Six Steps for Planning a Learning Expedition at King
Updated April 2015

1. Develop a <u>compelling topic:</u>

✓ that includes learning <u>targets for the content and skills</u> that students need to know at their grade level;

✓ that is <u>engaging to students</u> and often addresses <u>community issues;</u>

✓ that provides opportunities for <u>in-depth investigations</u> by all students;

✓ that provides opportunities for students to identify with or consider <u>multiple perspectives</u> (on gender, race, ethnicity, social class, or controversial scientific issues);

✓ that has <u>guiding questions</u> that synthesize the big ideas and require students to engage in <u>complex thinking;</u>

✓ that connects to the appropriate <u>power standards;</u>

✓ that includes <u>plans for assessments</u> matched to the long term targets.

2. Design a <u>comprehensive final product</u>:

✓ that requires each student to create representations of the <u>targeted knowledge and skills</u>;

✓ that addresses the <u>guiding questions;</u>

✓ that includes <u>accommodations for differentiation</u>;

✓ that has an <u>exemplar model</u> and <u>product descriptors</u> created by the house or by other houses that can evolve during the expedition;

✓ that is adapted from a current <u>professional product</u>;

✓ that includes <u>high quality writing</u> and <u>craftsmanship</u> from each student;

✓ that includes a plan for students to <u>archive their finished pieces and reflections digitally for portfolio</u>.

3. **Choose the <u>professional role(s)</u> that students will assume during the expedition:**

    ✓ so that <u>professionals</u> can be scheduled to work with students;

    ✓ so that students can <u>develop the skill set(s)</u> associated with the profession(s) and expedition;

    ✓ so that students can present their <u>final product</u> to the <u>appropriate audience</u>.

4. **Identify and organize the <u>major learning resources</u> for the expedition:**

    ✓ that include a balance of <u>complex literature</u> and <u>nonfiction</u> text;

    ✓ that provide opportunities for all students to pursue <u>independent research</u>;

    ✓ that are made available in an <u>on-line index</u>, in the classroom, and/or in the library.

5. **Get the expedition on a <u>shared team calendar</u>:**

    ✓ to schedule <u>major learning activities</u> and due dates;

    ✓ to block out a number of days in the final weeks of the expedition for student and teacher <u>critiques and revisions;</u>

    ✓ to schedule <u>school specialists</u> and <u>community experts</u>;

    ✓ to share <u>school resources</u>;

    ✓ to <u>block out</u> testing dates and other events;

    ✓ to book 2 - 3 <u>field experiences;</u>

    ✓ to block out additional time for the <u>expedition manager</u>.

6. **Plan for a <u>culminating event</u>:**

    ✓ that includes the exhibition or evidence of <u>high quality work and writing</u> from each student;

    ✓ that provides opportunities for every student to <u>talk about his or her learning</u> with a significant adult or audience.

    ✓ that includes a <u>narrative of the expedition</u> produced by students.