




# ACADEMIC CHESS - CHESS FOR RELUCTANT ADMINISTRATORS




# Differentiating Academic Chess from Scholastic Chess

- Emphasis is on Higher Order Thinking
- Collaborative problem solving –  
not individual
- Language based - students discuss possible solutions, anticipated outcomes and write responses

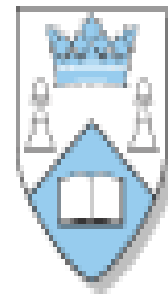


# Background

- Homework Room
  - Request
  - Seeking Advice
  - Vision – Competition & Media
  - Across the District:
    - Programs & Communication
    - Marketing & Promotion
    - Supplemental Curriculum Program
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# How Scholastic Chess Failed

- Staff Development
- 2/3 of schools represented



**KASPAROV**  
CHESS FOUNDATION

# Depth of Effort

- Grant Writer
- Mission Statement
- 501 (c) 3



# District Position

- Curriculum, Curriculum, Curriculum
- Before & After School Clubs
- Intra-District Promotion  
Book Fairs & Carnivals



# Campus Initiatives

- 2007 - 2008 2<sup>nd</sup> grade  
Critical Thinking during Recess
- 2008 – 2009 2<sup>nd</sup> & 3<sup>rd</sup> grade  
Critical Thinking during Recess
- 2010 – 2011 3<sup>rd</sup>, 4<sup>th</sup> & 5<sup>th</sup> grade  
Pull out “tutoring”

# Components of Academic Chess

Topical Question

Essential Understanding

Content Objective

Language Objective

# Topical Question

Posted.

Provides the focus for instruction and effort.

How can I solve problems  
by thinking about my choices  
before I make a final decision?

\*Transfer

# Essential Understanding

What must the student know or do  
for the learning to be effective?

Solving any problem requires us to think through potential solutions and outcomes before acting on an idea.

\*These are not always chess-centric  
Making a general statement  
assists with transferability.

# Content Objective

Begin with the end in mind –  
tell the student what they will  
do after instruction

You will analyze problems to determine alternate solutions.

You will visualize the results before moving chessmen.

Anticipate the outcome of your decision using If/Then thinking.

# Language Objective

Informs students of the academic vocabulary expectation they are to meet and implement to be an effective speaker and writer

Use the 2 coordinate naming system ,  
letter then number, to discuss  
potential solutions to chess problems.

Begin your statements with,  
“If I move from (point) to (point) then  
my opponent can respond with (point)  
to (point).”

TQ: How can I solve a chess problem using a piece that only moves in a diagonal line?

EU: Diagonal lines connect point to point On the chess board. Diagonal lines can be 2 to 8 squares long.

CO: Learn the name and moves of the Bishop. Apply the move to chess problems.

LO: Complete this statement, "Moving in diagonal lines is different from moving on ranks and files ..."