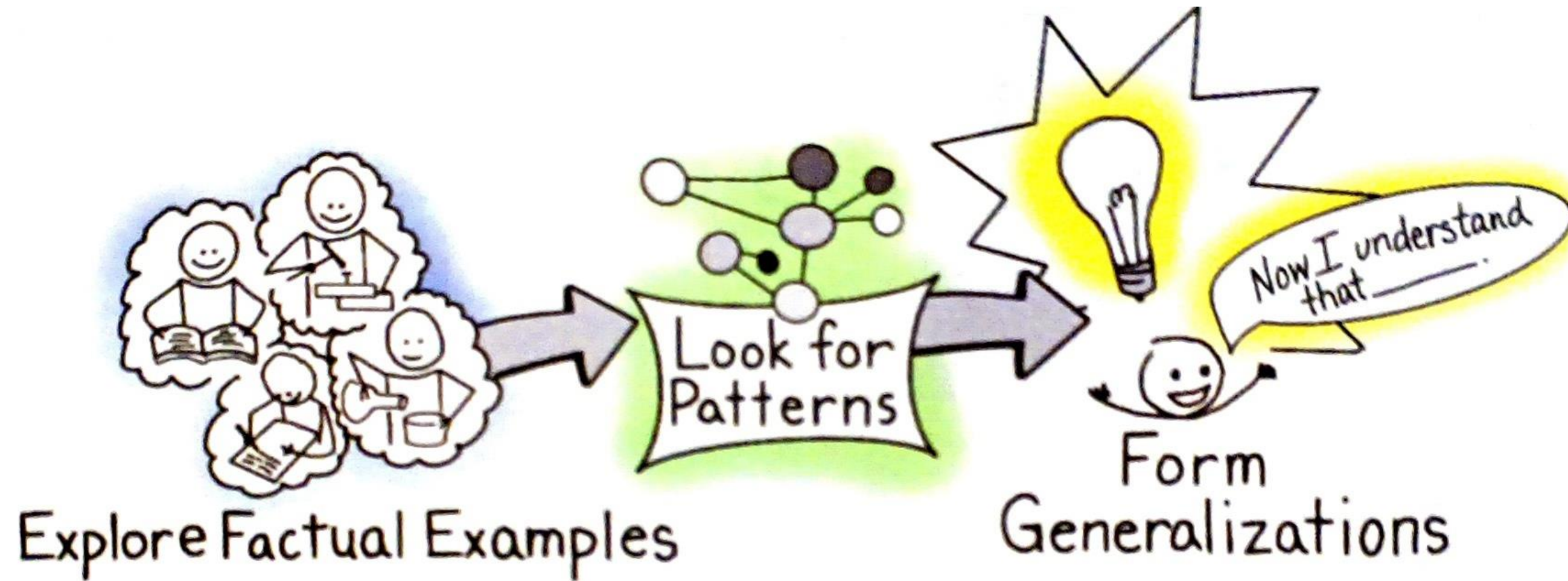
- **CRP**: Bring real world issue into the classroom

## Formative Assessment 2 Student Sample Work

### Handout 6



Inductive Approach



Illustrated by Andrea Uhl

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### Reflection on Unit Concepts (Understanding and Evaluation, Creation and Writing)

#### 1. As a reader, how do we understand and evaluate a work (text<sup>1</sup> or non-text<sup>2</sup>) adapted from a text?

Through learning, I understand that... (use 1-2 sentences)

- **Hint:** You may refer to the following concepts
  - Adaptation, key details, character development, story structure, text themes, social changes

**[1] Text:** Content written in words, such as books, articles, messages, etc.

**[2] Non-text:** Information not conveyed through words, such as images, audio, video, or body language, etc.

#### 2. As a writer, how do we complete a narrative writing?

Through learning, I understand that... (answer your understanding in 1-2 sentences)

- **Hint:** You may refer to the following concepts
  - Narrative, language, structure, theme, improvement

Read the three student samples, without referring to a rubric, can you tell whether they are Exceeding, Meeting or Approaching the conceptual understanding?

**Handout 7****Exceeding**

- Clearly connects related concepts.
- Uses precise language and well-structured sentences.
- Incorporates relevant examples that enhance understanding.

**Meeting**

- Identifies **connections between related concepts**.
- **Language** is mostly clear, with minor errors.
- Provides **examples** that support generalizations, though they may not be fully developed.

**Approaching**

- Struggles to connect related concepts.
- Language contains several errors that hinder understanding.
- Few or no examples are provided to support generalizations.

## My Understanding of Concept-Based Curriculum and Instruction

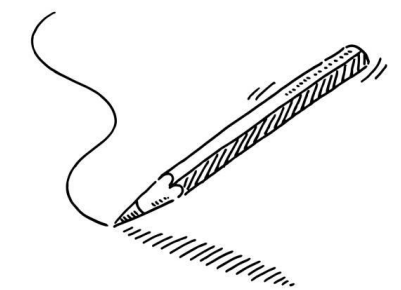
### Learning targets

I understand:

- The key components of a concept-based unit
- The steps to incorporate CBIC<sup>1</sup> into a unit
- Strategies to assess students' conceptual understanding of a unit
- Ways to leverage UDL and CRP to support a concept-based unit (optional)

1. CBCI – Concept-Based Curriculum and Instruction

| What I have learned |
|---------------------|
|                     |

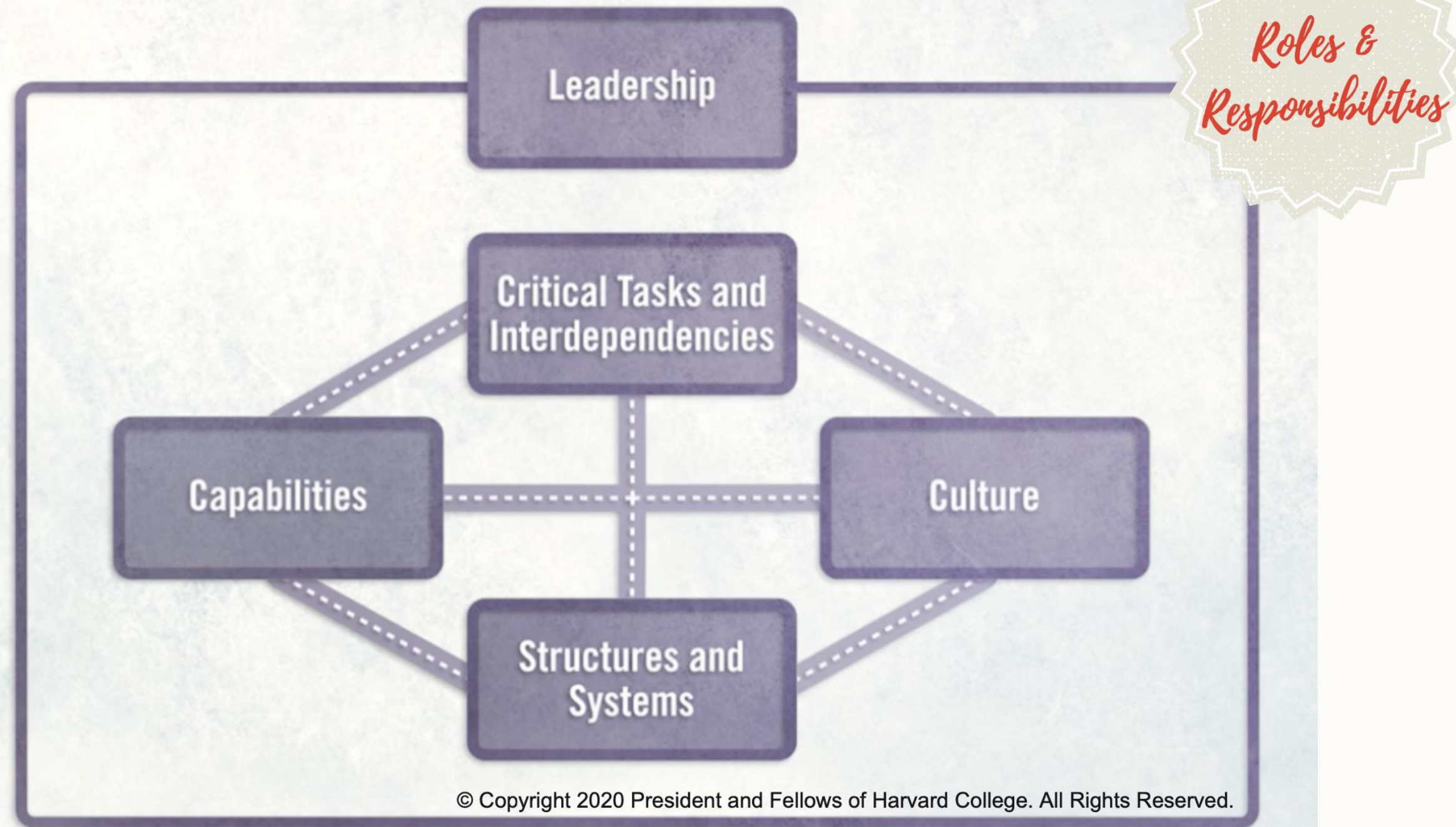


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## CONGRUENCE MODEL





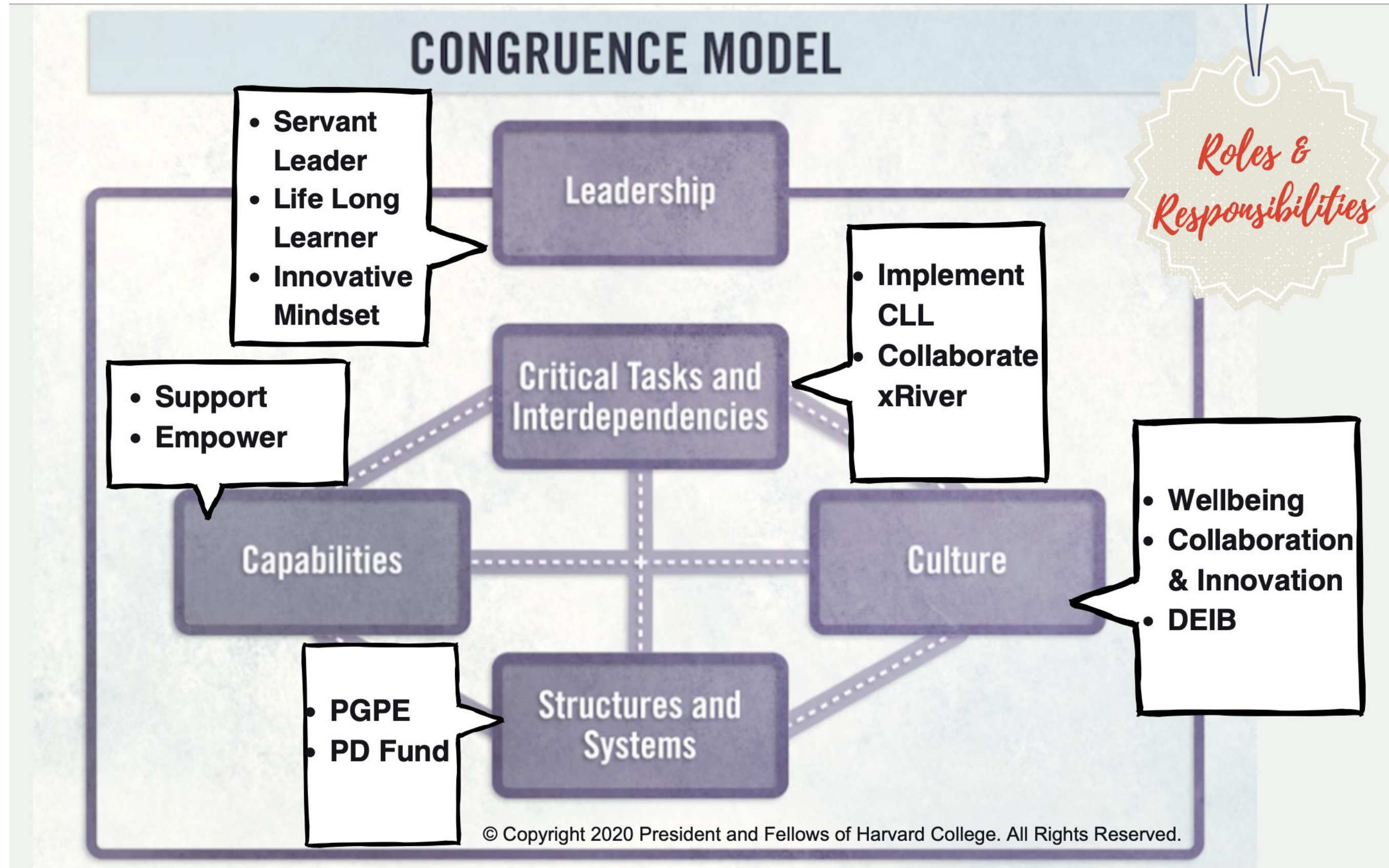
## Analyzing the Elements

**Culture:** Does your school's culture encourage inquiry, risk-taking, and conceptual thinking? 您的学校的文化是否鼓励探究、冒险和概念性思考？

**Structure:** Does your organizational structure (roles, schedules, communication channels) support collaboration and planning for CBCI? 您的组织结构（角色、日程安排、沟通渠道）是否支持CBCI的协作与规划？

**Systems and Capabilities:** Are there systems in place (professional learning, feedback loops, assessment practices) that build the necessary capabilities for CBCI? 是否有相应的系统（专业学习、反馈机制、评估实践）来培养CBCI所需的能力？

**Leadership Style:** How does your leadership approach support or hinder concept-based, inquiry-driven practices? 您的领导方式如何支持或阻碍概念引导的探究式教学实践？



What adjustments could be made to bring greater congruence among culture, structure, systems, and leadership?

可以做出哪些调整，使文化、结构、体系和领导力之间更加协调一致？

Which actions are within your immediate influence, and which require wider collaboration?

哪些行动在你的直接影响范围内，哪些需要更广泛的协作？

How will you measure progress toward creating the congruence for better CBCI?

你将如何衡量在创建更协调一致的CBCI方面取得的进展？



**Action Plan Table for Creating Congruence**

| <b>Focus Area</b> | <b>Adjustments Needed</b> | <b>Immediate Actions (Within Your Influence)</b> | <b>Collaborative Actions (Wider Collaboration Required)</b> | <b>Measurement of Progress</b> |
|-------------------|---------------------------|--------------------------------------------------|-------------------------------------------------------------|--------------------------------|
| <b>Culture</b>    |                           |                                                  |                                                             |                                |
| <b>Structure</b>  |                           |                                                  |                                                             |                                |
| <b>Systems</b>    |                           |                                                  |                                                             |                                |
| <b>Leadership</b> |                           |                                                  |                                                             |                                |

## Think–Plan–Share & Commit

- **Think (5 min):** Reflect individually using the prompt questions.
- **Plan (5 min):** Draft your individual action plan.
- **Share (10 min):** Exchange feedback in pairs and identify one concrete action and timeline.

*Two choices*



# Thank You



**Scan the QR Code  
to answer the survey**

# Shapes optional

