

Beyond the Classroom Planning Template

	Day 1	Day 2	Day 3	Day 4	Day 5 (at school)
Curriculum Focus (This will change by the unit)	All units will focus on the Catholic Graduate Expectations of Life Long learners, Effective Communicators, Responsible Citizens and Creative, Reflective Holistic thinkers. Language curriculum will also be a focus in all units. Social Studies or Science Expectations will change based on the location.				
9-10 (in transit)	As we travel to location (school bus or ttc), students jot down see/notice observations in their journal (key component in getting them to continually notice the world around them.				
10-10:20	Set the tone for the day – starting with students journaling about their expectations for the day – “What are you thinking about right now?” Discussion. After first day, this will include discussion or previous days’ events and things they are looking forward to learning next.				
10:20-11	<p>Content Expert: <i>On first day, the organization will share what they consider to be the big idea of their organization (mandate/mission statement etc). If possible, we’d like the speaker to further delve into current innovations changing their organization or a current problem facing them and how they are looking to resolve this.</i></p>	<p>Content Expert – This will change based on the organization we are visiting.</p>	<p>Content Expert – This will change based on the organization we are visiting.</p>	<p>Content Expert – This will change based on the organization we are visiting.</p>	
11-11:30	Journaling- Students answer the question “What are you thinking about right now?” This will lead into a group discussion and culminate in development of their personal inquiry question on day 1 (e.g For Sick Kids – “What is needed for an effective hospital system?”. For Day 2-4 this time will be for answering the question “What are you thinking about right now?” as well as how their personal inquiry is developing.				
11:30-12:10	Lunch and Active Break				

12:10 – 12:40	Research on personal inquiry question (This time will also include conferencing with teacher, research tips, skype time with experts, etc).
12:40 – 1:00	Math Connection – each day will include a math problem solving experience connected to the organization and the current math unit being covered in class e.g While at Sick Kids, if we are working on measurement, we may find the perimeter and area of different rooms, or discuss a comparison of green space vs concrete space; at Young People’s Theatre, if we’re working on geometry, we may go on a shape hunt (find cylinders, rectangular prisms, etc); for Queen’s Park if we’re currently working on number sense for percentages, maybe a look at what percent of vehicles in front are cars, trucks, motorcycles and bikes. This will obviously change by unit and by location.
1:00-1:45	Time to work on final presentation/artifact (more detail on this process below)
1:45- 2:00	Wrap up and Exit ticket – each student to add one new learning from the day in their journal as well as what their next steps are for their personal inquiry. Expectation is that students will add both these points on the class padlet once they go home.

Further details on final presentation/artifact

On day one of each unit, a discussion will be had in the 1 pm slot of what the different options are for the final presentation/artifact on students’ personal inquiries. Students may choose from a list that includes: imovie, powerpoint, adobe voice presentation; live news report; live or recorded audio or video commercial; brochure; bristleboard. For each of the 8 or 9 experiences, students will choose a different presentation format.

Success criteria will be co constructed with students on day one, but will likely include some of the following points

Presentation should

- Demonstrate significant new learning (include your references – websites, books, primary source via interview).
- Show the progression of learning (a timeline of how you grew in knowledge during your personal inquiry).
- Explain how your inquiry ties into the organization’s big idea (can also tie into innovations that have changed the organization, or current problems the organization is facing).
- Include a math component (we’re still figuring out what this will look like but for instance could include a look at how budgeting works into government decisions).
- Identify a next step for your inquiry question (true learning NEVER ends!)