



Assess: What do you already know about your students? (strengths, needs, interests)

These students are tactile, have a lot of energy, and struggle to listen to others. They are a culturally diverse group. They love puzzles and riddles.

Learning Outcomes: What do we want students to learn?

Curriculum Standards

- Language (oral communication): Students reflect and identify strengths as listeners and speakers and identify areas for improvement.
- Math: Describe and represent locations of objects, draw simple maps of familiar settings.
- Arts: Apply the creative process to produce a variety of two- and three-dimensional art works using elements, principles, and techniques of visual arts to communicate feelings, ideas, and understandings.

Deep Learning Competencies

- Communication—reflection to further develop and improve communication
- Creativity—asking the right questions
- Critical Thinking—meaningful knowledge construction

Assess

Success Criteria Evidence of Outcomes: How will we know they have learned it?

- Students will learn how to ask good questions and listen for information.
- Students will use maps to communicate in a descriptive way to provide and interpret directions.
- Students will make an Inukshuk and deepen understanding of diverse cultures within Canada.
- Students will make a geocache box, describe it in writing, and present to peers.

Learning Design Overview

(3 weeks)

1. Students will be asked how they know how to get home from school. What landmarks do they pass along the way?
2. Students will be exposed to different types of landmarks and their practical and symbolic importance in cultures.
3. Students explore a Canadian landmark of their choice and build a small 3D replica and present its significance to the class
4. Students will place their landmarks in hidden locations around the school.
5. They will draw maps for other students to find their landmarks.
6. Explore geocaching. Invite a parent in to explain.
7. Groups create a geocache box.
8. Go on a field trip to a local conservation area to participate in geocaching

Design

Four Elements of Learning Design

Pedagogical Practices

Students work individually, in pairs, and in small purposeful groups. Students will present their landmarks—use communication and creativity learning progressions.

	Learning Partnerships	A parent speaker and a park ranger (of conservation area) School secretary and school caretaker support hiding of the landmarks around the school Students work and assess in small groups
	Learning Environments	Use of school (for hiding landmarks) Conservation area
	Leveraging Digital	Online maps and geocaching application

Implement	Implement the Learning Design: Note any adaptations, observations, and insights as you go.
	<ul style="list-style-type: none"> • Student in class presented an Inukshuk and others were fascinated. So we collected rocks and made one for the school yard. • We could not get to the conservation area for the field trip so we geocached around the neighborhood. • These students love to build and use manipulatives.

Measure, Reflect, and Change	Measure: What assessments will you use?
	Each of these assessments used the same criteria and were used to measure student growth
	<ul style="list-style-type: none"> • Two short presentations • Being a part of an audience, asking good questions • Two three-dimensional creations: an inukshuk and a geocache box • Two maps: one school and the conservation area
	Reflect and Change: Assessing learning How well did the learning design meet the intended learning outcomes?
	<ul style="list-style-type: none"> • 21/22 improved in Communication (self and teacher assessment) • 22/22 improved in Creativity (self, peer, and teacher assessment) • 22/22 improved in Critical Thinking (self and teacher assessment) • 20/22 were able to reflect and identify strengths as listeners and speakers and identify areas for improvement with proficiency • 17/22 were able to describe and represent locations of objects, draw simple maps of familiar settings with proficiency • 22/22 were able to apply the creative process to produce a variety of three-dimensional art works
	Reflect and Change: Assessing learning design What parts of the learning design worked well, and what can be improved?
	Students were very engaged in the task, and their skill in reflecting on their work is improving. However, the teacher designed the tasks. We could have focused more on the Arctic because students were fascinated by the Inuksuit. As well, students struggled with being able to understand maps. More time should have been spent helping them to understand maps of familiar settings before exposing them to online maps and the neighborhood; need to use more manipulatives and visuals when teaching spatial reasoning with this group.